The Single Plan for Student Achievement

School: Primary Years Academy of International Education Magnet School

CDS Code: 0121798

District: Stockton Unified School District

Principal: Jean Segura

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Primary Years Academy of International Education Magnet School's Vision and Mission Statements

Principals' Message

Primary Years Academy of International Education is an authorized K-5 International Baccalaureate (IB) World School. We are a public school and SUSD Magnet School Program, using an IB inquiry model of teaching and learning. Our students learn how to question and explore the world around them while using the skills necessary to be a successful internationally-minded citizen in the 21st century. Students work in an environment which supports their academic, social, and physical needs through a rigorous program of study. Primary Years Academy is a community of students, parents, teachers, and administrators working together as a team.

Vision

Primary Years Academy of International Education (PYA) is a Stockton Unified School District Magnet School. On January 14, 2014, PYA was granted authorization status as an International Baccalaureate World School by the International Baccalaureate Organization. PYA provides a comprehensive and rigorous educational setting for kindergarten to fifth grade students. We envision a school of approximately 340 students each academic year whom we prepare to move beyond the IB Primary Years Program, into the IB Middle Years Program, and successfully complete the IB Diploma Program. Primary Years Academy fosters and promotes active, educated, and caring citizens for our world society.

Mission

The mission of Primary Years Academy is to develop internationally-minded kindergarten through fifth grade students through a rigorous, relevant, and practical International Baccalaureate (IB) curricula and methodology. Our goal is to prepare students to be active, global citizens in the 21st century. By providing a multi-cultural, student-centered environment with an emphasis on inquiry-based learning, it is our desire and intent that students become literate, self-motivated, and competent lifelong learners

School Profile

Primary Years Academy of International Education is a K-5 Stockton Unified School District Magnet School and an authorized International Baccalaureate (IB) Primary Years Program. Our curriculum is aligned with Common Core State Standards under the umbrella of IB's transdisciplinary themes. Each grade level, kindergarten through fifth, covers a strand of six transdisciplinary themes that incorporate the subject areas of language arts, math, science and social studies. After the strand is selected, the grade level teams write their central idea for that strand with at least three lines of inquiry each, which is the focus and objective of that unit. Art, music and a second language are included in the program, as well as, 21st Century Skills addressing critical thinking, problem-solving, collaboration, communication and technology.

Teachers are trained to develop and implement IB Units of Inquiry that teach science and/or social studies themes. All teachers, the coordinator and the administrator, have received the first level of International Baccalaureate training and most have already received level II and III training. Teachers collaborate at least twice a week to develop their units, making sure that Common Core Standards, including the new Next Generation Science Standards, are incorporated into their lessons. The goal is to make learning relevant, meaningful, and rigorous for our students while providing high quality education that meets district, state and national standards.

Within each unit, formative assessments such as, written reports, laboratory write-ups, plays, or group presentations are used to evaluate students progress. At the end of each unit, a summative assessment is given to students to determine the level of student learning. Although the units provide a global view, all grade level California standards are taught and mastered by the students. Surveys of PYA parents indicate that our families are very satisfied with PYA's IB inquiry learning curriculum focus and implementation, and with the character education that is embedded in the program through the teaching of IB Learner Profile Traits of inquirer, thinker, caring, open-minded, principled, balanced, knowledgeable, communicators, courageous, and reflective.

The State of California did not report API (Academic Performance Index) scores for any school in 2013-14 and 2014-15 because a new Common Core Assessment Tool (SBAC or CAASSP)) was being piloted as a replacement of the prior years' California Standards Test (CST). However, the State produced an average API score for PYA and all schools which was based on the CST scores for the three years prior to 2013-1. PYA's averaged API score was 799 -very close to the State's desired 800 point API score for all schools. Additionally, PYA has consistently scored in the top 3 of 40 Elementary Schools in Stockton Unified School District each year since its

inception 2010.

Because PYA is a Magnet School, parents must complete an application for enrollment and students are enrolled via a lottery. Students are placed on a waiting list if the desired grade level is full. Students and parents sign a school compact yearly. Parents are expected to volunteer/participate a minimum of 15 hours per year. Primary Years Academy has a required uniform policy. Students who do not adhere to PYA's behavior, effort and attendance policies may be required to return to their neighborhood school per the Magnet Due Process procedure. Primary Years Academy currently has 315 students in grades K-5. Maximum class size is 20 students in kindergarten, and 28 students in grades 1-5.

Prospective families are encouraged to visit the school to see the IB curriculum in action or call Principal Jean Segura, with any questions.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A 2014-15 Survey of PYA parents indicate that our families are very satisfied with PYA's IB curriculum and implementation, and with the character education that is embedded in the program through the teaching of IB Learner Profile Traits of inquirer, thinker, caring, open-minded, principled, balanced, knowledgeable, communicators, courageous, and reflective. 85- 99% of the survey respondents agree that the school climate is one of safety and respect, and that they feel welcomed. 85-100% felt that the school to home and teacher to parent communication is very good. 99% of the parents felt that the school promotes international-mindedness and said that they were aware of the IB curriculum that their child is learning. 70% had participated at school events or volunteered at school six or more times in the 2014-15 school year. 99% said that they had visited or volunteered between once to five times in the 2014-15 school year.

In 2014-15, an additional survey, created by Ms. Segura with the help of parents of EL students, was sent to all parents of EL students. 100% of the respondents (over 50% of our EL families) said that they feel that PYA staff is respectful to parents and treats parents as partners in their children's education. They also feel that the school is safe. 75-80% feel that the needs of their EL students are being met, and that the school provides enough information to parents about the EL program, testing and redesignation process. A few felt that they needed more information.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal visits each classroom visited at least two times per week for up to 10 minutes each. Core and IB curricular content, English Language Development, SDAIE and other teaching strategies such as inquiry teaching and learning, checking for understanding, as well as student engagement and behavior are noted. These observations are the basis for determining staff development needs, and discussions at the Leadership team meetings. Teachers are often asked to share the strategies that work for them with the staff at faculty meeting.

Ms. Lee, the IB Facilitator and Program Specialist, also makes classroom visits to support teachers in the implementation of the IB curriculum. Survey of classes and discussion with teachers and the Leadership team results in out decision to release teachers for observations in other classes, and to meet with the grade level during collaboration and planning, to hire a consultant to help with the development of a writing program, as well as to plan IB professional development needs.

In October 2014, Mr. Rich Smith, a PD presenter from Solution Tree, made classroom visits with the principal, IB Coordinator and SUSD's CBO, to observe student engagement and checking for understanding during lessons. In 2015-16, the principal, IB coordinator and a teachers will make classroom observations to look for indicators of student engagement and successful learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

   Over the past few years, during CST testing, our district has taken strides toward becoming a “datadriven” and “results-oriented” school. The district and leadership within the school has promoted this endeavor by supporting the acquisition of technology to advance the collection of data, has increased the scope of data accessible to the shareholders, has defined expectations of the assessment process within departments and courses and has developed processes to guide all shareholders in creating goals, assessments and in collecting and analyzing data. (i.e. Specific Measurable Attainable Resultsoriented Time-based (SMART) goals, common assessments, support class). These processes allow all shareholders in the school, district and the community to access and disseminate student performance data and to use this data to modify instruction to better meet the needs of the students. Now, as we transition to Smarter Balance testing system under Common Core, these means of accessing student performance data are changing. As our school makes this transition, we realize the ongoing need to create common assessments within our school to measure and monitor student learning.

   - MAP, STMath, Compass Learning
   - CELDT, ELL Assessments
   - Common Core State Standards (CCSS) Units of Inquiry developed by PYA teachers
   - Grade Level/whole school and Area Professional Learning communities and collaborations
   - CSTs Science for Grade 5 in PYA, and grade 8, and Grade 10 Life Science
   - Teacher conferences with Principal
   - Formative assessments

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Time is taken at the at the beginning of the school year through department, staff and school site council meetings to review the data that has been identified as the major factors in affecting the school's progress. Sources of data are listed below. As the year progresses, data is updated and the information is shared with the staff and community members through the Principal's message via the school's website, school site council, or parent meetings.

Communication of student performance data has remained a top priority at our schools. Results are shared with the following shareholders: parents, students and staff. Communication is supported through school and teacher websites, online grade books, principal newsletters, parent conferences and staff meetings and site council meetings with relevant stakeholders. In addition, our schools have streamlined communication with these shareholders with the addition of ParentLink, a web based portal that links principals, teachers, parents, students and community in communication.

Although in its beginning stages of implementation, this program allows access to student data as well as communication through email, phone and text messaging and printed letters. Communication and conscious data collection will ultimately lead to improved student achievement at our school. These paths have led to changes in the way that we run our school using professional learning communities with the purpose of improving instructional practices and student achievement. Although common assessments are required, the consistency of this practice is not met at the same levels in all departments.. While most departments/schools create common assessments, not all are thoroughly analyzed and the outcomes are varied.

- CCSS Units of Inquiry- Grade Level/whole school/Area Collaborations
- Teacher conferences with Principal/Coaches (quarterly)
- Development of Common Formative Assessments (CFAs)
- Use data to determine to reteach, for enrichment and for intervention
- Student identification for SAP/SST referral
- Multiple measures (i.e. graded projects, tasks, assignments, assessments etc.) for grade reporting to students and parents
- Skills Assessments (i.e. fluency, etc.)

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

Not all teachers within the district meet the No Child Left Behind definition of highly qualified but all are in required course work or taking tests to comply with the requirements.

- HR Hiring Policies/Practices
- HR Recruiting
- HR Internships

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are credentialed and all teachers and students have sufficient access to approved instructional materials.

- Common Core State Standard (CCSS)
- IB Units of Inquiry
- National Next Grade-level Science Standards (NGSS)
- English Language Development (ELD) PD
- Technology Integration PD
- CCSS Units of Study PD

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Stockton Unified School District places great value on Professional Development. Professional Development takes on many forms at our schools.

Teacher Collaboration Meetings: Once a week, for one hour each, all teachers participate in a collaboration meetings after school. The aim is always to improve teaching. Typically, one meeting is used to deepen the staff's understand of Common Core standards and appropriate instructional methods. The other meeting will often focus on student work and assessments. Regardless of the content of the meeting, teachers collaborate and with within departments and cross departmentally to share their collective learning and knowledge.

Department/Staff Meetings: Twice a month, for one hour each, to ensure that all staff are aware of variety of administrative requirements and plan and prepare for future trainings, schedule various programs, etc.

Common Core State Standard Training: All teachers will attend trainings provided by the district to increase their knowledge and implementation of the CCSS. Focus will primarily be on the Units of Study as the district fully implements their newly adopted curriculum.

We recognize that our greatest resource in Stockton is our outstanding teaching force. We are committed to investing in our students' success by investing in the growth of their teachers.

- Common Core State Standards
- IB training, Level I, II and III
- Next Generation Science Standards including STEM standards
- MAP, ST Math, Compass Learning computer programs
- Professional Learning Communities (PLCs)
- English Learner Program PD
- Technology Integration (GOORU, Google Applications for Education (GAFE))
- PBIS, and Restorative Justice

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Coaches/consultants starting in 2012-13 through now have worked to align curriculum and instruction to the Common Core State Standards. Additionally, the Rigorous Curriculum Design (RCD) coaches will receive more in depth training so that they are able to better support schools in this transition.

- IB coordinator/Program Specialist
- Site Coach (if available)
- Counselor
- Principal
- Curriculum Department
- Language Development Office (LDO)
- Research and Accountability Department

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

   In addition to collaboration that may take place during a staff meeting, staff also have additional time for one hour per week. Teachers have the freedom to find their own opportunities for growth during this time, as they may choose to collaborate with peers in their department or even with teachers from other departments/schools.

   - Required monthly faculty/grade level/content meetings.
   - Every other week, teachers are required to meet for 90 minutes of collaboration after school on Tuesdays.
   - Release time granted for collaboration/ substitutes are hired
   - Grade level/Content Collaboration (vertical/horizontal)
   - Optional PD (Accelerated Reader, GOORU, etc.)

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

   All students continue to be engaged in a rigorous, relevant and coherent curriculum that supports the achievement of the expected school-wide learning results and state content standards. Courses are planned so that knowledge and concepts are built upon each other. Students can move from introductory courses through AP level courses.

   - Curriculum Mapping, Year at a Glance
   - IB Program of Inquiry
   - Blue Print for Student Achievement
   - CCSS Units of Study
   - Rigorous Curriculum Design (RCD) Process
   - High Quality First Instruction

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

   - CORE Instruction Time (For PYA, CORE may be taught as a stand-alone unit or integrated with the IB Units of Inquiry)
   - Strategic Support Time
   - ELD Instructional Time
   - Physical Education Time
   - Interventions (as needed)

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

    - Master Schedule, Response to Intervention (RTI), EL Master Schedule
    - CORE Instruction
    - Strategic Support
    - IB curriculum pacing for 6 units per grade level per year
    - District CCSS Units of Study Pacing (math)

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

    The school supplies and materials are available to meet the needs of all students and are supported by appropriate funds. Every classroom has sufficient and up-to-date core textbooks and supplemental materials. The school leadership is actively working to keep library up-to-date in both materials and technology.

    - Common Core State Standards-Units of Study
    - IB Units of Inquiry

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

    - Aligned current resources to CCSS Units of Inquiry
    - Open Court for phonics in K & 1
    - ELD Units of Study – in progress (K-2 and 7-8, 9-12)
    - Project Lead the Way units for NGSS (STEM standards)

<u>Opportunity and Equal Educational Access</u>

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

    - 1:1 Support, Small groups, Platooning
    - After School Intervention
    - Life Level and whole school Articulation
    - School/Community Partnerships
    - Response to Intervention (RTI)

14. Research-based educational practices to raise student achievement

    Teachers use a variety of instructional strategies based on curriculum, current research in pedagogy, administrator recommendation or guidance, new classroom technology and "best practices" developed through staff development, Professional Learning Communities (PLC) and departmental standards. Teachers are now able to access student test scores via our Illuminate Database. Staff members are also using information regarding Advanced Placement (AP) placement and AP test results to attempt to reduce the achievement gap between our various students and ensure equal access to a challenging curriculum for all students. Teachers are taking this information and through collaboration time and PLC's, they are developing improved instructional strategies, common rubrics and consistent presentations to better target areas of growth. SUSD recognizes that we have to improve articulation between our elementary and high schools to ensure that as students matriculate from one site to the next there is a consistency in standards, expectations and curriculum that builds on that of the previous year.

    - IB/ Project based and cooperative learning
    - Instructional strategies/effect size/impact on learning/achievement - Marzano, Hattie
    - AVID (PYA will be trained in 2017
    - Professional Learning Communities (PLCs)
    - Tutoring (Peer, Mentors, Additional Before/Afterschool)
    - Content and Assessment Programs (i.e. STMath, Compass Learning, MAP, etc.)

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Through analysis of district and state assessment data, a number of sub-groups have been identified as being in a need of additional support. Our Socioeconomic Disadvantaged and English Learners (EL) are two groups that have historically shown an achievement gap in the test scores. After identifying these groups, staff members have developed a number of strategies to reduce this achievement gap

SUSD services English Learners by providing English Language Development classes for all ELs.

Underperforming special education students are served through special day classes and the learning resource model where available.

Students determined to be at risk for failing 9th grade English have dual enrollment in a freshman English course and in an English support class. Similarly, the Math Department instituted support classes for at risk students in Algebra support. These students are identified through analysis of Measures of Academic Progress (MAP) data as they matriculate to High School.

