



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Primary Years Academy

Contents

School Plan for Student Achievement (SPSA) Template	2
Purpose and Description	2
Stakeholder Involvement.....	2
Resource Inequities.....	4
Goals, Strategies, Expenditures, & Annual Review.....	5
LCAP/SPSA Goal 1 – Student Achievement	5
Identified Need	6
Annual Measurable Outcomes	13
Strategy/Activity 1.....	14
Strategy/Activity 2.....	16
Strategy/Activity 3.....	18
Annual Review – Goal 1	21
Analysis.....	21
Goal 2 – School Climate	26
Identified Need	27
Annual Measurable Outcomes	30
Strategy/Activity 1.....	31
Strategy/Activity 2.....	33
Annual Review – Goal 2	36
Analysis.....	36
Goal 3 – Meaningful Partnerships.....	40
Strategy/Activity 1.....	43
Strategy/Activity 2.....	45
Annual Review – Goal 3	47
Analysis.....	47
Budget Summary.....	50
Budget Summary	50
Other Federal, State, and Local Funds	50
Budget Spreadsheet Overview – Title I	51
Budget Spreadsheet Overview – LCFF	52

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Primary Years Academy	396867660121798	Ver 1 – 05/13/2020	Ver 1 – 05/26/2020	Ver 1 – 07/28/2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Primary Years Academy is implementing a Schoolwide Program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Primary Years Academy's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP's intent.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Primary Years Academy developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on May 12, 2020 and obtained board approval on May 26, 2020.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Primary Years Academy and its School Site Council reviewed the progress of the 2018-2019 (Year 2) school year culminating the document 2018-2019 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies

within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the November 19, 2019 School Site Council meeting.

In school year 2019-2020, also Year 3, Primary Years Academy initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on:

School Site Council Meetings:

- September 10, 2019
- October 15, 2019
- November 19, 2019
- January 21, 2020
- February 25, 2020 (Tabled, no quorum)

Staff/Leadership Meetings:

- September 3, 2019
- October 1 & 22, 2019
- November 5 & 26, 2019
- December 17, 2019
- January 7, 2020
- February 18, 2020

IB Parent Meetings:

- January 16, 2020
- February 20, 2020

In summary, during School Site Council Meetings, we reviewed, explained and assessed progress on school goals on the School Plan for Student Achievement. During staff and leadership meetings, staff used data to determine specific needs to be targeted this year such as number sense and foundational skills. This information was used to determine use of programs and strategies to reach our goals. i-Ready and SBAC data, along with classroom assessments, were taken into account when determining progress on goals. We used the IB Parent Meetings as a forum to share information with parents and families about key goals and strategies to support student achievement.

As a result of the stakeholder involvement and data reviews, Primary Years Academy has been able to complete the Decision Making Model (a component of the CNA) in February and March 2020 based on feedback from teachers, parents and students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In reviewing the LEA and school-level budgeting no inequities were found.

Primary Years Academy is not a CSI identified school.

In reviewing instructional walk data an Inequity was identified in effective curriculum and instruction. Based on instructional walks data reveals that there is little variation in instruction during differentiated instruction and small group intervention. Intervention is designed around students completing current assignments instead of responding quickly by identifying the students' specific needs. Teachers provide instruction with to meet students at their level but the richness and rigor during instruction do not allow for students to access an effective and equitable curriculum. When this time is used effectively it can be a powerful level for improving student achievement. Teachers need more time and training to effectively identify and teach rigorous standards and develop innovative small group instruction that addresses the diverse learning needs of all students.

Goals, Strategies, Expenditures, & Annual Review

Complete a copy of the Goal table for each of the school's goals. Duplicate the table as needed.

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By June 2021, 56% of K-5th graders will meet proficiency levels on iReady assessments.

By June 2021, 56% of 3rd-5th graders will meet or exceed standards on CAASPP.

School Goal for Math: (Must be a SMART Goal)

By June 2021, 52% of K-5th graders will meet proficiency levels on iReady assessments.

By June 2021, 53% of 3rd-5th graders will meet or exceed standards on CAASPP.

Identified Need

- Be sure English Learner data is reviewed and included.

Our data indicated a continued need to concentrate on student achievement in ELA/ELD and mathematics across all groups with a focus on our Hispanic and Economically Disadvantaged subgroups.

Reading at proficiency is essential for all students obtain academic success through the K-12 continuum including college. There is a need for teacher support in the new Benchmark curriculum, small group instruction, differentiated instruction, and teacher support in targeted intervention in ELA/ELD and Math.

The Math data shows that there was a drop from 2016-2017. From 2017 to 2019 there has been an 8 point increase. In 2018 there was a school wide focus on Math. Hispanic subgroup shows steady increases from 2016 through 2018. 019 shows a 4 point decrease. English Learners have shown a significant decrease in Math. Economically Disadvantaged subgroup is making slow but steady gains.