In addition, SUSD has a number of students who are in need of recovering lost credit. To assist these students high schools are using an online credit recovery program through APEX. This program gives students the opportunity to recover credits that have been lost due to failing classes. The program is provided on campus and is supervised by trained staff.

Parents are given the opportunity to learn how to help their children be successful at:

- at Parent Academies/Workshops
- At Committee meetings (SSC and ELPIC)
- at Parent Teacher Association (PTA)/ Family Nights
- at IB parent meetings- monthly
- in SSTs, parent conferences
- by enrolling their child in the STEP-Up Afterschool Program

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SUSD greatly values the input of parents during the development and implementation of programs. A number of parent committees have become essential to the functioning of our schools.

- Leadership Team
- School Site Council
- PTA or Booster Clubs
- ELPIC (English Learner Parent Involvement Committee)

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

- Teacher Tutors
- Summer School
- Migrant, English Learner, Extended Day
- Professional Development for Teachers
- Collaboration-PLC-Data Teams
- Science Blast
- Technology/Software/Site Support
- Nurses
- Counselors
- Parent/Community Liaisons- district
- Instructional Coaches (if available)

18. Fiscal support (EPC)

District provides centralized services to provide guidance on allowable expenses for categorical funded personnel/services/programs.

Description of Barriers and Related School Goals

Barriers to Goals 1, 2 & 3
1. Funding is not available to send every teacher to continued IB training each year
2. Availability of tutoring is limited due to lack of space in the STEP-Up program, and lack of teachers available to teach additional non STEP-Up tutoring classes after school. Some parents are unable or unwilling to have their children attend the after school tutoring program.
3. Funding is not available to hire a full time teacher to teach intervention classes to students during the school day. A part-time substitute teacher will be hired for two days a week beginning in the 2nd quarter.
4. The district was unable to hire enough teachers in order to provide a Coach for PYA in 2015-16
5. The district did not have enough applicants to fill our Bilingual Assistant position. Interviews are continuing into the 2nd quarter.
6. Funding is not available to hire a library/media teacher. Additionally, PYA does not have it's own library or have full access to the site library,
7. The STEP-Up student data is not in Illuminate, so it is difficult to collect and compare data on those students
8. PYA must share campus facilities with another school. The lack of storage space, lack of custodial support and the overcrowding of computer labs, cafeteria, parking lots, and library creates logistical and other issues for teachers and students.
9. Busing is not available for magnet students

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	48	96.0	48	**2434.0**	21	29	31	19
Grade 4	53	53	100.0	53	**2463.0**	23	21	28	28
Grade 5	26	26	100.0	26	**2472.8**	8	23	35	35
All Grades	129	127	98.4	127		19	24	31	26

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	25	44	31	25	50	25	17	73	10	23	65	13
Grade 4	15	51	34	17	58	25	15	70	15	25	57	19
Grade 5	8	35	58	19	62	19	8	65	27	8	62	31
All Grades	17	45	38	20	56	24	14	70	16	20	61	19

Conclusions based on this data:

1. 50% of third grade, 44% of 4th grade and 31% of 5th grade met or exceeded the CCSS for ELA on the 2015 SBAC assessment.
2. An average of 59% of students in grades 3, 4 & 5 scored at, near or above the standard in the area of reading. An average of 80% of students in grades 3, 4 & 5 scored at, near or above the standard in the area of writing.
3. An average of 89% of 3rd, 4th and 5th grade students scored at, near or above the standards in the area of listening. An average of 78% of 3rd, 4th & 5th grade students scored at, near or above the standards in the area of research/inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	48	96.0	48	**2443.0**	19	33	33	15
Grade 4	53	53	100.0	53	**2491.6**	19	32	40	9
Grade 5	26	26	100.0	26	**2490.4**	15	15	35	35
All Grades	129	127	98.4	127		18	29	36	17

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	38	35	27	31	50	19	27	56	17
Grade 4	32	45	23	34	40	26	28	51	21
Grade 5	19	35	46	8	50	42	12	54	35
All Grades	31	39	29	28	46	27	24	54	22

Conclusions based on this data:

1. 52% of third graders, 51% for 4th graders met or exceeded the CCSS standards on the Math 2015 SBAC assessment. 30% of fifth graders met or exceeded the CCSS standards on the Math 2015 SBAC assessment. Overall, 47% of PYA students in grades 3, 4 & 5, met or exceeded the standard. 17% of students scored below standard.
2. 73% of third grade, 77% of 4th grade, and 54% of 5th grade students scored at, near or above the standard in the area of concepts and procedures on the 2015 Math SBAC.
3. 81% of third grade, 66% of 4th grade and 58% of 5th grade students scored at, near or above the standard in the area of problem solving and modeling and data analysis. 83% of third grade, 79% of 4th grade, and 66% of 5th graders scored at, near, or above the standard in the area of communicating reasoning.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			2	40	3	60					5
2			2	25	2	25	4	50			8
3			4	44	4	44	1	11			9
4					******* *	***					********
5			******* *	***							********
Total			9	36	11	44	5	20			25

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					********	***					********
1			3	38	5	63					8
2			2	40	2	40	1	20			5
3			1	17	3	50	2	33			6
4			2	40	3	60					5
5			********	***							********
Total			9	35	14	54	3	12			26

Conclusions based on this data:

1. Of the 26 1st-5th grade EL students tested in the CELDT in 2014-15, 0 scored at the beginning level, 3 at the early intermediate, 14 at the intermediate level and 9 at the early advanced level
2. 54% of PYA 1st- 5th EL students scored at the intermediate level and 35% at the early advanced level.
3. ELD must be taught daily, and monitoring forms must be completed for each El student. Catch-up plans must be completed for struggling EL students

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	1	10	1	10	5	50	3	30			10
1			2	33	4	67					6
2			2	25	2	25	4	50			8
3			4	44	4	44	1	11			9
4					******* *	***					********
5			******* *	***							********
Total	1	3	10	28	17	47	8	22			36

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					3	33	5	56	1	11	9
1			3	38	5	63					8
2			2	40	2	40	1	20			5
3			1	17	3	50	2	33			6
4			2	40	3	60					5
5			******* *	***							********
Total			9	26	16	47	8	24	1	3	34

Conclusions based on this data:

1. 67% of PYA EL students scored in the Early Advanced or Advanced levels of the 2013-14 CELDT test
2. 80% of the Kindergarten EL students scored in the early intermediate and intermediate level of the CELDT test in 2013-14
3. 50% of the 2nd grade EL students scored at the early intermediate level.

School and Student Performance Data

Reclassification Rates

	2012-13	2013-14	2014-15
	Percentage (Rate) Reclassified	Percentage (Rate) Reclassified	Percentage (Rate) Reclassified
Primary Years Academy of International Education Magnet School	27.3 %	20.8 %	24.2 %
Stockton Unified School District	9.5%	9.3%	8.5%
California	12.2%	12.0%	11.0%

Conclusions based on this data:

1. 24.2% of PYA's EL students were reclassified to RFEP status in 2014-15 based on CELDT and MAP scores.
2. More students were reclassified in 2014-15 as compared to the 2013-14.
3. PYA's reclassified rate exceeded that of the district and state during the last three years.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	17	25	26
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	17	25	26
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	57.5	59.0	60.5
Met Target	*	--	--

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	23	0	33	1	32	2
Number Met	--	--	8	--	5	--
Percent Met	--	--	24.2%	--	15.6%	--
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	Yes	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	--		
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate	--		
Met Percent Proficient or Above	--		

Conclusions based on this data:

1. The number of EL students is not statistically significant. Therefore the State does not report annual growth data for this growth.
2. PYA did not meet the assigned redesignation target of 24.2%. Only 15.6% of PYA's EL students who were in the ELD program for less than 5 years were redesignated.
3. AYP data is not reported since AYP scores were not assigned to schools by the state in 2014-15.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	8,979	9096	
Percent with Prior Year Data	99.7	99.2	
Number in Cohort	8,954	9020	
Number Met	4,059	4536	
Percent Met	45.3	50.3	
NCLB Target	57.5	59.0	60.5%
Met Target	**No**	**No**	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	7,635	2,906	6649	3880		
Number Met	1,195	853	1026	1334		
Percent Met	15.7	29.4	15.4	34.4		
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**No**	**No**	**No**	**No**		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. The district did not meet AMAO 1, 2, or 3, although progress is being made in all areas.

School and Student Performance Data

MAP Assessment Data (Reading)

Reading	14-15 % Met Growth	15-16 Target % to Meet Growth
Overall	63%	65.2%
Grade K	66%	67.7%
Grade 1	73%	73.9%
Grade 2	50%	52.5%
Grade 3	63%	65.1%
Grade 4	71%	72.1%
Grade 5	50%	52.5%
American Indian or Alaska Native	0%	
Asian	78%	78.9%
Black or African American	69%	70.3%
Filipino	77%	78.1%
Hispanic	56%	58.5%
Native Hawaiian or Other Pacific Islander	67%	68.3%
White	76%	77.1%
English Learner	57%	59.3%
Sp Ed	63%	64.4%
SED	62%	63.5%

Conclusions based on this data:

The percentage of students meeting their MAP Reading growth goals in 2014-15 ranged from 50% to 73%.

The percentage of students meeting their MAP reading growth goals was highest for the Asian and Filipino sub-groups and lowest for the Hispanic and English Learner subgroups.

The percentage of students meeting their MAP Reading growth goals schoolwide was 63%.

School and Student Performance Data

MAP Assessment Data (Mathematics)

Mathematics	14-15 % Met Growth	15-16 Target % to Meet Growth
Overall	69%	70.7%
Grade K	62%	64.2%
Grade 1	92%	92.4%
Grade 2	47%	49.7%
Grade 3	71%	72.9%
Grade 4	74%	74.9%
Grade 5	69%	70.8%
American Indian or Alaska Native	100%	100.0%
Asian	78%	78.9%
Black or African American	63%	64.4%
Filipino	85%	85.4%
Hispanic	66%	67.4%
Native Hawaiian or Other Pacific Islander	0%	
White	76%	77.5%
English Learner	71%	72.9%
Sp Ed	69%	70.7%
SED	68%	69.5%

Conclusions based on this data:

69% of all PYA students met their math MAP growth goal.

1st grade had the highest percentage (92%) of students meeting their math MAP goals. 2nd grade had the lowest percentage (47%) of students meeting their math MAP goals.

71% of the Hispanic group met their growth goals in 2014-15

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts/Reading
LEA GOAL:
By July 2016, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal from the previous year. By July 2016, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal from the previous year.
SCHOOL GOAL #1:
By July 2016, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal from the previous year. By July 2016, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal from the previous year.
Data Used to Form this Goal:
MAP and Smarter Balanced Assessment Consortium (SBAC) data from 2014-15
Findings from the Analysis of this Data:
. School focus will be on: Standards mapping, analysis of data, SDAIE stategies, and flexible grouping of students to ensure mastery of the CCSS.
How the School will Evaluate the Progress of this Goal:
Student progress through analysis of the Fall 2015, Winter 2015 and Spring 2016 MAP assessment scores, District and teacher-created common formative assessments, Unit of Inquiry writing and performance tasks will be rated on a rubric. Weekly grade level data team, and PLC meetings will be held to evaluate progress and determine next steps. Administrator will monitor progress toward goals using MAP data, and bi-weekly (or more) classroom walk-throughs to analyze teaching and learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core Materials	08/10/2015 -	Jean Segura, Hina				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
By 8/10/15,Core materials, including teacher resources and student texts and materials, will be delivered to the classrooms based on the number of students projected to arrive on 8/11/15. A visual count of all students & available textbooks will be made by 8/13/15 Additional texts are requested as new students arrive. This is measured by the Williams Act and monitored by the principal, IB coordinator, and teachers.	06/01/2016	lee				
Instructional Minutes All students recieve the mandated number of instructional minutes. For K-5, students receive up to 60- 90 minutes of dedicated ELA instruction each morning. Additional ELA instructional minutes are embedded into the IB Units of Inquiry which are scheduled for 2.5 hours each afternoon. This is monitored by administrator walk-through notes at least 2 times weekly.	08/11/2015 - 06/01/2016	Jean Segura				
High Quality Implementation High quality implementation of the State-adopted ELA curriculum. All grades will integrate the ELA, CA Common Core Standards into their six International Baccalaureate Units of Inquiry. This will be evidenced by daily lesson plans, assessment (MAP, ELA Curricular and IB assessments) data, and monitoring by administration.	08/11/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher collaboration/PLCs Teachers collaborate as PLCs (Professional Learning Communities) to align and review the ELA grade level standards, the pacing guide and the integration of the standards into the IB units of inquiry. Collaboration is vertical and horizontal so students receive a complete continuum of standards instruction. This collaboration is evidenced by school-wide faculty, grade-level and vertical collaboration meeting agendas and notes.	08/11/2015 - 06/01/2016	Jean Segura	Teacher Additional Compensation Conference Substitutes		Title I Instructional Title I Instructional Title I Professional Development	1000 18,102 2774
Flexible grouping of students Teachers group and regroup students based on need as evidence by MAP or curricular data, or by interest depending on unit of inquiry. This is evidenced by teacher data and grouping records, and monitored by administrator walk-throughs and academic conferences.	08/11/2015 - 06/01/2016	Jean Segura				
Teacher training for IB Units of Inquiry. All teachers must be trained for the International Baccalaureate Primary Years Program in order for the school to maintain authorization. These professional development days will be evidenced through the certificate of completion received by the IB conference attendees and the CAWS Roundtable registrations and evidenced in the teacher-created Units of Inquiry.	08/11/2015 - 06/01/2016	Jean Segura	Conferences Substitutes		Title I Instructional Title I Instructional	4287 3500
Technical/Instructional Material Support	08/11/2015 - 06/01/2016	Jean Segura	Maintenance Agreements		LCFF Supplemental SCE	861