ELA/ELD:

50% proficient in Reading (iReady Winter Scores)

51% ELA met standards (CAASPP)

Math:

42% proficient in Math (iReady Winter Scores)

48% Math met standards (CAASPP)

The data shows that we need to move 60% of students in level 3 to level 4 to qualify students for reclassification. As more students in grades 3-5 were reclassified, the bulk of the EL students are in grades K-2 which results on the bulk of our students being in ELPAC level 1-3. In 2019 we reclassified 87.5% of students, we want to increase that to at least 95% of students being reclassified each year. Between 2017 and 2018 there was a transition between the CELDT Test to the ELPC test. The format of the test changed and there were new features such as listening administered through the computer.

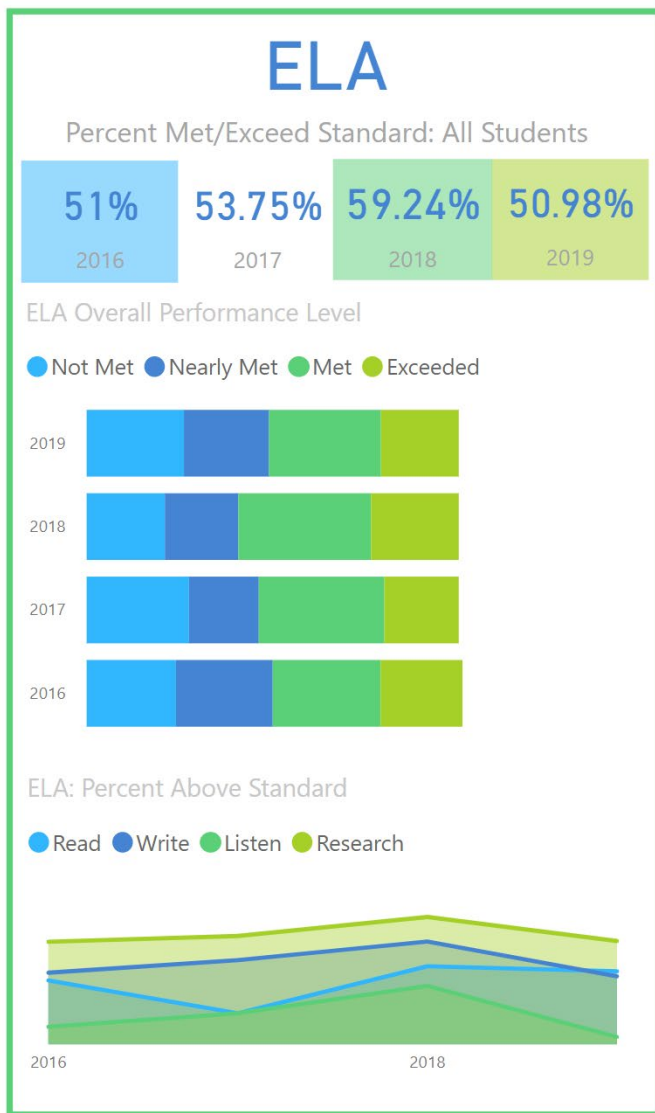
English Learner Progress

Level 4 - Well Developed – 23.3%

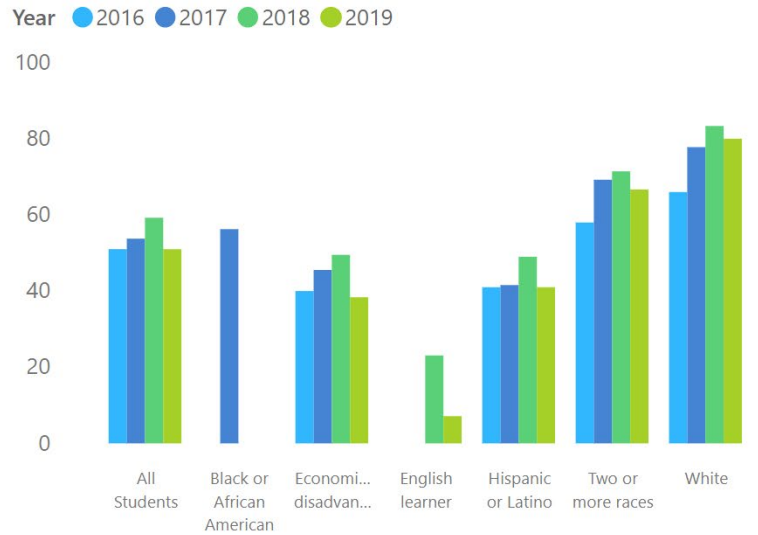
Level 3- Moderately Developed – 13.3%

Level 2 - Somewhat Developed - 60%

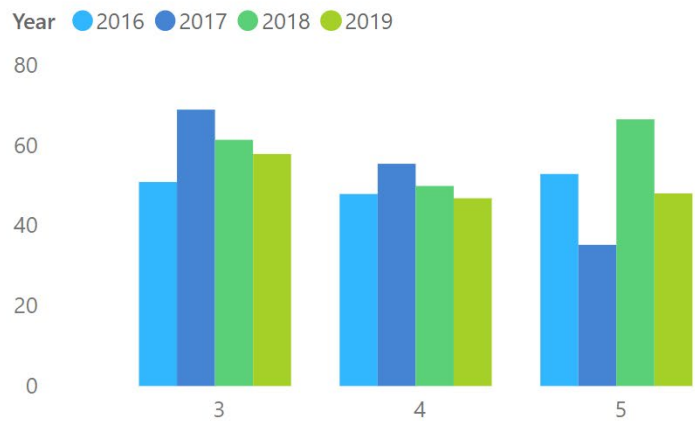
Level 1 - Beginning Stage – 3.3%



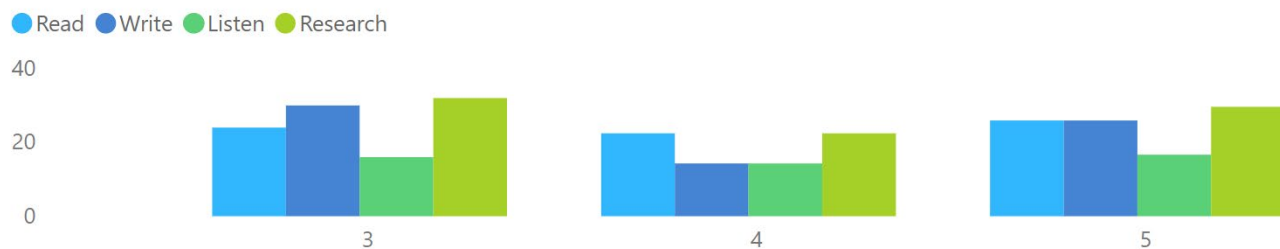
ELA CAASPP: Percent Met/Exceed Standard

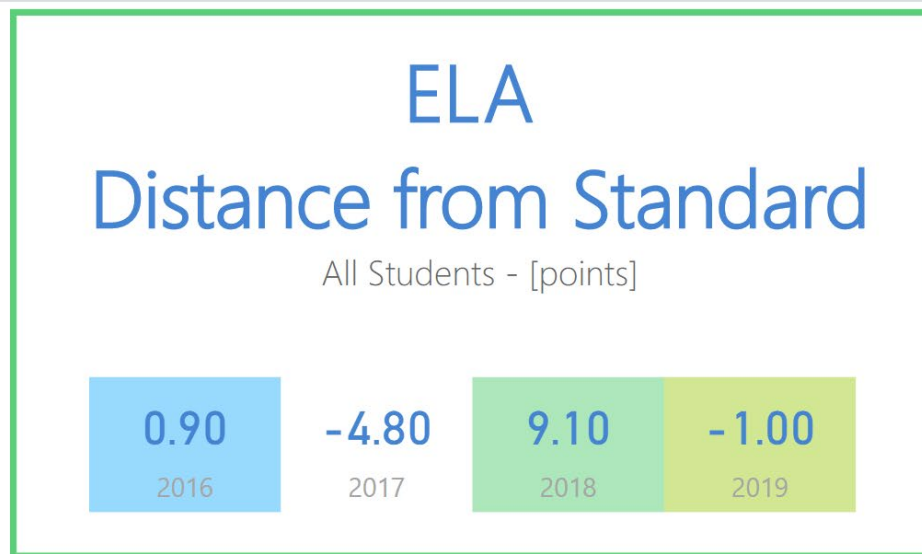


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



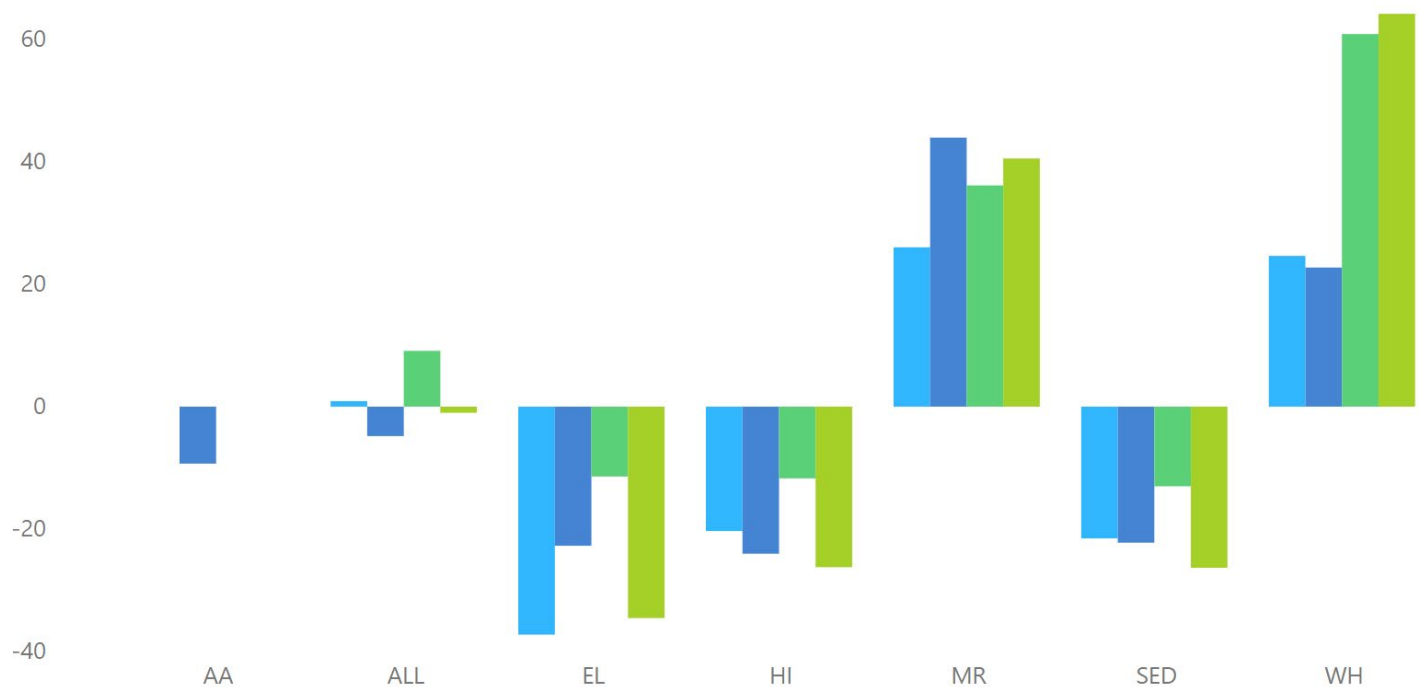
2019 Prelim ELA CAASPP: Area - Percent Above Standard