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Categorical monies will go to support ELA Core Instructional needs through technical/instructional materials and maintenance agreements. Results are measured by MAP, CELDT and curricular formative tests, and completed maintenance agreements.						
Professional Development 90% of PYA Teachers will attend all district and site professional development in ELA, Compass Learning, and DI, when offered. Teachers will also attend IB Conferences and applicable San Joaquin County Office of Education workshops when possible. As many teachers as possible will attend the Professional Learning Communities Conference in Las Vegas in June 2016. Participation rate will be evidenced by the GSMU sign-in data,faculty meeting agendas and sign-in sheets and conference attendance reports.	08/11/2015 - 06/01/2016	Robert Sahli, Jean Segura	Substitutes		LCFF Supplemental SCE	1000
Student Assistance Program (SAP) and Student Study Team (SST) The SAP process, based on a three tiered system of intervention, is used when students are identified as needing academic or behavioral support. After the teacher implements intervention strategies, the CARE team consisting of the principal, counselor, teacher and other specialists, meet to suggest further interventions. If intervention is not successful, a Student Study Team meeting is called. The teachers, parents, principal and	08/11/2015 - 06/01/2016	Jean Segura	Substitutes		LCFF Supplemental SCE	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
counselor meet for a student study team when a student is one or two grade levels behind in Language Arts as measured by the MAP scores and classroom formative assessment. The team discusses available supports and interventions for the student and possible referral for testing or retention. The School Nurse, School Psychologist, RSP and Speech Specialists are consulted and act on referrals as needed. Records are kept by the counselor to track student progress, referral rates, and rates of retention.						
Small Groups Using formative and benchmark assessment data to determine grouping, teachers provide small group work or center work for strategic support. Results are measured with formative and benchmark data and monitored by principal walk-throughs and academic conferencing.	08/11/2015 - 06/01/2016	Jean Segura				
Peer Tutoring Within the Units of Inquiry, students collaborate and work in groups. The group members support each other and explain assignments and content to each other. Results are measured with formative and IB assessment data, and anecdotal evidence.	08/11/2015 - 06/01/2016	Jean Segura				
Computer programs Students will have access to	08/11/2015 - 06/04/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
computer programs within the classroom and computer lab. Programs include: ST Math, Odyssey Compass Learning, and other research sites, as well as ELA curricular websites, etc. Teachers will incorporate web pages and tutorials in their IB Units of Inquiry lessons. Results are measured by MAP, CELDT and curricular or teacher-created formative assessments.						
STEP-UP after School Tutorial The after school STEP-UP program provides tutoring for students who are 1 to 2 grade levels behind in ELA. Programs provided by STEP-UP are Reading Mastery, Corrective Reading, and Learning Together. The after school program also provides homework help. Student progress is monitored and measured by the program's pre- and post assessments, classroom scores and MAP scores.	08/11/2015 - 06/01/2016	Jean Segura, Merrily Baker				
Data Analysis Teachers use MAP and formative assessment data to identify students for classroom group support, tutoring needs, and for the intervention programs offered in the STEP UP after-school program.	09/30/2015 - 06/01/2016	Jean Segura				
Intervention Classes A teacher, hired by the district will provide intervention in Reading or Math as needed to small groups of students as needed based on their MAP and other assessments. Groups	8/11/2015- 6/1/16					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
of students may cycle through the class in 6 week periods.						
Small Group Instruction Classroom Teachers will provide intervention instruction in small group settings. Student progress is monitored and measured by MAP and formative assessments.	08/12/2015 - 06/04/2016	Jean Segura				
Field Trips, Outdoor Education K-5 Classroom Teachers will plan Field Trips and Outdoor Education (5th grade) based on their Units of Inquiry. Studnets will research and write about the topics to be explored on the Field Trips. Students will be assessed with a pre- and post test of their understanding of the Social Studies, Science or Communication concepts.	8/12/2015	6/4/2015	Field Trips		LCFF Supplemental SCE	3300
Assessment Data Teachers will identify student achievement and needs via assessment data. Assessments may include district formative and benchmark MAP) assessments, portfolios, IB unit of inquiry/central idea assessments, Learner Profile rubric, and unit summative assessment. This action will be monitored during faculty meetings, and academic conferences and evidenced in meeting notes and classroom groupings.	08/12/2015 - 06/04/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire teachers if available, to tutor before or after school. Teachers will identify students' intervention needs by analyzing class and benchmark data. Teachers will be given the opportunity to provide up to 10 hours (or more if funding permits)of tutoring in ELA and/or Math to those students whose assessment results demonstrate the need for targeted support. Results will be measured by results of the Benchmark (MAP) and formative data.	01/15/2015 - 06/04/2016	Jean Segura	Teacher Addtional Compensation		Title I Instructional	5871.00
Purchase supplemental instructional supplies Classroom supplies and supplemental instructional materials will be purchased as needed and as budget allows for each classroom.	07/01/2015 - 06/30/2016	Jean Segura	Instructional Materials Books		LCFF Supplemental SCE LCFF Supplemental SCE	6225.50 4000
Site Technology/Program Support Administrators, teachers, and students will have access to computers, a variety of technical assistance programs, student information systems and software to supplement CORE instruction, inform data decisions and communicate with students and parents as well as monitor student achievement on the CA Common Core State Standards and prepare students for the SBAC assessment. Such programs include but are not limited to: Illuminate, Synergy, MAP, ST Math, Odyssey Compass Learning, Moodle, Schoolloop, libraries, Parent Link and other web-based programs as	08/11/2015 - 06/05/2016	Jean Segura	Equipment		Title I Instructional	2775

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
determined by site.						
"Rosetta Stone Tutorial for EL students English Learner Students, who scored a 1 or 2 on the listening and speaking portions of the 2014 CELDT Test will be given the opportunity to attend a Rosetta Stone computer-based afterschool program three days per week. Students who were given the initial CELDT will enter the program as their 2015 CELDT tests are scored.	10/21/15- 6/1/16	Jean Segura, Reina Gonzales				
Consultant: Great Valley Writing Project Consultants from the Great Valley Writing Project will provide 7 hours of Professional Development to K-5 teachers on the writing process.			Consultant		LCFF Supplemental SCE	5000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA GOAL:
By July of 2016, the percentage of 3rd-8th grade students meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal from the previous year. By July 2016, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal from the previous year.
SCHOOL GOAL #2:
By July of 2016, the percentage of 3rd-8th grade students meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) will increase by 5% of the percentage of students who did not meet their goal from the previous year. By July 2016, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 5% of the percentage of students who did not meet their goal from the previous year.
Data Used to Form this Goal:
2015 SBAC and 2015-16 MAP assessment data.
Findings from the Analysis of this Data:
In 2014-15, of all PYA students met their Math growth goals: % of second graders and of 5th graders met their growth goals, of 1st graders met their math growth scores. of Special Ed students and % of SES students met their growth goals. % of White students and % of EL students met their math goals. School focus will be on : mapping CCSS, analysis of data to determine students needs, flexible grouping of students, reteaching as needed, and use of SDAIE strategies.
How the School will Evaluate the Progress of this Goal:
Student progress through analysis of the Fall 2015, Winter 2015 and Spring 2016 MAP assessment scores, District and teacher-created common formative assessments, Math performance tasks and Unit of Inquiry performance tasks will be rated on a rubric and analyzed. Weekly grade level data team, and PLC meetings will be held to evaluate students and class progress and determine next steps. Administrator will monitor progress toward goals using MAP data and bi-weekly (or more) classroom walkthroughs to analyze teaching and learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Core materials By 8/10/15, core math materials, including teacher resources and student texts and materials, will be delivered to the classrooms based on the number of students projected to arrive on 8/12/14. A visual count of all students and available texts will be made by 8/15/14. Additional texts are requested as new students arrive. This will be measured by the Williams Act and monitored by the principal and teachers.	08/10/2015 - 06/01/2016	Robert Sahli, Jean Segura, Hina Lee				
Assessment Student achievement will be measured by formative(bi-monthly or Unit of Study) and benchmark assessments(MAP-three times per year) and the 2015-16 SBAC.	08/11/2015 - 06/01/2016	Jean Segura				
Instructional Minutes and Pacing Guide All teachers refer to the SUSD mathematics priority standards and teach math with the core text, or the SUSD UOS, or integrate it into their IB Units of Inquiry for 60 minutes each day. This is monitored with administrator walk-throughs at least 2 times weekly.	08/11/2015 - 06/01/2016	Jean Segura				
High Quality Implementation: Teachers provide high quality implementation of the state-adopted Math curriculum using a variety of whole group and small group settings and stategies, including DI, and technology, to ensure student	08/11/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
understanding of concepts. Teachers will also integrate the Common Core Math Standards into their six IB Units of Inquiry when applicable. Student understanding is measured using both formative and benchmark data.						
Data analysis for flexible grouping Teachers differentiate instruction, and also provide small group instruction based on student need as evidenced through formative and benchmark data analysis. This is monitored through faculty and collaboration meeting agendas and notes and in student grouping strategies in the classroom.	08/11/2015 - 06/01/2016	Jean Segura				
Professional development: 90% of PYA Teachers will attend all district professional development in Math, ST Math, and Compass Learning when offered. Participation rate will be evidenced by the GSMU sign-in data, and faculty meeting agendas and sign-in sheets. Additionally, at least four teachers will attend level 1 IB training in the Fall or winter of 2014, and three or more teachers will attend Level II or III IB training, or attend Rountable IB workshops in 2015. Additionally, teachers will make at least 1 visit to another IB school.	08/11/2015 - 06/01/2016	Robert Sahli, Jean Segura	Conference Substitutes		Title I Professional Development Title I Instructional	9713 6500
Teacher Collaboration Teachers collaborate to align and review the Math grade level standards, the district pacing guide,	08/11/2015 - 06/01/2016	Jean Segura	Teacher Additional Compensation		Title I Instructional	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
and the integration of the standards into the IB Units of Inquiry. Collaboration is vertical and horizontal to ensure that students receive a complete continuum of standards instruction. For each grade level team, collaboration is scheduled for at least 1 hour twice each week, in 90 minutes. After-school collaboration takes place for 90 minutes every other week and during 1 faculty meeting each month. Teams may also use Resource days and request substitutes for 1-2 days per year to allow for full day collaboration. Collaboration is evidenced by school-wide faculty, grade-level, and vertical collaboration meeting agendas and notes.						
Technical/Instructional Material Support Categorical monies will go to support Math Core Instructional needs through technical/instructional materials, computers, and maintenance agreements. Results are measured by MAP, CELDT, and curricular formative assessments, and completed maintenance agreements.	08/12/2015-06/04/2016	Jean Segura	Instructional Materials		LCFF Supplemental SCE	6225.50
Data Analysis/flexible grouping Teachers analyze MAP, and formative assessment data to identify students for classroom group support, Student Study team referrals,tutoring needs. This is measured by formative and benchmark (MAP)data and through data meetings and academic conferences.	08/11/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Intervention Teacher The district will hire an intervention teacher to provide small group ELA or Math support to students in need of intensive intervention. This will be a 30- 40 minute pull-out program during the school day, at least two times per week. Student groups will cycle through the program in 6 week periods.						
Peer groups Teachers use peer groups and center activities to provide support for students. Student progress is monitored and measured by MAP and formative assessments.	08/11/2015 - 06/01/2016	Jean Segura				
After School tutorial The after-school STEP-Up program provides tutoring and homework help for students who are 1 or more grade levels behind. Students will have the opportunity to work on the ST math computer program. Student progress is monitored and measured by MAP and formative assessments.	08/11/2015 - 06/01/2016	Jean Segura				
Studnet Assistance Program (SAP) and Student Study Teams (SST) The SAP process is put into action for students identified as needing academic or behavioral support. After the teacher implements intervention strategies, the CARE team consisting of the principal, counselor, teacher and other specialists, meet to suggest further	08/11/2015 - 06/01/2016	Jean Segura	Substitutes		LCFF Supplemental SCE	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
interventions. If intervention is not successful, a Student Study Team meeting is called. The teachers, parents, principal and counselor meet for a student study team when a student is one or two grade levels behind in Mathematics as measured by the MAP scores and classroom formative assessment. The team discusses available supports and interventions for the student and possible referral for testing or retention. The School Nurse, School Psychologist, RSP and Speech Specialists are consulted and act on referrals as needed. Records are kept by the counselor to track student progress, referral rates, and rates of retention.						
Small groups and individual instruction Teachers provide small group and individual instruction based on student need as evidenced in assessment data. Student progress is monitored and measured by MAP, and formative assessments.	08/11/2015 - 06/01/2016	Jean Segura				
Computer Programs Students use computer programs such as the Envison web site, ST Math, Khan Academy, Sum Dog, Odyssey Compass Learning, etc., to gain additional practice with math facts and concept development. Academic progress of students is monitored by formative and	08/11/2015 - 06/01/2016	Jean Segura	Equipment		Title I Instructional	2775

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
benchmark data, including MAP, curricular assessments and computer program summaries, and monitored by the principal and teachers at data meetings and academic conferences.						
Site Technology/Program Support Administrators, teachers, and students will have access to a variety of technical assistance programs, student information systems and software to supplement CORE instruction, inform data decisions and communicate with students and parents. Such programs include but are not limited to: Illuminate, Synergy, MAP, ST Math, Odyssey Compass Learning, Moodle, Schoolloop, libraries, Parent Link and other web-based programs as determined by site.	08/11/2015 - 06/01/2016	Jean Segura				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Learner Outcomes
LEA GOAL:
All District English Learner (EL) students will improve one CELDT performance band level per year and students scoring Advanced will maintain proficiency and/or reclassify. By July of 2016, the percentage of ELs making annual progress in learning English will increase by 5% from the previous year, as measured by CELDT AMAO 1. By June 2016, the percentage of EL students being reclassified (RFEP), will increase by 5% from the previous year, until 100% are reclassified.
SCHOOL GOAL #3:
All District English Learner (EL) students will improve one CELDT performance band level per year and students scoring Advanced will maintain proficiency and/or reclassify. By July of 2016, the percentage of ELs making annual progress in learning English will increase by 5% from the previous year, as measured by CELDT AMAO 1. By June 2016, the percentage of EL students being reclassified (RFEP), will increase by 5% from the previous year, until 100% are reclassified.
Data Used to Form this Goal:
Initial and Annual CELDT assessment results
Findings from the Analysis of this Data:
% of PYAs EL students (33 students) who have been designated EL for 5 years or less, achieved the Early Advanced or advanced scores on the 2014-15 CELDT. % of PYA students were redesignated as Fully English Proficient in 2014-15 as compared to % of the District's total EL students.
How the School will Evaluate the Progress of this Goal:
PYA's EL students' progress toward goals is measured with the Annual CELDT scores, the 2015-16 ELLA (District EL Assessment of skills) and formative and summative data from ELD assessment data. Student progress will also be monitored with district and teacher-created common formative assessments, and IB Unit Inquiry writing and performance tasks rated on a rubric. Weekly grade level data team , and PLC meetings will be held to evaluate EL student progress and determine next steps. Administrator will monitor progress toward goals using MAP data and bi-weekly (or more) classroom walkthroughs to analyze SDAIE teaching and student learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Small group work for 30 minutes per day Teachers provide the required 30 minutes per day of small group ELD instruction using SBE and District adopted curriculum, and evidenced by lesson plans and administrator walkthroughs at least 2 times weekly.	08/11/2015 - 06/01/2016	Jean Segura, ELD Teachers				
Technical/Instructional Material support Categorical monies will go to support ELD instructional needs through technical/instructional materials, computers, and maintenance agreements. Progress is measured by MAP, CELDT, and formative assessment scores and completed maintenance agreements.	07/01/2015 - 06/01/2016	Jean Segura	Books		LCFF Supplemental SCE	1000
CELDT administration The CELDT test will be administered to all EL students to determine their English proficiency level, and placement in ELD sections. This will be monitored through Synergy reports and reports completed at the District level and will be monitored quarterly by the administrator.	08/11/2015 - 06/01/2016	Jean Segura				
Hire a 3.5 hour per day Bilingual (spanish) Teaching Assistant This person will "push in" the classes and work with EL learners to provide mother tongue support as well as small group work to preview/review the teacher's lesson. Because the position if split funded, this person may work with EO students as well.			Bilingual Assist Bilingual Assist		LCFF Supplemental LEP LCFF Supplemental SCE	7523 9840

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Platoon students for ELD instruction Using the CELDT scores as a guide,EL students may be placed into one classroom or platooned according to levels for daily ELD instruction. Placement in ELD classes is monitored by teachers and principal at the start of the year and again when CELDT scores arrive in December 2014, or when a new student enters the school.	08/11/2015 - 06/01/2016	Jean Segura, Teachers				
Utilization of ELD Core Curriculum Teachers use the SUSD identified ELD instructional components. This is monitored with administrator walkthroughs at least 3 times per week, and teacher lesson plans.	08/11/2015 - 06/01/2016	Jean Segura, ELD Teachers				
Leveled Readers Teachers use the EL Leveled Readers in Treasures and in the Social Studies (Wonders) content. Student progress is measured quarterly with MAP, and formative assessments and with the yearly CELDT test.	08/13/2015 - 06/01/2016	Jean Segura, ELD Teachers	Instructional Materials		LCFF Supplemental SCE	5000
EL students paired with fluent English students During non-ELD class time, EL students are often paired with fluent English speaking students. Students may also be paired with cross-grade reading buddies. EL student progress is monitored with CELDT, ELLA, formative and MAP assessments.	08/11/2015 - 06/01/2016	Jean Segura, ELD Teachers	Substitutes		Title I Instructional	3360