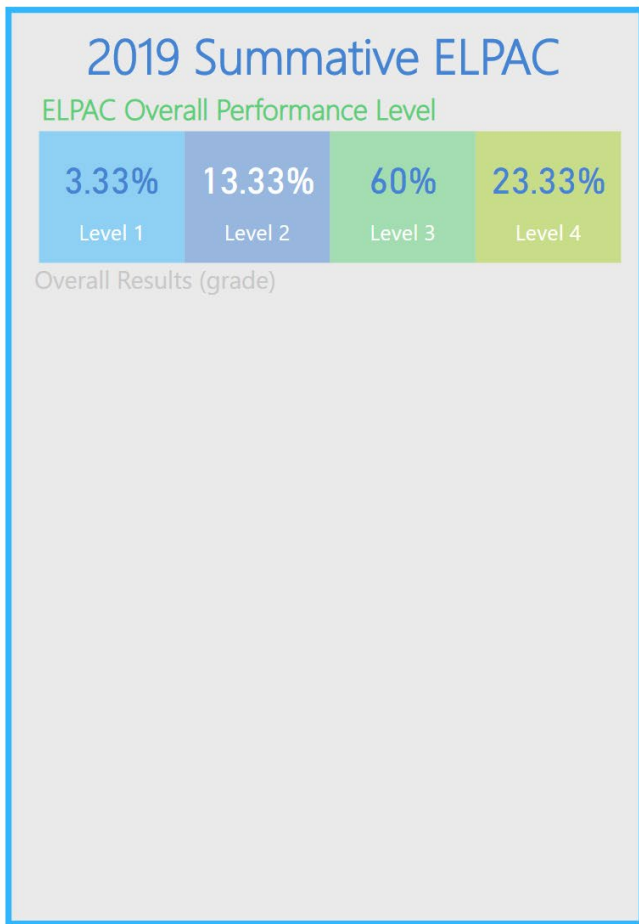


ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



page 3 SUSD RA 12122019 v3r1



Oral Language Overall Performance Level



Written Language Overall Performance Level

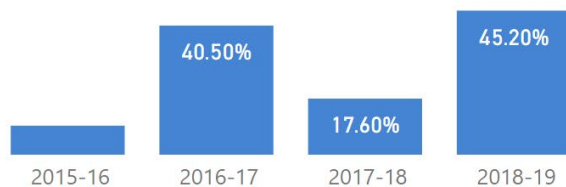