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Professional Development (PD) Teachers will attend ELD and/or SDAI (Specially Designed Academic instruction in Englllish) strategies PD when offered by the District. PD on CELDT administration will be offered at the site by the principal	08/11/2015 - 06/01/2016	Sandra Lepe, Jean Segura, ELD Teachers				
English Learner Parent Involvement Committee (ELPIC) Primary Years Academy's will form an ELPIC, and hold four meeting per year. A member of the ELPIC will also represent the school at the District DELPIC meetings, and report back to the site ELPIC committee.	08/11/2015 - 06/01/2016	Jean Segura				
El Appraisal Team meetings are called when an EL student is scoring consistently below basic in Language Arts. The El Appraisal team consists of teacher, parents, principal and counselor. The team discusses the student's assessment data, and then ways to provide extra support for the student. As a result of this meeting, students may be referred to the SAP or SST process. Information and actions are documented in the El Appraisal/Action Plan form and or the SST form.	08/11/2015 - 06/01/2016	Jean Segura, Counselor (TBD)				

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Parent/Community Involvement
LEA GOAL:
Will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that parents in the district are active participants in the education of their children.
SCHOOL GOAL #4:
We will promote the involvement of parents and community members in the education of their children, using parent outreach strategies so that 90% of parents in the school district are active participants in the education of their children, annually, as measured by the administration of the district Parent Survey and the PYA parent survey taken in 2015/16.
Data Used to Form this Goal:
District parent survey Annual Primary Years Academy survey and the survey of parents whose children are in the EL program Sign-in sheets from Back to School night, parent meetings, PTA meetings and Family nights Sign-in documentation in the Parent Volunteer binder in the office
Findings from the Analysis of this Data:
Over 60% of all families were represented at the Annual Back to School/Title I Night. Each year, district and PYA EL Parent surveys, district and PYA Parent Surveys are conducted. The results of the surveys indicate that 90 % of those responding feel that the school provides a welcoming environment and promotes a feeling of safety and respect for students, families and volunteers. Over 85% feel that the communications between the school and home are good. Over 90% feel that they understand and value the International Baccalaureate curriculum that is taught at PYA, and feel that the school promotes an understanding of their own culture and the cultures of others. 70% of the parents said that they have visited the school to attend events or volunteer in the classrooms at least 6 times during the year. 60% of the respondents said that the campus was clean. At least 15-20 parents attend the IB parent meetings, and PTA Family Events successfully draw between 50- 150 families each time.
How the School will Evaluate the Progress of this Goal:
Survey results and comments during parent meetings, sign-in sheets from meetings and events.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School/Parent/student/teacher	08/11/2015 -	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
handbook & contract At the start of the year or when a student is newly enrolled, each family will receive a copy of the PYA handbook. This contains information on: school schedules, dress code, and attendance policy, campus learning and behavior expectations for students, parent volunteer procedures and opportunities, as well as information on the International Baccalaureate program at PYA, etc. Parent satisfaction with communication of the school's rules and information will be analyzed from the annual parent survey.	06/01/2016					
Parent notification of school events and info. Parents will be notified on a regular basis of school events and information through various modes, including: a weekly newsletter (in English and Spanish), Parent Link phone calls, flyers, and personal phone calls. Additionally, newsletters, calendars, and the handbook will be posted on the school's website.	08/01/2015 - 06/01/2016	Jean Segura	Newsletters		Title I Instructional	917
IB Parent Information Meetings Parents will be invited to attend the IB Parent Information Meeting which will be held once each month. The IB coordinator will prepare a presentation and activities to teach parents about the IB program. Participation will be monitored with sign-in sheets.	08/11/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Notify parents of the assemblies and meetings At least 2 weeks prior to the assemblies or meetings, parents will receive a flyer and newsletter reminders, and possible Parent Link phone call of upcoming assemblies. Parent participation will be measured by sign-in sheets.	08/11/2015 - 06/01/2016	Jean Segura				
School Committees Elections will be held by October 15, 2015, to fill open seats on the following school committees: School Site Council/School Advisory Committee, and the English Learner Parent Involvement Committee. Meetings will be advertised in advance and held on a regular basis throughout the year. Vacated seats will be filled as per the committee's bylaws. Evidence will be the adopted bylaws, agenda and minutes of the meetings.	08/11/2015 - 06/01/2016	Jean Segura				
Notify parents of the Parent IB Academy meeting Flyers and reminders of the date and time of the IB Parent Academy will be sent home at least one week prior to the meeting. Evidence will be copies of the flyers and the Parent Link report sheet.	08/11/2015 - 06/01/2016	Jean Segura				
Provide snacks for parent meetings Title I funds will be utilized to purchase snacks for parent meetings.	08/11/2015 - 06/01/2016	Jean Segura	Meeting expenses		Title I Parent Involvement	681
Volunteer information	08/11/2015 -	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Information regarding the volunteer requirements for in-school or field trip volunteering, and alternate opportunities to volunteer will be published in the parent handbook, and will also be available in the office upon request.	06/01/2016					
Hire Interpreter as needed If district interpreters are unavailable, a sign-language interpreter will be paid at an hourly rate to interpret at parent meetings	08/10/2015 - 06/01/2016	Jean Segura	Interpreter		Title I Parent Involvement	500
Solicit parent input Review of school data and student needs, the school plan and funding allocations will be placed as items for discussion on the School Site Council, ELPIC, IB Parent Coffee Hour, and PTA meeting agenda.	08/11/2015 - 06/01/2016	Jean Segura				
Inform community of the availability of preschool PYA will inform parents of Title I students of the availability of preschool programs in the district via newsletters and parent meetings.	07/25/2015 - 06/01/2016	Jean Segura				
Communication with preschool director and teachers PYA will communicate with the Director of Preschool programs and preschool teachers in SUSD to inform them of PYA's IB program and the availability of spots in the next year's Kindergarten class.	08/11/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PYA Recruitment Open House PYA will hold an Open House and invite parents of preschool students to visit the school and apply to PYA's IB Magnet Program	08/11/2015 - 06/1/2016	Jean Segura	Teacher Add. Comp.		Title I Instructional	1000
Preschool parent induction meeting PYA's IB Coordinator will hold a 1 hour induction for parents of preschool students who have enrolled in PYA's Kindergarten prior to the start of the 2015-16 school year, and as new students are enrolled in the school.	08/10/2015 - 06/01/2016	Jean Segura				

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA GOAL:
Improve the school climate and safety of all stakeholders by providing a welcoming and safe environment. Success will be measured by a decrease in the number of suspensions and expulsions each year.
SCHOOL GOAL #5:
By June, 2016, 80% of the staff and parents will report that school climate and student engagement is positive and strong, based on the parent and staff surveys conducted by the district and school each spring, attendance data and school data on suspensions. Staff will be trained on the school's PBIS plan prior to the start of school and PBIS lessons will be taught to every class during the first week of school.
Data Used to Form this Goal:
Site survey responses, attendance data and suspension data
Findings from the Analysis of this Data:
A PYA survey of teachers revealed that 98% of teachers and parents were satisfied with the school climate, safety, and student engagement, and also felt that they get help and support from the administrator. Three percent (eight) of PYA students received one or more days of supspension. Total days of suspension was 14 days. percent of PYA students had no more than 3 absences (district average was 30%)
How the School will Evaluate the Progress of this Goal:
Progress toward school climate and safety will be evaluated by monitoring staff and parent discussions at meetings, survey results,attendance and suspension data. The staff will review the PBIS strategies bi-annually and reteach students as needed. PBIS implementation and effectiveness will be measured during administrator walkthroughs, and through suspension data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Positive Behavior Support program Implemetation The Positive Behavior Support team members will refine the lesson plans to align with the IB learner profile and attitudes and share them with	08/11/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
the non-team members of the staff. SOAR (Safe, Observant, Act Responsibly, and Respect) signs will be posted throughout the school. This will be measured by staff implementation surveys and admin walkthroughs.						
Counseling Services The counselor will facilitate: the SAP, SSTs, BSPs, bullying prevention activities, Kelso's Choice, Red Ribbon Week activities and conflict resolution. The counselor will also meet with individual students upon referral from teacher or administrator, and facilitate other parent meetings as appropriate. This will be measured through the counselor notes/ calendar and monitored by the principal.	08/11/2015 - 06/01/2016	Jean Segura, Counselor				
Write the Comprehensive School Safety Plan The Comprehensive Safety Plan will be written and reviewed by the SSC and PYA staff by November 18, 2015. It will be attached to this plan and will be on file at the school.	08/11/2015 - 06/01/2016	Jean Segura				
Readiness and Emergency Management for Schools The Readiness and Emergency Management for Schools forms are completed. These include drill schedule, staff and parent training dates, list of site emergency leadership members, location of emergency kits, and school and utility	08/10/2015 - 06/01/2016	Jean Segura				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
maps.						

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Migrant Education Program (MEP) Services
SCHOOL GOAL #1:
The Migrant Education Program (MEP) in SUSD provides supplemental academic support, health services and parental involvement opportunities to all qualifying migrant families in the district.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Migrant Extended Day Program Students need additional opportunities for enrichment and remediation of concepts and standards in ELA. Classroom teacher will support students academically through Reading Comprehension and Academic Vocabulary activities..ELA/ELD Curriculum training: Prepare teachers to successfully strengthen migrant students' reading, writing, and oral language development skills and math skills.	08/11/2015 - 06/1/2016	Sandra Lepe	ELA/Math Teacher Salaries	1000-1999: Certificated Personnel Salaries	Migrant Funds	20160
			Materials	4000-4999: Books And Supplies	Migrant Funds	1500
			Benefits	3000-3999: Employee Benefits	Migrant Funds	3024
			Curriculum - Scholastic iRead	4000-4999: Books And Supplies	Migrant Funds	8500
			Student Supplies/Snacks	4000-4999: Books And Supplies	Migrant Funds	200
Parent/Student Advisory Conference Increase parental awareness to educate and expose parents to postsecondary options for their children. Gain knowledge of college preparation requirements, importance of school tests, financial aid options, career options, CAMP and other support programs.	10/1/2015-10/31/2015	Manuel Nunez (SJCOE)	Fresno State CAMP Fees ($75 per participant - 35)	5000-5999: Services And Other Operating Expenditures	Migrant Funds	2625
			Student/Parent supplies/snacks	4000-4999: Books And Supplies	Migrant Funds	200
			Transportation	5000-5999: Services And Other Operating Expenditures	Migrant Funds	900

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Migrant Extended Day - University Excursions Migrant students continue to disproportionately enroll in non A-G classes or met A-G requirements when compared to non-migrant students in the district. This service is intended to expose migrant students to surrounding colleges and universities located with-in a 100 mile radius of Stockton, CA.	3/20/2016 - 03/25/2016	Manuel Nunez (SJCOE)	College Excursion: Contract/Transportation	5000-5999: Services And Other Operating Expenditures	Migrant Funds	3000
			Student Supplies and Snacks	4000-4999: Books And Supplies	Migrant Funds	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Migrant STEM Residential Summer Programs Gr 9-12 The CAMP personnel will provide intensive learning instruction and activities in mathematics while incorporating college awareness and preparation activities. For science, students will engage in hands-on science and technology activities aligned with common core standards according to grade level. Increase the migrant student's knowledge and self-efficacy which increase successful transition from high school to college. Students will have the opportunity to earn 5 elective PASS credits in science. Gr 6-8 The SJCOE STEM facilitators will provide intensive learning instruction and activities in mathematics while incorporating science, students will engage in hands-on science and technology activities (includes: graphic communications, multimedia, robotics, and solar energy) aligned with common core standards according to grade level. Increase the migrant student's participation in Math /Science/Technology. It will also focus on individual and group Leadership skills.	June 2016-July 2016	Manuel Nunez (SJCOE)	CSU Fresno Consultant Agreement (30 Gr 9-12 students $1500 each)	5000-5999: Services And Other Operating Expenditures	Migrant Funds	45000
			Transportation to CSU STEM Program	5000-5999: Services And Other Operating Expenditures	Migrant Funds	2000
			Materials and Supplies	4000-4999: Books And Supplies	Migrant Funds	123
			SJCOE Consultant Agreement (30 Gr 6-8 students $335 each)	5000-5999: Services And Other Operating Expenditures	Migrant Funds	10050
			Transportation to SJCOE STEM Program	5000-5999: Services And Other Operating Expenditures	Migrant Funds	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MEP Parent Advisory Council (PAC) Program Manager will train the regional RPAC to have a better understanding of how the school districts function, how to develop parent skills, and how to prepare their children for higher education.	09/01/2013 - 05/15/2016	Manuel Nunez (SJCOE)				
Migrant K-5 Summer School Students enrolled in the Migrant Summer School will have greater opportunities to access a comprehensive - linguistically demanding curriculum with a look at oceanography. Focus will be on English Language Development.	6/13/2016-7/15/2016	Sandra Lepe	Teachers (7)	1000-1999: Certificated Personnel Salaries	Migrant Funds	35280
			Benefits	3000-3999: Employee Benefits	Migrant Funds	5292
			Lead Teachers	1000-1999: Certificated Personnel Salaries	Migrant Funds	7350
			Benefits	3000-3999: Employee Benefits	Migrant Funds	1103
			Summer-Clerk Typist	2000-2999: Classified Personnel Salaries	Migrant Funds	2974
			Benefits	3000-3999: Employee Benefits	Migrant Funds	446
			Custodian	2000-2999: Classified Personnel Salaries	Migrant Funds	4200
			Benefits	3000-3999: Employee Benefits	Migrant Funds	630
			Transportation to SUSD School	5000-5999: Services And Other Operating Expenditures	Migrant Funds	10000
			Educational Excursion	5000-5999: Services And Other Operating Expenditures	Migrant Funds	1600
			IKON Copier Rental	5000-5999: Services And Other Operating Expenditures	Migrant Funds	1000
			Materials and Supplies	4000-4999: Books And Supplies	Migrant Funds	3123

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Attracting HQT Teachers
SCHOOL GOAL #2:
Develop strategies to attract high quality highly-qualified teachers to high-need schools.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Recruitment Events District focuses on events that will attract HQ teachers in the shortage areas. These events are held at local universities, colleges, and county office of education..	08/01/2013 - 06/30/2016	Dianna Tavares	Recruitment Expenses		Title II	10000
SUSD BTSA Induction Program The Curriculum department administers its own new teacher induction program. Teachers are assigned a support provider during their time in the program. This program has been instrumental in retaining new teachers in Stockton.	08/01/2013 - 06/30/2016	Robert Sahli	BTSA Coordinator 0.6FTE	1000-1999: Certificated Personnel Salaries	Title I: Part A: Allocations	85818
NCLB Compliance SUSD's Human Resources department ensures that all new hires meet NCLB requirements through the use of Edjoin application process.	08/01/2013 - 06/30/2016	Dianna Tavares	NCLB Compliance Analyst 0.5FTE	1000-1999: Certificated Personnel Salaries	Title I: Part A: Allocations	50571

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Site Technology/Program Support
SCHOOL GOAL #3:
Administrators, teachers, and students will have access to a variety of technical assistance programs, student information systems and software to supplement CORE instruction, inform data decisions and communicate with students and parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Illuminate Provides all district and school site staff with a single, web-based point of access to student demographics, attendance, scheduling, discipline, grades, assessment history, state reporting mandates, report cards, parent portal, student portal, gradebook, reporting, and more.	7/1/2014-6/30/2016	Research Department	Illuminate	5000-5999: Services And Other Operating Expenditures	Title I: Part A: Allocations	315000
Synergy The SIS is the data workhorse of our school district, that provides comprehensive functionality to the school staff it serves. The system's configurability and usability ensures that data is not only managed effectively, but streamlines processes, saves time, promotes communication, and informs decisions.	7/1/2014-6/30/2016	Information Services Department			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Measures of Academic Progress (MAP) Creates a personalized assessment experience by adapting to each student's learning level. Assessment data for teachers—and essential information about what each student knows and is ready to learn within 24 hours.	7/1/2014-6/30/2016	Research Department	MAP	5000-5999: Services And Other Operating Expenditures	Title I: Part A: Allocations	390000
stMath ST Math is game-based instructional software for K-12 and is designed to boost math comprehension and proficiency through visual learning. Integrating with classroom instruction, ST Math incorporates the latest research in learning and the brain and promotes mastery-based learning and mathematical understanding.	7/1/2014-6/30/2016	Robert Sahli				
Compass Learning Provides personalized digital learning solutions for intervention, blended learning, credit recovery, and project-based learning. Our approach combines rigorous, research-based instruction with fun, engaging digital content and real-time, actionable data to produce greater student progress faster.	7/1/2014-6/30/2016	Curriculum Department	Compass Learning Software	5000-5999: Services And Other Operating Expenditures	Title I: Part A: Allocations	136000
Moodle The world's free learning platform that helps you create effective online teaching and learning experiences in a collaborative, private environment.	7/1/2014-6/30/2016	Curriculum Department			District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Schoolloop Is a learning management system for professional learning communities.	7/1/2014-6/30/2016	Curriculum Department			District Funded	
Parent Communication System Is the leading provider of communication solutions for the education market. The company is counted on by thousands of school districts, colleges, private schools and other institutions to keep parents, staff and students informed in both emergency and non-emergency situations.	7/1/2014-6/30/2016	Information Services Department	Parent Link	5000-5999: Services And Other Operating Expenditures	Title I: Part A: Allocations	110923
Imagine Learning Provides personalized digital learning solutions for intervention, blended learning, credit recovery, and project-based learning. Our approach combines rigorous, research-based instruction with fun, engaging digital content and real-time, actionable data to produce greater student progress faster.	7/1/2014-6/30/2016	Curriculum Department	Imagine Learning	5000-5999: Services And Other Operating Expenditures	Title I: Part A: Allocations	1236000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental Technology To remedy learning deficiencies using supplemental online programs/tech. during strategic support time/before/afterschool. Effectiveness is based on % increase on the MAP benchmark assessment (3 times) to address gaps and make instructional changes (LEA/SPSA goals). Technology located at sites based on need since all sites authorized for Title I School Wide Programs.	7/1/2014-6/30/2016	Information Services Department	Chromebooks - Title I Chromebooks - CCSS	4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I: Part A: Allocations District Funded	3000000 3000000
Student Lab Upgrade Current labs with Windows XP machines will be replaced with new hardware that is compatible with current operating systems that provide secure access to approved websites and protections from outside viruses. This updated technology will allow students to access supplement online programs to address learning deficiencies and other resources to assist with meeting the Common Core State Standards within their classrooms but also before and after school and during strategic support time.	7/1/2014-6/30/2016	Information Services Department	Student Computer Lab Upgrade	4000-4999: Books And Supplies	Title I: Part A: Allocations	102000
Instructional Support Technology Teachers/students will have access to supplemental technology such as projectors, doc-cams, and headphones to support Common Core instruction.	7/1/2014-6/30/2016	Curriculum Department	Supplemental Instructional Technology	4000-4999: Books And Supplies	Title I: Part A: Allocations	150000

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Advancement Via Individual Determination (AVID)
SCHOOL GOAL #4:
To close the achievement gap by preparing all students for college readiness and success in a global society. Students will be provided with opportunities to be successful learners that are aligned to the Common Core State Standards expectations for Career and College Readiness.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Membership Fees Access to the AVID website that provides CCSS instructional strategies, lesson plans, professional development on-demand modules and is required for certification. Program manager support is additional provided through membership services to ensure that the services are fully iimplemented at the district level and complete walk-thrus at the school level as directed by the AVID Coordinator/Director. Evidence of website use during training, walk thru observations will be identify areas of improvement.where the website can provide resources to increase student achievement. Certification requirements through the website.	July 1, 2014-June 30, 2016	Jeff Keller, Sheryl Peters	Membership Fees		Title I: Part A: Allocations	82710

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Summer Institute Professional development for school site leadership team members. 3 day program that goes over the latest in AVID methodologies and strategies to successfully implement AVID in their schools. List of attendees will be observed. Evidence of AVID strategies will be collected from the classrooms and tutorials walk thru observations.	July 2014	Jeff Keller	Summer Institute Training		Title I: Part A: Allocations	157971
College Tutors Tutors are a key component in having successful AVID tutorials. Tutors will be trained on how to effectively support the inquiry based tutorial model. Evidence of training, schedules of tutoring, feedback from teachers of performance and support.	August 12, 2014-June 30, 2016	Jeff Keller	College Tutors		Title I: Part A: Allocations	250455
Curriculum Library AVID produces a set of instructional strategy books that will assist a site/teacher in implementing their College Readiness system. Libraries are received and location of materials documented. Survey of their use the first year will be conducted to ensure all materials are being used appropriately. Further training will be provided based on feedback.	August 12, 2014-June 30, 2016	Jeff Keller	Curriculum Libraries		Title I: Part A: Allocations	51510

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
College Field Trips Provide students with opportunities to visit College campuses which exposes them to a variety of Career options. Evidence of visits will be prominent in the school hallways or designated college going area thus supporting a College Going culture.	August 2014 - June 2016	Jeff Keller, Sheryl Peters	College Field Trips		Title I: Part A: Allocations	44660
AVID Coordinator (s) Oversee the implementation of the AVID program at the identified sites including data collection deadlines. Provide professional development to current staff. Recruits and trains tutors. Provide teacher coaching during classroom visits to the AVID sites. Support site staff as needed to ensure that the system is implemented with fidelity. Evidence of support through professional development training materials and sign in sheets. Tracking certification/collection requirements ensureing that all are met within the 2 year timeline. Liaise with Program Managers within AVID center to provide site support - emails, meeting attendance, etc. Evidence of walk thrus with follow up notes.	July 29, 2014-June 30, 2016	Sheryl Peters	Coordinator		Title I: Part A: Allocations	217355

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Training Materials & Equipment Office supplies to support the AVID program implementation at sites including laptop and mileage to and from sites. Justifications for requisitions will align to program goals. Description of expected goals at sites for each trip.	August 2014 - June 2016	Sheryl Peters	Training Materials		Title I: Part A: Allocations	8000
			Professional Learning Opportunities - subs, stipends, hourly rates		Title I: Part A: Allocations	60000
			Mileage		Title I: Part A: Allocations	4140
			AVID PD Books		Title I: Part A: Allocations	2500
Leadership For College Readiness Training District provided training on AVID leadership expectations to each sites leadership team. Meeting attendance and powerpoint of training. Evidence of site team meetings and any other PD provided at sites.	August 2014	Jeff Keller	Leadership for College Readiness Training		Title I: Part A: Allocations	39920
District Director Elementary Training AVID Center required training for district director and coordinator with the additional of the Elementary College Readiness System. Training will be over two years. A portfolio is required to be produced as evidence of implementation.	August 2014 - June 2016	Jeff Keller, Sheryl Peters	District Liaison Training		Title I: Part A: Allocations	20925

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
AVID Supplies School-wide AVID strategies support organizational skills for all students which helps foster success. District will purchase agenda planners, binders, dividers, pencil pouches, binder paper, and agenda planners for those sites identifying this as a strategy. Survey students and teachers at different times during the year in regards to their use to ensure that this strategy is effective.	August 2014-June 2016	Jeff Keller, Sheryl Peters	Elementary Site AVID Supplies		Title I: Part A: Allocations	176239

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Intervention Teachers
SCHOOL GOAL #5:
To improve student achievement through small-group direct instruction and professional consultation to address gaps in students learning.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student service is the priority, and decisions will be made based on student assessment data, teacher input and recommendation. Students will be screened for services through the Student Assistance Program (SAP)..	8/12/14-6/4/2016	Principal, Counselor, SAP Team Members				
The Classroom teacher is ultimately responsible for student learning, with support from intervention staff.	8/12/14-6/4/2016	Teacher, Intervention Teacher				
Interventions may take place within the classroom or as a pull-out. This model may consist of small group instruction, individual intervention, or whole-class collaboration and co-teaching.	8/12/14-6/4/2016	Principal, Teacher, Intervention Teacher	Intervention Teachers 28.0FTE Supplemental Materials		Title I: Part A: Allocations Title I: Part A: Allocations	2117983
Professional development must be included in the intervention model. PD will be designed to meet specific student and school population needs.	8/12/14-6/4/2016	Principal, Coach				
Regular progress monitoring will be administered, based on the level of service received by the student. SAP and PLC processes will be used to gather and analyze data.	8/12/14-6/4/2016	Teacher, Intervention Teacher, SAP Team Members				

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #6

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Mathematics, Engineering, Science Achievement (MESA)
SCHOOL GOAL #6:
Mathematics, Engineering, Science Achievement (MESA) is an academic preparation program that will provides academic support to students from educationally disadvantaged backgrounds throughout the education pathway so they will excel in math and science and ultimately attain four-year degrees in science, technology, engineering or math (STEM) fields.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide teachers with professional development to improve instruction related to science and math	7/1/13-6/30/15	University of the Pacific Administration	The Pacific MESA Center Consultant		Title I: Part A: Allocations	90000
Provide support to administrators and counselors to facilitate MESA meetings and activities	7/1/13-6/30/15	University of the Pacific Administration, Counselors, Site Administration				
Provide students with external experiences such as but not limited to: field trips, contests and extracurricular club meetings	7/1/13-6/30/15	Site Principals, Teachers	Field Trips		Title I: Part A: Allocations	10000

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF Supplemental LEP	7,523.00	0.00
LCFF Supplemental SCE	44,452.00	0.00
Title I Parent Involvement	1181	0.00
Title I Professional Development	12487	0.00
Title I Instructional	51,087.00	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF Supplemental LEP	7,523.00
LCFF Supplemental SCE	44,452.00
Title I Instructional	51,087.00
Title I Parent Involvement	1,181.00
Title I Professional Development	12,487.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	20,744.50

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	LCFF Supplemental LEP	7,523.00
	LCFF Supplemental SCE	35,865.50
	LCFF Supplemental SCE	8,586.50
	Title I Instructional	38,929.00
	Title I Instructional	12,158.00
	Title I Parent Involvement	1,181.00
	Title I Professional Development	12,487.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: English Language Arts	59,195.50
Goal 2: Mathematics	27,713.50
Goal 3: English Learner Outcomes	26,723.00
Goal 4	3,098.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jean V Segura			X				
Donna Mittelstedt				X			
Erika Pollard				X			
Paula Marciano				X			
Renee Hall						X	
Anthony Hall						X	
Kecia Fiore						X	
Miranda Cloud						X	
Edith Ramirez						X	
Hina Lee					X		
Numbers of members of each category:			**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee _____
Signature

English Learner Parent Involvement Committee _____
Signature

Special Education Advisory Committee _____
Signature

Gifted and Talented Education Program Advisory Committee _____
Signature

District/School Liaison Team for schools in Program Improvement _____
Signature

Compensatory Education Advisory Committee _____
Signature

Departmental Advisory Committee (secondary) _____
Signature

Other committees established by the school or district (list): _____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Jean Segura		
Typed Name of School Principal	Signature of School Principal	Date
Kecia Fiori		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Form G: Single Plan for Student Achievement Annual Evaluation (New)

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

SAMPLE QUESTIONS FOR SPSA ANNUAL EVALUATION

Plan Priorities

- Identify the top priorities of the current SPSA. **(No more than 2–3.)**
  1. **Increase % of students meeting growth scores in ELA to 55%.**
  2. **Increase % of students meeting growth scores in Math to 55%**
  3. **Increase % of students in subgroups meeting growth scores in ELA & Math**

- Identify the major expenditures supporting these priorities.
  1. **Professional Development/: conference fees and subs**
  2. **Intervention (district LCFF funding)**
  3. **Materials/Resources**
  4. **Counseling Services 1 day per week**

Plan Implementation

- Identify strategies in the current SPSA that were fully implemented as described in the plan.
  1. **Professional development for all teachers: Compass Learning, ST Math and Common Core Standards**
  2. **New teachers received Level I IB training**
  3. **Collaboration time for teachers**
  4. **Monthly Data analysis by teachers**
  5. **Level II & III training was attended by 8 teachers**
  6. **Materials and Resources for the IB units of Inquiry were purchased**

- Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

  1. **Walk-throughs and monitoring by principal did not occur as often as desired**
  2. **FBB students in ELA will receive intervention instruction in a pull-out program**
  3. **Students who were FBB or BB will receive tutoring in STEP-UP or from teachers afterschool.**

  - What specific actions related to those strategies were eliminated or modified during the year?

    1. **Principal's classroom walkthroughs occurred on average 2x per week per classroom. Feedback was general.**
    2. **Tutoring was limited to four teachers in STEP-UP . Not all FB & FBB students participated.**

  - Identify barriers to full or timely implementation of the strategies identified above.

    1. **PYA did not receive an intervention teacher and El Dorado's Intervention teacher had a full load and could not take PYA students.**
    2. **After-school tutoring was limited due to a lack of availability of teachers to tutor in the STEP-Up tutoring programs. Not all parents were able or willing to have their children attend after-school**
    3. **No mathematics tutoring is available after-school due to the lack of available teachers.**

- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

  1. **Some teachers differentiated student work and instruction through the use of centers during class time to address needs of students**
  2. **Teachers referred students to afterschool intervention programs- daily STEP-Up tutoring.**

- What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

  1. **Approximately 58% of PYA's 3rd- 5th grade students did not meet standards on the ELA CAASPP exam in 2015**
  2. **Approximately 55% of 3rd- 5th grade PYA students scored below grade level standards in mathematics on the CAASPP**

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
  1. **Core grade level instruction in math – 69% of all PYA K-5 students achieved their MAP growth goals in the Spring of 2015.**
  2. **Core grade level instruction in ELA skills- 63% of all PYA K-5 students achieved their MAP growth goal in the Spring of 2015. IB units of Inquiry/integrated ELA at all grades: MAP and CASSPP scores show the class averaged at or near the normed grade level in grades 4 & 5.**

- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

  - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

    - Lack of timely implementation
    - Limited or ineffective professional development to support implementation
    - Lack of effective follow-up or coaching to support implementation
    - Not implemented with fidelity
    - Not appropriately matched to student needs/student population

1. **It is unknown if the tutoring in STEP-Up was an effective strategy. Student participation in STEP-Up tutoring is not entered into Illuminate and thus cannot be cross referenced with assessment data. Assessments given are curriculum based, rather than norm referenced.**

2. It is unknown if student time on ST Math and Compass learning computer programs has influenced gains in MAP or CAASPP scores.

   - Based on the analysis of this practice, would you recommend:

     - ~~Eliminating it from next year's plan~~
     - **No**
     - Continuing it with the following modifications:
     - **Discuss with Research and Development Dept. the possibility of cross-referencing STEP-Up attendance, with the MAP and CASSPP scores.**
     - Discuss with Research and Development how to gauge the impact of ST Math and Compass Learning on MAP and CASSPP scores.