Performance Area: Percent Well Developed



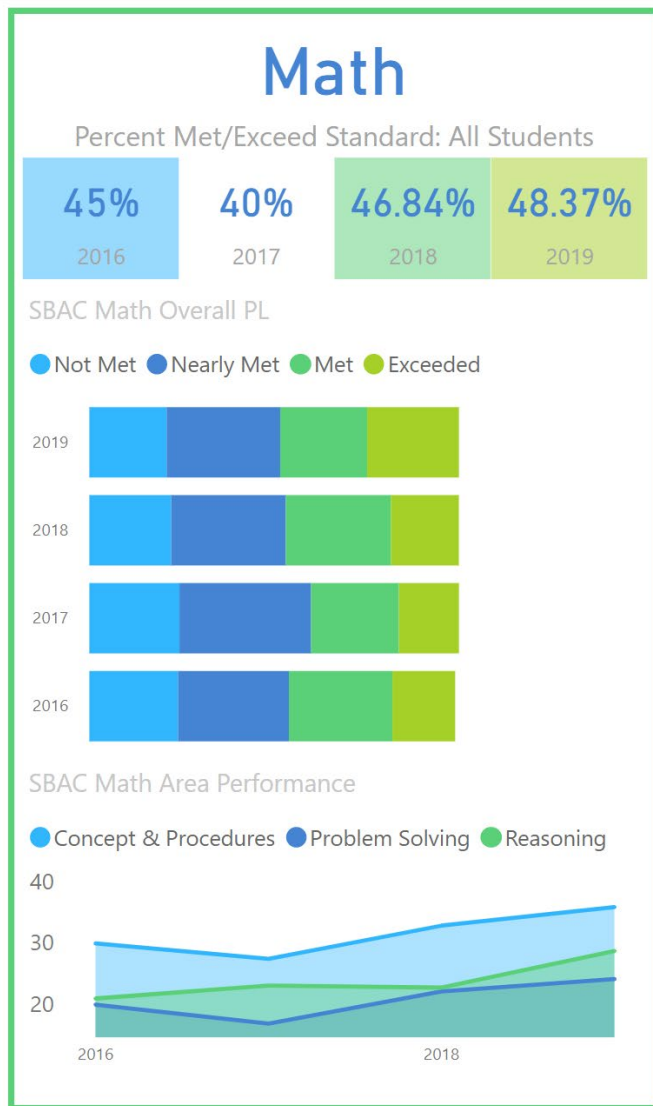
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)



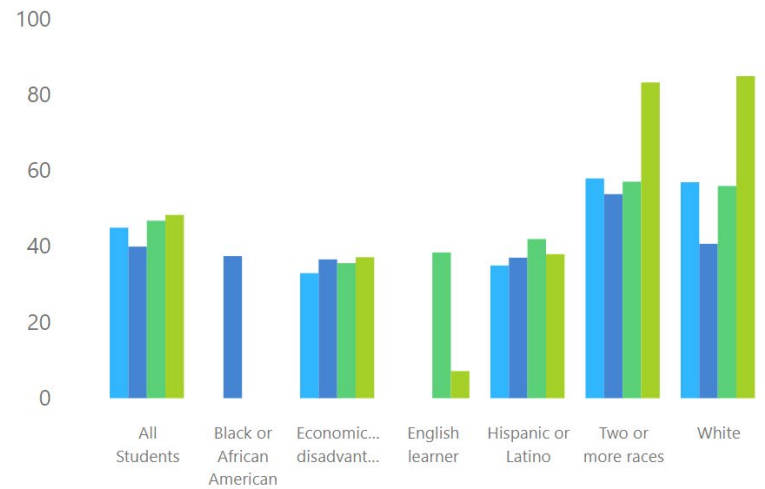
87.5%

ELPI 2019



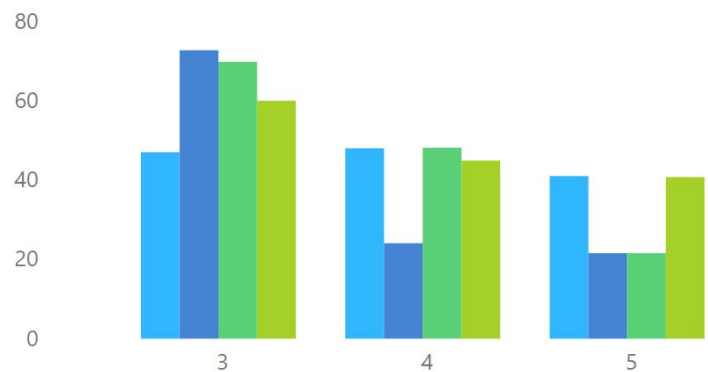
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