Involvement/Governance

- How was the SSC involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

- **The School plan was reviewed and discussed at the 10/20/15 and 11/17/15 meetings**

- **The 2015-16 school plan was approved on _____.**

- **The School Plan was discussed with the PYA teaching staff at the 11/10/15 and the 12/1/15 faculty meetings.**

- **Use of the implementation checklist may be useful to track progress toward goals. This could be reviewed quarterly by all stakeholder leadership teams.**

Outcomes

Identify any goals in the current SPSA that were met.

- **Overall, PYA students met and exceeded the growth goals for Math and ELA**
- **Parent Involvement goals have been met , and parent surveys indicate overall satisfaction with the school**
- **The number of suspensions was reduced from 16 in 2013-14 to 9 in 2014-15. No students were expelled from PYA.**
- **All 3 new teachers received Level I IB training, and 8 additional teachers received Level II or II training in the 2014-15 school year.**
- **Teachers have a minimum of 3 hours of collaboration time per week**
- **Most FB or FBB students receive teacher tutoring in the STEP-UP program**
- **SST meetings were held monthly**
- **Counselor taught anti-bullying and conflict resolution lessons to every class.**
- **EL students receive ELD instruction daily**
- **EL and RFEP students are monitored and catch up plans are developed as needed**
- **All teachers attended CC and UOS training twice this year**
- **All teachers were trained in ST Math, Odyssey and Illuminate**

Identify any goals in the current SPSA that were not met, or were only partially met.

- **The number of EL students who increased their CELDT level from 2013-14 to 2014-15 increased by 5%. The goal was to increase by 10%. However, the number of students who had a loss in CELDT levels decreased by 21% from 22% to .08%.**

o List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

- **Intervention curriculum and tutoring was not available to PYA's EL students in need of intervention in 2014-15.**
- **Not all students are getting the 60- 90 minutes of ST math and 60 minutes of Odyssey each week**
- **Additional data analysis by teachers is necessary to pinpoint student need**

- Based on this information, what might be some recommendations for future steps to meet this goal?
- **Continued teacher training on PLCs, data analysis, application of the Learning Continuum, flexible grouping, CC integration with IB UOI and ELD PD and SDAI strategies**
- **Teachers will refine formative and summative UOI assessments so that they can be better used as a diagnostic tool for instruction, grouping and/or platooning**

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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English Learner Parent Involvement Committee	Signature
Special Education Advisory Committee	Signature
Gifted and Talented Education Program Advisory Committee	Signature
District/School Liaison Team for schools in Program Improvement	Signature
Compensatory Education Advisory Committee	Signature
Departmental Advisory Committee (secondary)	Signature
Other committees established by the school or district (list):	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Typed Name	Signature	Date
Jean Segura Typed Name of School Principal	Jean V. Segura Signature of School Principal	11/17/15 Date
Kecia Fiori Typed Name of SSC Chairperson	Kecia Fiori Signature of SSC Chairperson	11/17/15 Date

Primary Years Academy of International Education Magnet School
1540 N. Lincoln St.
Stockton, CA 95204
(209) 933-7355
Principal
Jean Segura

Stockton Unified School District

SUPERINTENDENT (interim)
Julie Penn

Gloria Allen
Andrea Burrise
Kathleen Garcia
Colleen Keenan
Maria Mendez
Angela Phillips
Steve Smith

WELCOME TO PRIMARY YEARS ACADEMY'S TITLE I PARENT MEETING & BACK TO SCHOOL NIGHT AGENDA 8/10/15 4-5 P.M.

4:00- 4:05

1. **WELCOME AND INTRODUCTIONS (in the cafeteria/multipurpose room)**
   a. **Jean Segura, Principal**
   b. **PYA staff**

4:05- 4:25

2. **TITLE I PROGRAM**

I. Overview: Description & Goals

- Title I is a K-12 program that provides additional academic support and learning opportunities for students. The program is intended to help ensure that all students meet challenging state academic standards.

Goals of Title I

- Increase academic achievement.
- Provide direct instructional support to students.
- Provide professional development for teachers.
- Promote parent education and involvement.

III. Parent Rights under Title I

IV. Parent Involvement at Our School

V. School Achievement Data

VI. Single Plan for Student Achievement

VII. Title I Funding

VIII. Title I Parent Involvement

IX. Title I School-Parent Compact

3. **CLASSROOM VISITS (see map on back)**
   4:25- 4:45 - You will hear the announcement to switch classrooms at 4:45

5:00 - You will hear the announcement that our Back to School Night has ended

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Mrs. Reyes

Parent Name	Student Name
Jillian Gonzalez	Victoria Gonzalez
Gladys Dominguez	Israel Rosiles
Israel Rosiles Sr.	Israel Rosiles
Veronica Cabrera	Isabela Hdz.
Jessica Ledesma	Estefana Rose Olavarrieta
Tessa Dunlap	Gladys McCall

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Mrs. Reyes

Parent Name	Student Name
Rachel Chavez	Camille Scrivner
Dominique Parker	Lavender Parker
Vicki Castillo	Alex Donato
Marlinda Martinez	Marcelino Martinez
Virginia Martinez	Valerie J. Chaquis
Gloria Lauser	Gerard Lauser
Christina Alcaraz	Analicia Alcaraz
Jodi Khan	Shahira Khan
Nancy [illegible]	Daniel Anastasio
Louis & Tanya	John Reggala

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Mrs. Reyes

Parent Name	Student Name
Jennifer Pool	CJ Torres
Mario Straughter / Shayla Henry	Makayla Henry
Caroline Hernandez	Jayden Valencia

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Mrs. Baker

Parent Name	Student Name
Monique Aguirre	Anthony Aguirre
Debbie Gifford	Conrad Gonzalez
Vanessa Clegg	Bobby Clegg
Susan Eggman Renee' HALL	EMÉ HALL
Sophia Martinez	Jonathan Presas
Cruz Gonzalez	Jacob Hernandez
Marisela Vazquez	~~Pau~~ Paola Vazquez
Mayela Villalpando	Brandon Villalpando
Angeles Cate	ERIKA CORTEZ
Rosalba Mendoza	Victoria Contreras

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Mrs. Baker

Parent Name	Student Name
Joe Soto	Elijo Soto
Nelly Gutierrez	Santiago Ayala
Sarah Rykhus	Nathan Rykhus
Debbie Thongdee	Loriauna Thongdee
Gloria Lauser	Gerome Lauser
Joseph + Cecilia Ygaña	Jazzell Ygaña
Janette Flores	Emanuel Osorio Flores

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015
Teacher Name Laurie Zamiska

Parent Name	Student Name
Vanessa Clegg	Joseph "Lucas" Clegg
Maria Cisneros	Daniel Nunez
Lovejoy dela Cruz	Jada M. Voll
Janette Flores	Leaharexy Osorio Flores
Irene Bernal Brito	Camila A. Rubio Bernal
Madeline Arong	Vesselle Vusa
Isela Orozco	Isael Aguilar
Ivabel Acevedo	Emiliano Ruiz JR.
Brandi C CORVEY	Austin J CORVEY
Naomi Munoz	Carly Munoz

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name _____

Parent Name	Student Name
Shawna Ramirez	Esteban Ramirez
Monica Olivares	Damian Olivares
ERICA Montanez	Isabella N Montanez
Marlinda Martinez	Marisol Martinez

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015
Teacher Name Mrs. Madeline Toth

Parent Name	Student Name
Teresa Dolor	Precious Hera D. Sawyer
Rachel Chavez	Curtis Armstrong
Brian Pollard	Christopher Pollard
FRANK RIVERA	EMBYR RIVERA
Gary Bottley	Gary Bottley
Liz Reynolds	Sam Reynolds
Pat Fernander	Pat Fernander
Chong Hang	Cheyanne Xiong
Deanna Perez	Anaiya Herrera
Cynthia Contreras	Emerie I Contreras.

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name _____

Parent Name	Student Name
Theresa Rodriguez	Emily Villalobos
Nicholette Nevius	Alexandria Nevius
Kim Correia	Joshuah Heryford

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Mrs Ponte

Parent Name	Student Name
Angelina Aranda	Alex Ericka
Angie Fregoso / Carlos Lopez	Davian Lopez
Maria Elena Acosta	Francisco R. Acosta
Hana Klok	Julian Keosavang
Tina Ramos & Alton Stevens	Christina Case
Marlene Garcia	Rafael Corona
David & Teresa Dominguez	Savanah Dominguez
Lauri McInnis	Deanna McInnis

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Gene Schaefer

Parent Name	Student Name
Kenneth Guyton	
Natalie Gaines	Tahtiyana Thompson
Giselle Hernandez	Rafael Hernandez
Jillian Ganzalez	Isabelle Ganzalez
Nora marquez	Ava marquez
Jeremy Freas Susan Freas	Jonathan Freas
Amanda Castilli	Marcus Vizcaino
Emily Smith	Anthony Johnston
Dave + Carla Lees	Christian Lees
Juan Jaimes	AIDEN JAIMES
Felicity Jordet	Addison Jordet

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Gene Schafer

Parent Name	Student Name
Betsy Kramer	Callie Kramer
Tessa Dunlap	Nyree McCall
Jeanette Valencia	Angelica Panela
Henry Rodriguez III	Henry Rodriguez IV
Shaun and Josephina Kjelaas	Eli Kjelaas
Beth Rigg	Paige
Brian Rigg	Paige
Jaime morris	Amanda morris
Luna Yazzie	Luis Mendez
Joseph Mendez	Luis Mendez

Title 1 Parent Involvement Night
Back To School Night
August 10, 2015

Teacher Name Marciano

Parent Name	Student Name
Beatrice Acevedo	Hugo Acevedo
Arlen Rivas	Francisco Resendiz
Patty Campoy	Dallas Campoy
Olivia Diaz	Jacob Diaz

PRIMARY YEARS ACADEMY

OF

INTERNATIONAL EDUCATION

TITLE I PARENT MEETING

And Back to School Night

AUGUST 10, 2015

AGENDA

1. Welcome and Introductions
2. Title I Program Overview Presentation
   - Program overview
   - Parent Rights under Title I
   - Parent involvement
   - School Achievement Data
   - Single Plan for Student Achievement
   - Title I Funding
   - Title I Parental Involvement Policy
   - School-Parent Compact
3. Classroom Visits

WHAT IS TITLE I?

Title I provides additional academic support and learning opportunities for students.

The program is intended to help ensure that all students meet the California academic standards.

GOALS OF TITLE I

- Increase academic achievement
- Provide direct instructional support to students
- Provide professional development to teachers
- Promote parent education and involvement

PARENT RIGHTS UNDER TITLE I

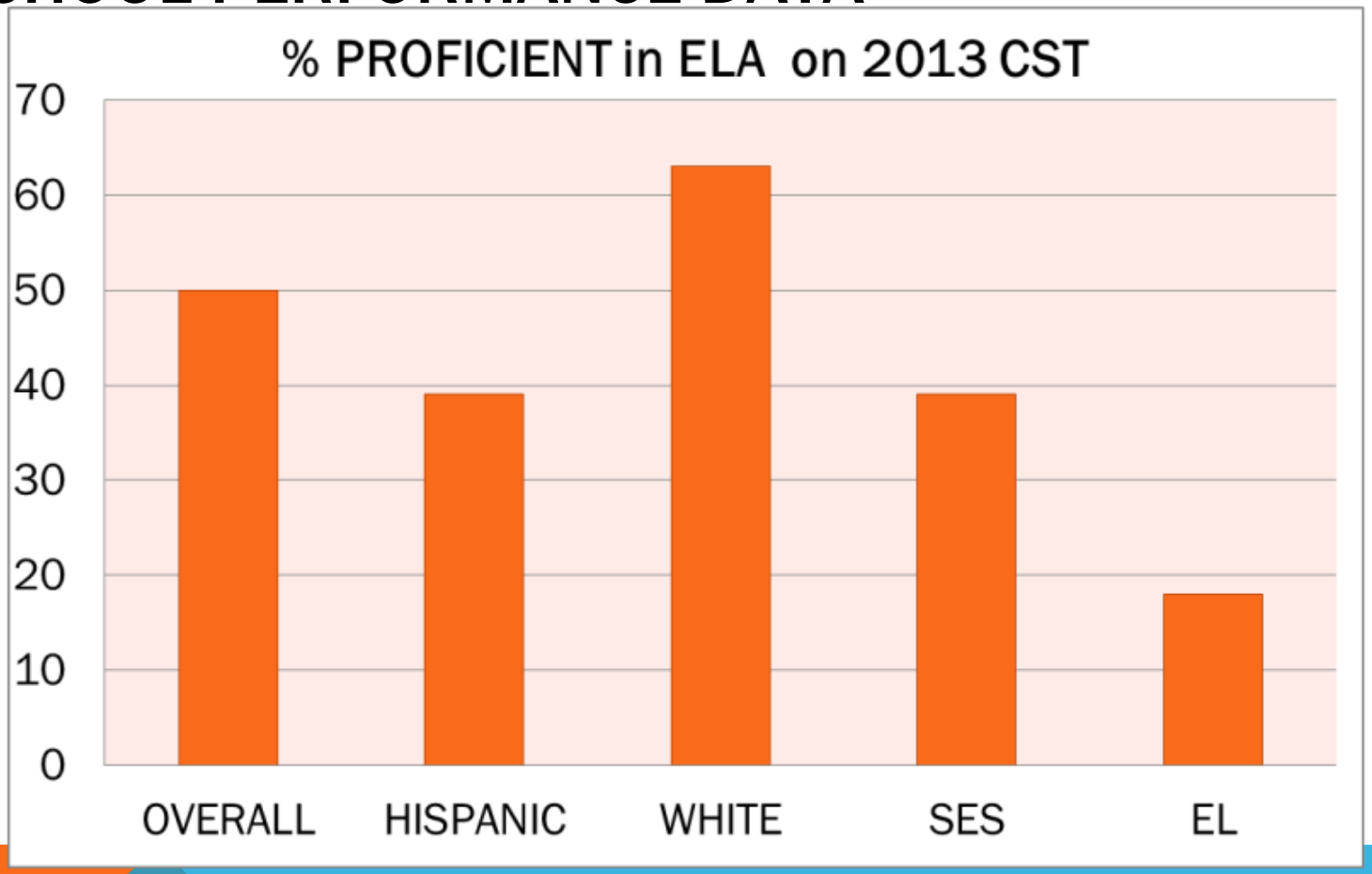
- Ask for meetings and trainings
- Review the school's achievement data
- Review the parent involvement plan and activities included in the Single Plan for Student Achievement
- Review and modify the school's Title I Parental Involvement Policy and School-Parent Compact

SCHOOL ACHIEVEMENT DATA

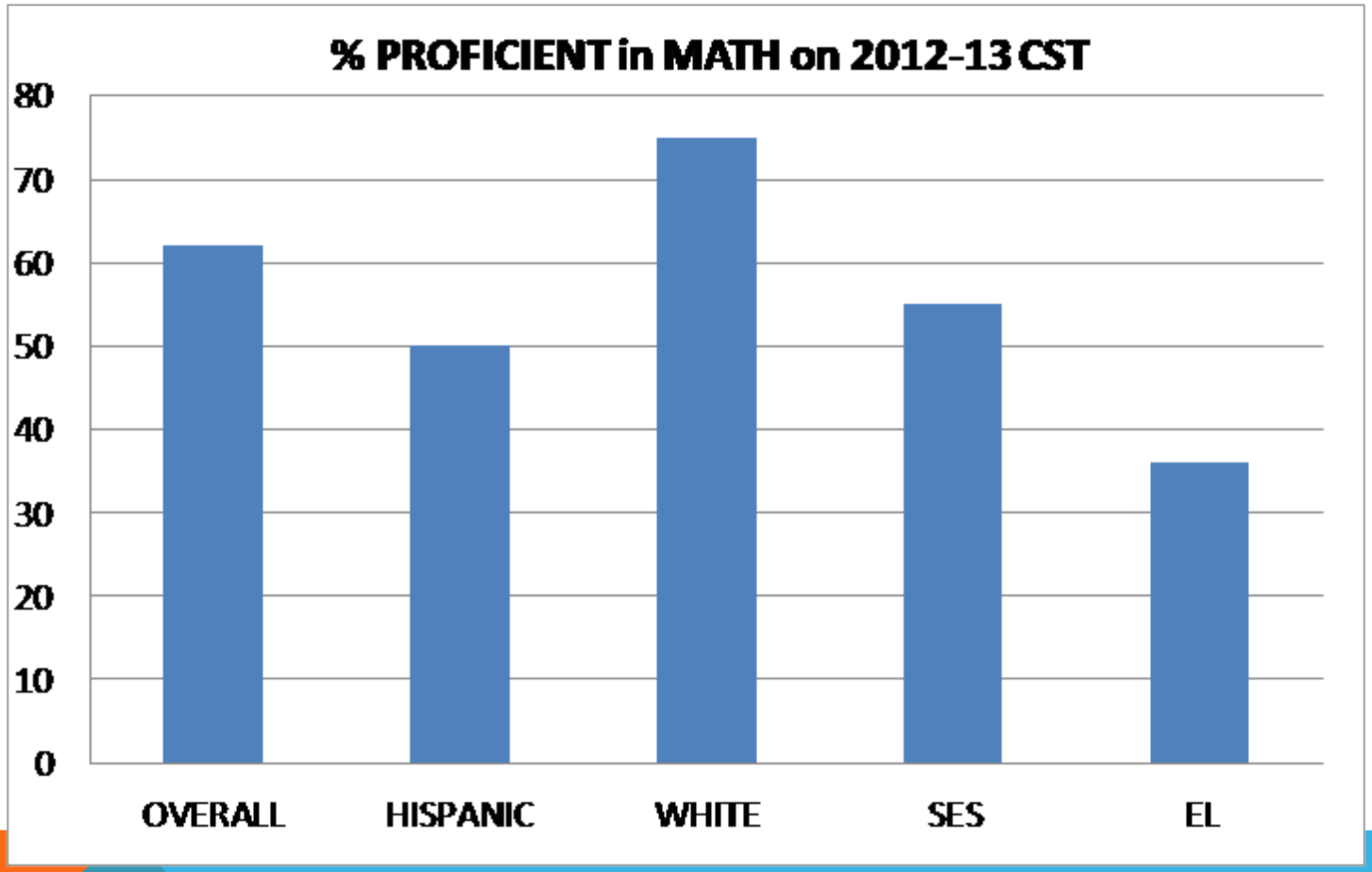
Schools review and analyze:

- MAP tests (Measure of Academic Progress)
- California English Language Development Test (CELDT)
- Formative and Summative curriculum tests
- The performance data is used to align the curriculum to the California Common Core Standards.
- Schools adjust instructional practices based on the findings of the performance data.

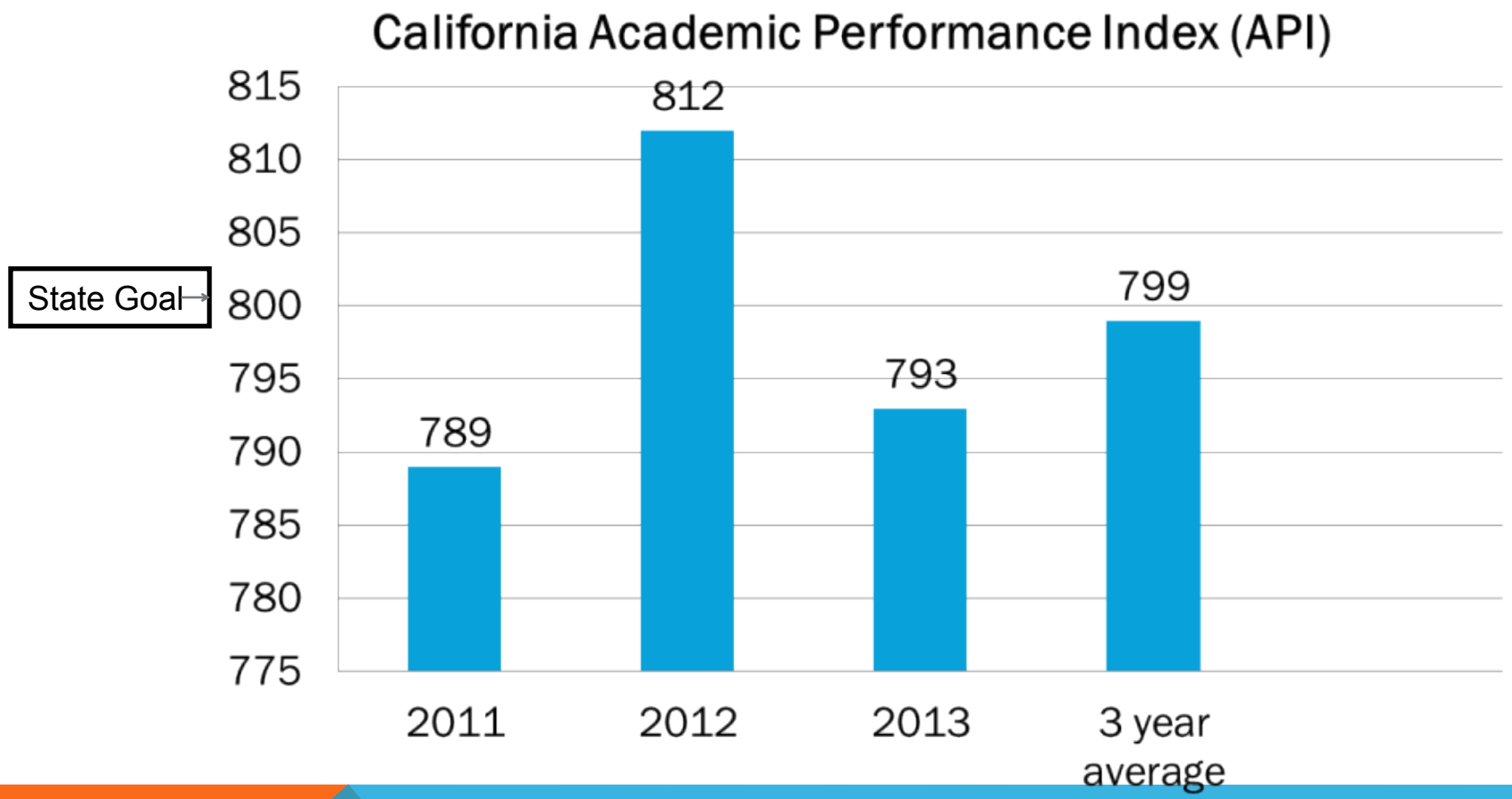
SCHOOL PERFORMANCE DATA



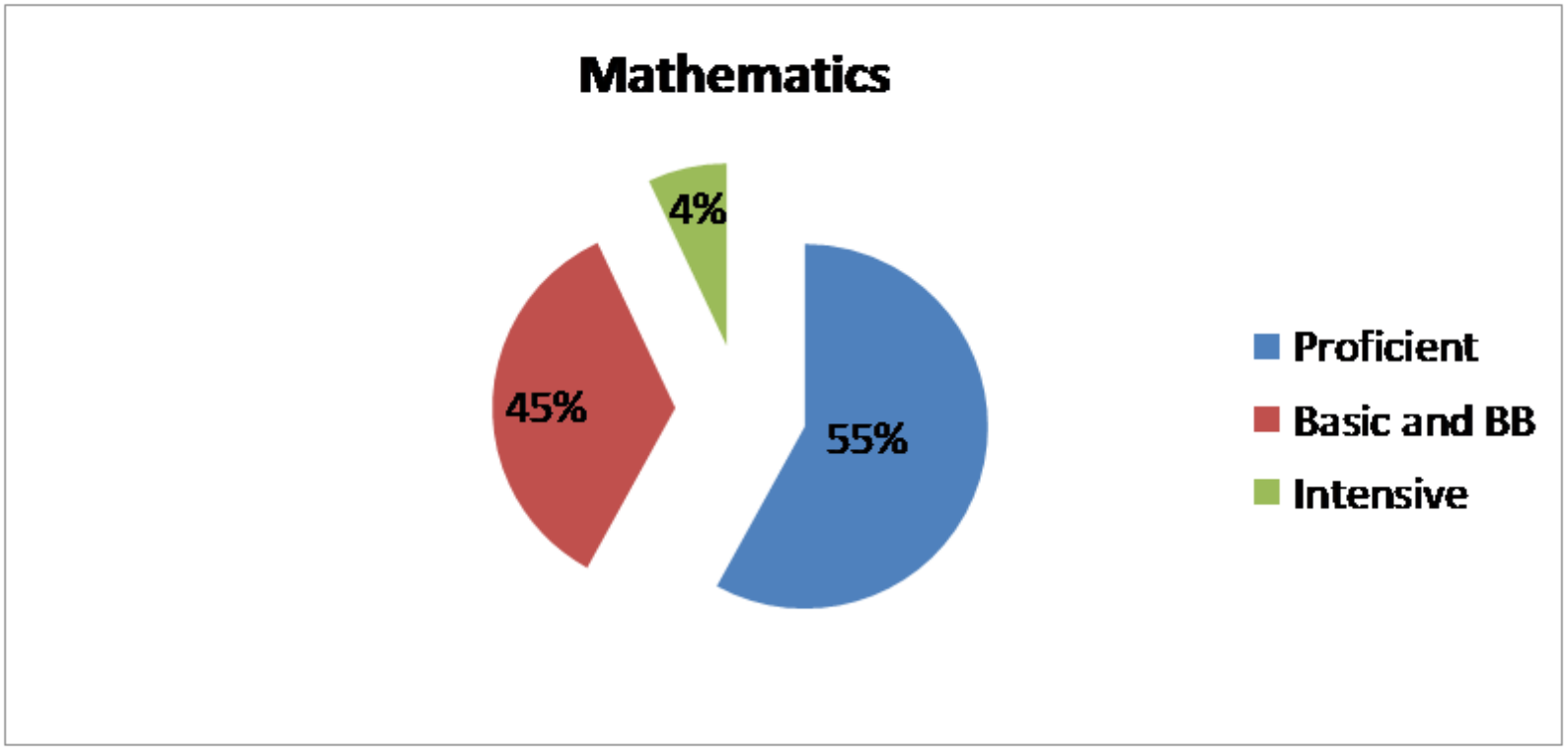
SCHOOL PERFORMANCE DATA



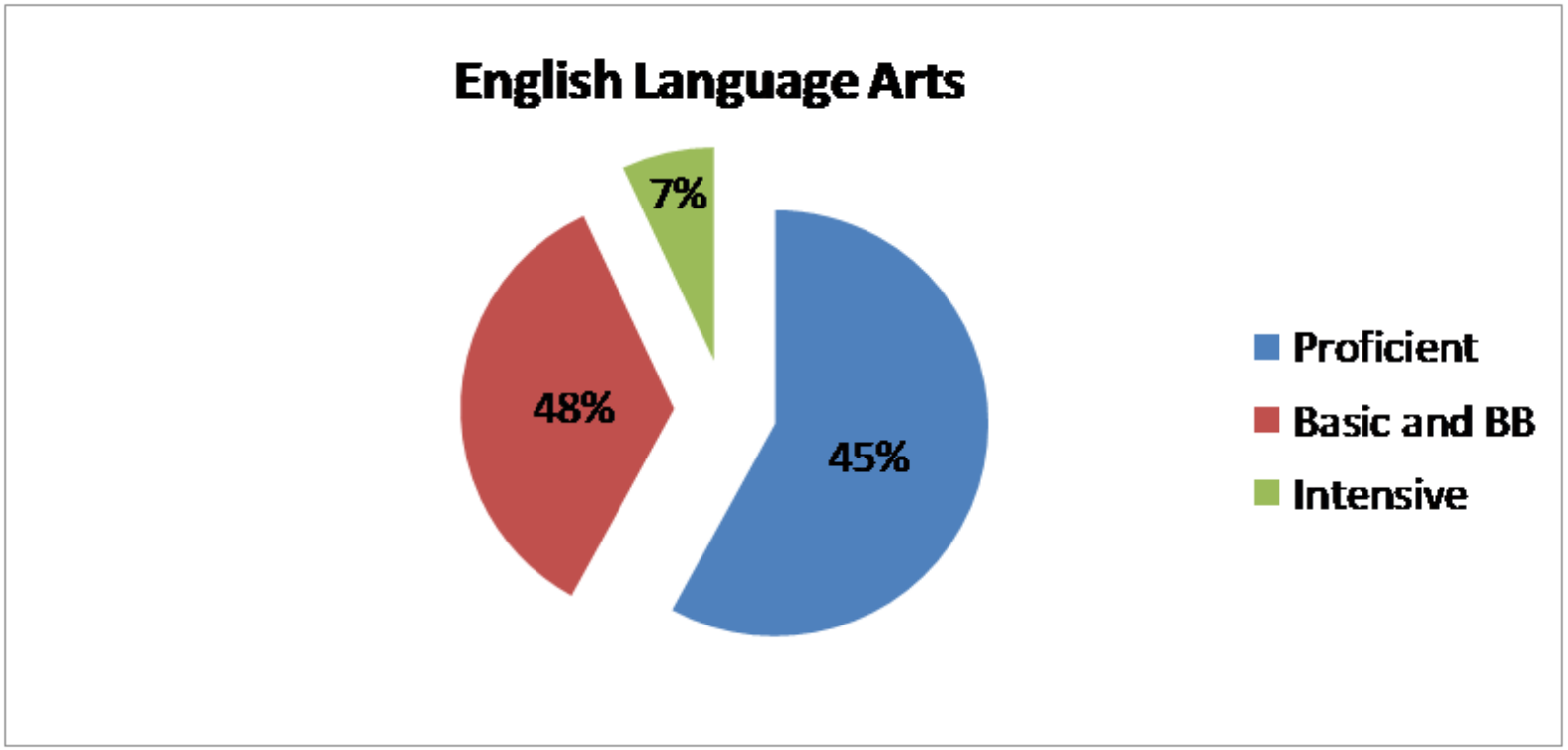
PYA'S SCHOOL PERFORMANCE DATA



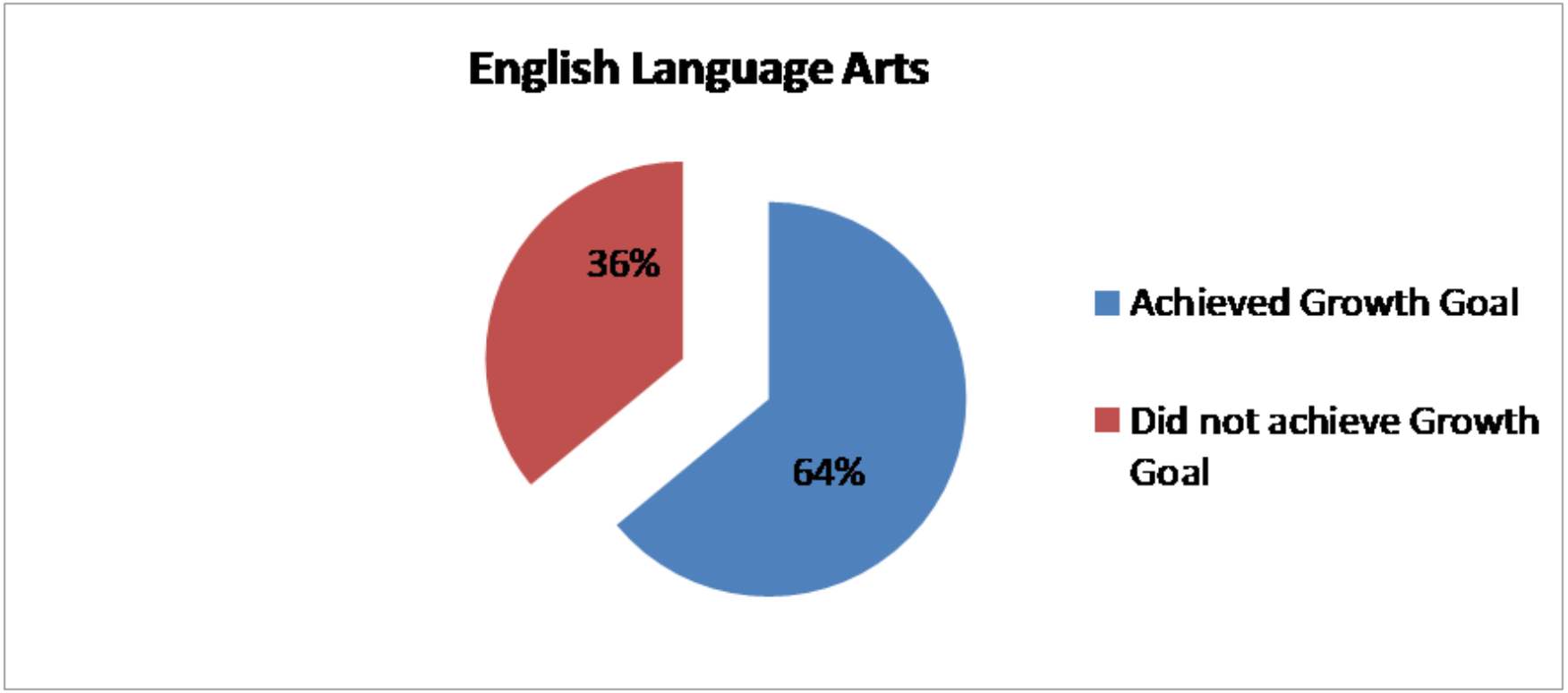
MAP (MEASURE OF ACADEMIC PROGRESS) 2014-15