Math CAASPP: Percent Met/Exceed Standard by Grade Level

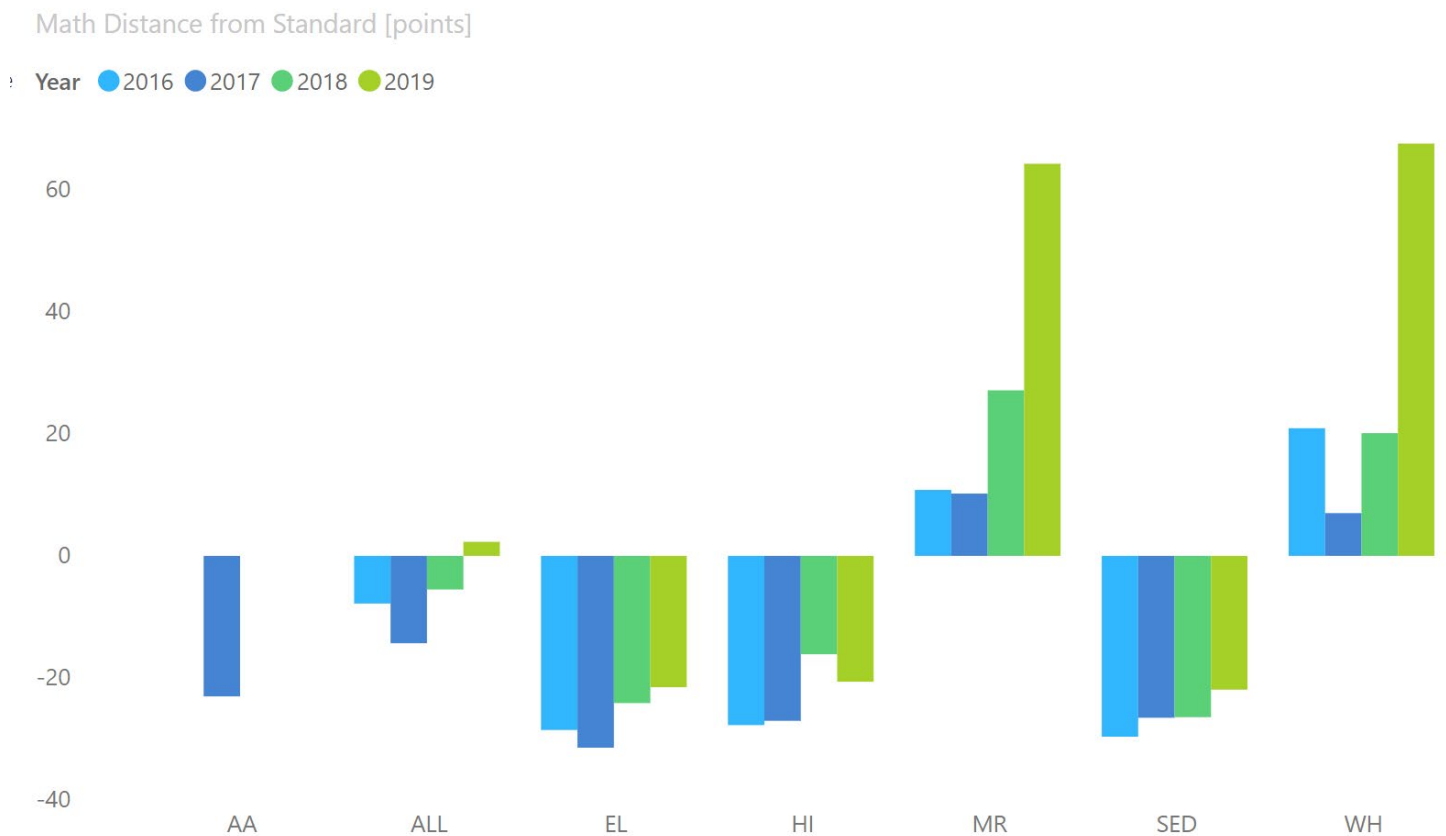
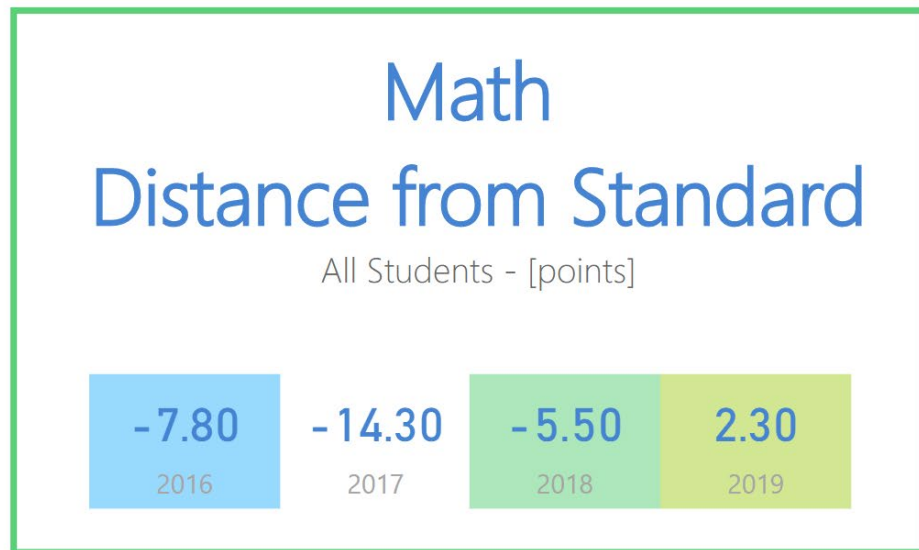
Year ● 2016 ● 2017 ● 2018 ● 2019



2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning





PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-1 point below	2 points above

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	2.3 points above	5.3 points above

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served.

Strategy/Activity

Instructional Coaches (2@ .5 FTE)

Instructional coaches will provide intensive, targeted support and coaching to teachers to ensure high quality first instruction. Instructional Coaches will support teachers through the district adopted coaching model (demo lessons, co-teaching, and collaborative coaching). Instructional Coaches will be provided time and funding for coaches to be able to work directly with teachers in the following areas: Standards based lesson design and delivery, and development of common instructional practices to promote equity and a focus on the major standards of each grade level.

Professional Development from Instructional Coaches: Standards based lesson design and delivery, and development of common instructional practices. Professional Development around Differentiation/Small group instruction/intervention. Develop high quality lessons integrating IB framework, CCSS, i-Ready, and Benchmark curriculum

This involves professional development including IB Conferences or after school meetings, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities.

(#teachers #hours # certification # of hours coaching provided by Instructional Coaches)

1 Instructional Coach X 12.5 hours X \$60 = \$750 Title I

2 Instructional Coach X 12.5 hours X \$60 = \$1,500 LCFF

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$750	19500	Inst. Coach Additional Comp
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

School Plan for Student Achievement| SY 2020-2021

Page 14 of 52

Version 1 – Board Approval 07/28/2020

\$ Amount(s)	Object Code	Description
\$1,500	19500	Inst. Coach Additional Comp

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups will be served.

Strategy/Activity

IB Program Specialist would provide data cycle support to all grade levels as well as research-based intervention practices and instruction that supports the IB program. Administrator will provide time and support for IB program specialist to work directly with teachers in the following areas: Data cycle and analysis, integration of the current curriculum, IB framework, assist with academic conferences, and PLC process. Principal, AP, & IB Program Specialist will plan teacher PD and parent education working on targeted small group interventions based on i-Ready suggested groupings.

IB Program Specialist and Teachers continue to collaborate during the school day while students are in Spanish and VAPA class and every other week in their PLCs. IB Program Specialist and Teachers will also collaborate around incorporating the district adopted Benchmark and Ready curriculum within their Units of Inquiry.

Teacher will collaborate in PLCs (Professional Learning Communities) to align and review the ELA, Math, NGSS, and ELD level standards into the IB Units of Inquiry. Collaboration is horizontal and vertical, so students are exposed to the entire IB Learning Continuum. Collaboration will also take place in the form of Academic Conferences. This involves professional development including IB Conferences, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities.

(# teachers # hours # Units of Inquiry # Stand Alone Planners Pre/Post Assessments)

Teacher, IB Coordinator, Assistant Principal, and Administrator require training for IB Units of Inquiry. All teachers and coordinators must be trained for the International Baccalaureate Primary Years Program in order to assist in providing PD to align CCSS standards and IB Units of Inquiry.

Library Media Assist helps to support ELA/ELD by helping to identify struggling readers, providing them with age and skill-appropriate materials, undertaking skill scaffolding supporting choice, supporting students with special needs, providing one-to-one matching, promoting access to books, enhancing the social position of books and reading, reading aloud to students, facilitating silent reading, and preparing students for high-stakes literacy testing.

classified staff X # hours X \$50 rate of Pay =\$200 (Title I)

(#teachers #hours # certification # of hours coaching provided by Instructional Coach

Additional Hourly Pay Calculation:

16 Teachers X 12 hours X \$60 = \$11,520 (Title I)

1 Program Specialist X 18 hours X \$60 = \$1,080 (\$750 Title I, \$300 LCFF)

1 Counselor X 18 hours X \$60 = \$1,080 (\$330 Title I, \$750 LCFF)

Substitute Pay Calculation: 55 days X \$200 = \$11,000 (\$10,364 Title 1, \$800 LCFF)

Conference Workshop/Trainings- Title I \$10,000 LCFF \$11,000

*(IB Units of Inquiry alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum) – (August 2020-June 2021) – (administrator, program specialist, instructional coach, counselors, teacher, library media assist.)