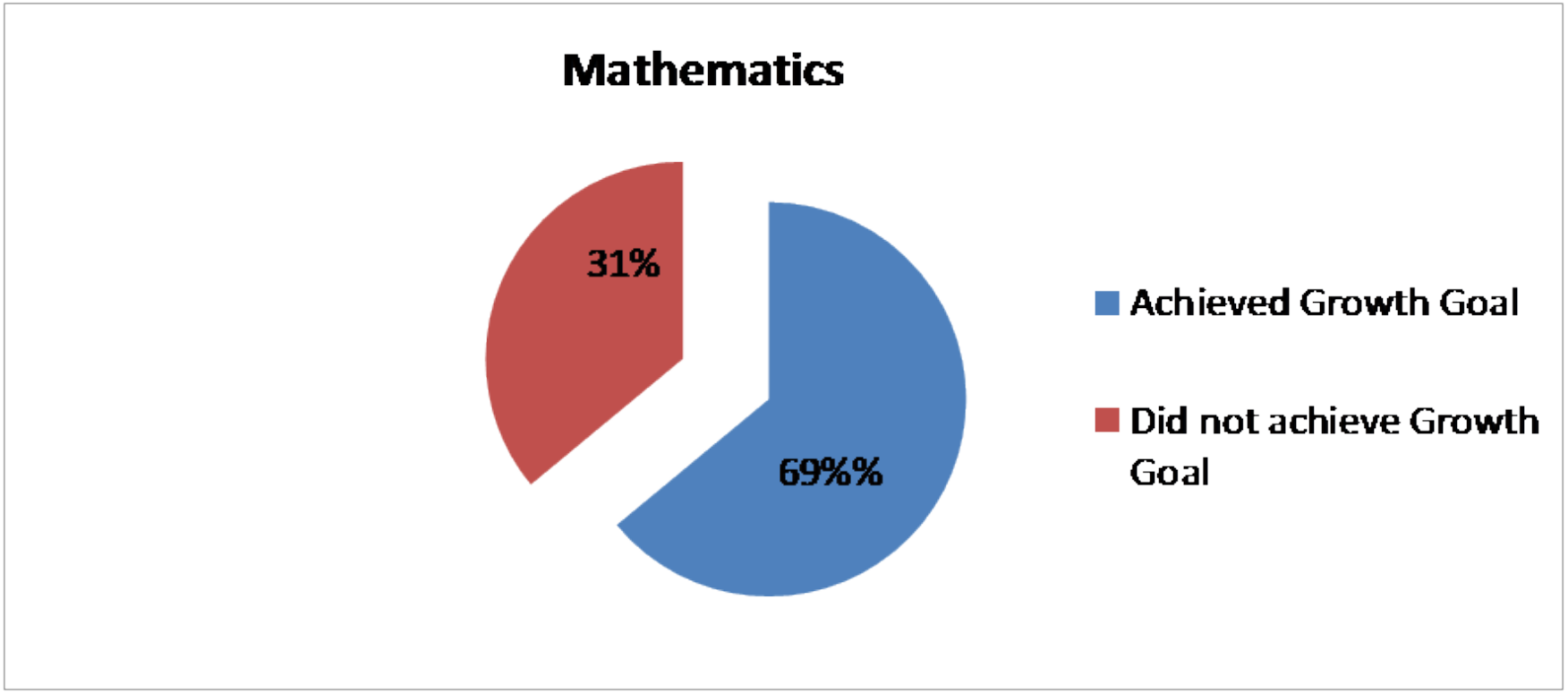
MAP (MEASURE OF ACADEMIC PROGRESS) 2014-15



MAP (Measure of Academic Progress) 2014-15



MAP (Measure of Academic Progress) 2014-15



PARENTAL INVOLVEMENT POLICY

Every Title I school, in collaboration with parents, must prepare a site-level parental involvement policy.

- **The Policy describes how the school will involve parents in a meaningful, ongoing, and timely way.**
- **The Policy also describes how parents will be involved in the planning, review, and improvement of the school's Title I program and activities.**

SCHOOL-PARENT COMPACT

- The Compact describes how the school and parents share the responsibility for student achievement.
- It is developed in collaboration among parents, teachers, and students.
- The Compact is distributed annually with the Title I Parental Involvement Policy

PARENT INVOLVEMENT

Title I law requires that schools and families work together to increase student achievement.

The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school.

The SSC develops, monitors, and evaluates the Single Plan for Student Achievement to implement programs and services that support students.

PARENT INVOLVEMENT AT OUR SCHOOL

- SSC, ELAC (English Learner Advisory Committee)and district committees
- Parent /teacher/school communication
- IB coffee hour/workshops/training
- PTA/PYA events: family nights, *funraisers* and fundraisers
- Volunteer /participation opportunities

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) CONTENT

- Description of core and supplemental programs
- Description of instructional strategies and interventions to assist struggling students
- Goals and strategies to address student academic needs
- Professional needs and activities
- Parent involvement strategies and activities
- Coordination of fiscal resources

TITLE I FUNDING

- Schools are allocated funds based upon the percentage of students receiving free or reduced lunch. Schools are ranked according to this percentage and receive a certain amount of money per student.
- One percent of the school's total Title I budget is for parent involvement activities.
- Schools in Program Improvement must also set aside funds for professional development.

TITLE I FUNDING AND EXPENDITURES 2015-16

Title I Funding: $64,755.00

Expenditures:

- **Professional Development & Conferences for faculty**
- **Substitute Pay**
- **Additional compensation for teachers**
- **Parent Meeting expenses**
- **Instructional materials**
- **Books**
- **Equipment & technology**
- **Paper for parent communication**
- **Hire an interpreter for parent meetings as needed**

QUESTIONS?

Budget By Expenditures

Primary Years Academy of International Education Magnet School

Funding Source: LCFF Supplemental LEP **$7,523.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Bilingual Assist		$7,523.00	English Learner Outcomes	Hire a 3.5 hour per day Bilingual (spanish) Teaching

LCFF Supplemental LEP Total Expenditures:	$7,523.00
LCFF Supplemental LEP Allocation Balance:	$0.00

Funding Source: LCFF Supplemental SCE **$44,452.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Bilingual Assist		$9,840.00	English Learner Outcomes	Hire a 3.5 hour per day Bilingual (spanish) Teaching
Instructional Materials		$5,000.00	English Learner Outcomes	Leveled ReadersTeachers use the EL Leveled Readers in
Instructional Materials		$6,225.50	Mathematics	Technical/Instructional Material SupportCategorical monies will go to support Math Core Instructional needs through technical/instructional materials, computers, and maintenance agreements. Results are measured by MAP, CELDT, and curricular formative assessments, and completed maintenance agreements.

Primary Years Academy of International Education Magnet School

Substitutes	$1,500.00	Mathematics	Studnet Assistance Program (SAP) and Student Study Teams (SST)The SAP process is put into action for students identified as needing academic or behavioral support. After the teacher implements intervention strategies, the CARE team consisting of the principal, counselor, teacher and other specialists, meet to suggest further interventions. If intervention is not successful, a Student Study Team meeting is called.The teachers, parents, principal and counselor meet for a student
Maintenance Agreements	$861.00	English Language Arts/Reading	Technical/Instructional Material SupportCategorical monies will go to support ELA Core Instructional needs through technical/instructional materials and maintenance agreements. Results are measured by MAP, CELDT and curricular formative tests, and completed maintenance agreements.
Substitutes	$1,000.00	English Language Arts/Reading	Professional Development90% of PYA Teachers will attend all district and site professional development in ELA, Compass Learning, and DI, when offered. Teachers will also attend IB Conferences and applicable San Joaquin County Office of Education workshops when possible. As many teachers as possible will attend the Professional Learning Communities

Substitutes	$500.00	English Language Arts/Reading	Student Assistance Program (SAP) and Student Study Team (SST)The SAP process, based on a three tiered system of intervention, is used when students are identified as needing academic or behavioral support. After the teacher implements intervention strategies, the CARE team consisting of the principal, counselor, teacher and other specialists, meet to suggest further interventions. If intervention is not successful,
Field Trips	$3,300.00	English Language Arts/Reading	Field Trips, Outdoor EducationK-5 Classroom Teachers will plan Field Trips and Outdoor Education (5th grade) based on their Units of Inquiry. Studnets will research and write about the topics to be explored on the Field Trips. Students will be
Books	$1,000.00	English Learner Outcomes	Technical/Instructional Material supportCategorical monies will go to support ELD instructional needs through technical/instructional materials, computers, and maintenance agreements. Progress is measured by MAP, CELDT, and formative assessment scores and completed maintenance agreements.

LCFF Supplemental SCE Total Expenditures:	$29,226.50
LCFF Supplemental SCE Allocation Balance:	$0.00

Funding Source: Title I Instructional **$51,087.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher Add. Comp.		$1,000.00	Parent/Community Involvement	PYA Recruitment Open HousePYA will hold an Open House and invite parents of preschool students to visit the school and apply to PYA's IB Magnet Program

Primary Years Academy of International Education Magnet School

Teacher Addtional Compensation	$5,871.00	English Language Arts/Reading	Hire teachers if available, to tutor before or after school.Teachers will identify students' intervention needs by analyzing class and benchmark data. Teachers will be given the opportunity to provide up to 10 hours (or more if funding
Teacher Additional Compensation	$1,000.00	English Language Arts/Reading	Teacher collaboration/PLCsTeachers collaborate as PLCs (Professional Learning Communities) to align and review the
Conference	$18,102.00	English Language Arts/Reading	Teacher collaboration/PLCsTeachers collaborate as PLCs (Professional Learning Communities) to align and review the
Conferences	$4,287.00	English Language Arts/Reading	Teacher training for IB Units of Inquiry. All teachers must be trained for the International Baccalaureate Primary Years Program in order for the school to maintain authorization.
Substitutes	$3,500.00	English Language Arts/Reading	Teacher training for IB Units of Inquiry. All teachers must be trained for the International Baccalaureate Primary Years Program in order for the school to maintain authorization.

Primary Years Academy of International Education Magnet School

Equipment	$2,775.00	Mathematics	Computer ProgramsStudents use computer programs such as the Envison web site, ST Math, Khan Academy, Sum Dog, Odyssey Compass Learning, etc., to gain additional practice with math facts and concept development. Academic progress of students is monitored by formative and benchmark data, including MAP, curricular assessments and computer program summaries, and monitored by the principal and teachers at data meetings and academic conferences.
Substitutes	$6,500.00	Mathematics	Professional development:90% of PYA Teachers will attend all district professional development in Math, ST Math, and Compass Learning when offered. Participation rate will be evidenced by the GSMU sign-in data, and faculty meeting agendas and sign-in sheets. Additionally, at least four teachers will attend level 1 IB training in the Fall or winter of 2014, and three or more teachers will attend Level II or III IB training, or attend Rountable IB workshops in 2015. Additionally, teachers will make at least 1 visit to another IB school.
Teacher Additional Compensation	$1,000.00	Mathematics	Teacher CollaborationTeachers collaborate to align and review the Math grade level standards, the district pacing guide, and the integration of the standards into the IB Units of Inquiry. Collaboration is vertical and horizontal to ensure that students receive a complete continuum of standards instruction. For each grade level team, collaboration is scheduled for at least 1
Substitutes	$3,360.00	English Learner Outcomes	EL students paired with fluent English studentsDuring non-ELD class time, EL students are often paired with fluent English speaking students. Students may also be paired with cross-grade reading buddies. EL student progress is monitored with CELDT, ELLA, formative and MAP assessments.
Newsletters	$917.00	Parent/Community Involvement	Parent notification of school events and info.Parents will be notified on a regular basis of school events and information through various modes, including: a weekly newsletter (in English and Spanish), Parent Link phone calls, flyers, and personal phone calls. Additionally, newsletters, calendars, and the handbook will be posted on the school's website.

Title I Instructional Total Expenditures:	$48,312.00
Title I Instructional Allocation Balance:	$0.00

Funding Source: Title I Parent Involvement **$1,181.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Meeting expenses		$681.00	Parent/Community Involvement	Provide snacks for parent meetingsTitle I funds will be utilized to purchase snacks for parent meetings.
Interpreter		$500.00	Parent/Community Involvement	Hire Interpreter as neededIf district interpreters are unavailable, a sign-language interpreter will be paid at an hourly rate to interpret at parent meetings

Title I Parent Involvement Total Expenditures:	$1,181.00
Title I Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Professional Development **$12,487.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Substitutes		$2,774.00	English Language Arts/Reading	Teacher collaboration/PLCsTeachers collaborate as PLCs (Professional Learning Communities) to align and review the

Primary Years Academy of International Education Magnet School

Conference	$9,713.00	Mathematics	Professional development:90% of PYA Teachers will attend all district professional development in Math, ST Math, and Compass Learning when offered. Participation rate will be evidenced by the GSMU sign-in data, and faculty meeting agendas and sign-in sheets. Additionally, at least four teachers will attend level 1 IB training in the Fall or winter of 2014, and three or more teachers will attend Level II or III IB training, or attend Rountable IB workshops in 2015. Additionally, teachers will make at least 1 visit to another IB school.

Title I Professional Development Total Expenditures:	$12,487.00
Title I Professional Development Allocation Balance:	$0.00
Primary Years Academy of International Education Magnet School Total Expenditures:	$98,729.50