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$10,000	52150	Conferences
\$11,520	11500	Teacher Additional Compensation
\$750	19500	Program Spec Additional Comp
\$10,364	11700	Teacher Substitute
\$330	12500	Counselor Additional Comp
\$200	24500	Library Media Assistant Additional Comp

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$11,000	52150	Conferences
\$750	12500	Counselor Additional Comp
\$300	19500	Program Spec Additional Comp
\$800	11700	Teacher Substitute

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students and Subgroup: English Learners

Strategy/Activity

Students identified needing intervention supports such as tutoring, one-on-one/small group instruction addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web-based reading & math software, throughout the day.

Extended day will be offered to PYA students. PYA will have three teachers tutor two times a week three weeks in the fall and one weeks prior to state testing to provide third, fourth, and fifth graders additional support. 3 teachers X 8 sessions X \$60 per hour= \$1,440 (LCFF)

Extended day will be offered to English Learners. English Learners will have one teacher tutor 2 times a week for four weeks prior to ELPAC (English Language Proficiency Assessment for California) Testing to provide third-fifth graders additional support leading up to ELPAC testing. 1 teacher X 8 sessions X \$60 per hour =\$480 (LCFF)

Extended year tutoring for students identified and identified subgroups for additional time and support in ELA and/or Math will be given the opportunity to enroll in a two-week Summer School tutoring program. Five teachers will provide additional instruction based on identified needs of individual students and small groups. Teachers will use the grade level resources for intervention strategies in the new curriculum for ELA and Math to support students in the program.

2020-2021 Staffing for a 10-day Extended Year Program

1 Coordinator @ 55 total hours= \$3,300 (LCFF)

5 Teachers x 4.5 hours per day X 10 days = 225 hours= \$13,500 (LCFF)

Teacher will conduct small group instruction using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, Literacy Station and facilitate support with students while the teacher works one-on-one with students.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Mystery Science within their Units of Inquiry. New modules for PLTW will be needed to continue to increase the achievement using the NGSS standards. A license will be needed for Mystery Science. License Agreement: Cost \$4,443 (Title I) New modules for PLTW (not provided by district). Cost: \$2,250 (Title I Instructional Materials)

Teachers will enhance integrated/designated ELA/ELD curriculum through:

K-2: Leveled readers, Interactive KWL, Close Read, and Literacy Stations.

3-5: Quick Writes, Close Read, Journal Writes, Text Reconstruction, Unpacking sentences, Note Making, Ticket Out the Door, Literacy Stations, Give One, Get One, Vanishing Text, and Interactive Notebooks.

For grades K-5 applicable supplemental instructional materials/supplies:

Applicable supplemental instructional materials include: novels/books, White boards , clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. The materials listed, will enhance and enliven classroom instruction to keep students engaged and aids in equitably accessing the curriculum. The instructional materials provide for different types of interactions among students, student groups, and teacher. Any material that allow teachers to incorporate a variety of teaching strategies and gives the students opportunities to acquire knowledge and skills will be used to enhance the ELA/ELD, Math, Social Studies, Science, and IB frameworks curriculum. These materials/supplies will help with the learning and retention of information.

The lesson's effectiveness to student achievement will be measured by weekly classroom visits, surveys of effectiveness of materials/supplies, lesson design with applicable materials incorporated, and increased achievement on standards based assessments.

Instructional Materials/Supplies: \$8,000 – Title I, \$7,875 – LCFF

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the various copy machines and printers are available and usable to provide a print rich environment. Cost: \$3,000 (Maintenance Agreement LCFF)

Equipment: One printer is out of date. The cost to replace the parts are more than the printer is worth. Cost: \$1,500 (LCFF)

Duplicating - \$500: K-5 purchase of student planners. Students take ownership of their learning by using planners to organize dates, set challenging goals, practicing fluency, and pursuing person inquires. K-5 purchase instructional posters based on Benchmark curriculum. 5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals.

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$11,450	43110	Instructional Materials/Supplies
\$4,443	58450	License Agreement

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$7,355	43110	Instructional Materials/Comp
\$3,000	56590	Maintenance Agreement
\$1,500	44000	Equipment
\$15,500	11500	Teacher Additional Compensation
\$500	57150	Duplicating
\$3,300	19500	Program Specialist Additional Comp

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

2.1 Academic Student Achievement-English Language Arts, Math, and English Learners

Teacher and IB Coordinator training for IB Units of Inquiry. All teachers and coordinators must be trained for the International Baccalaureate Primary Years Program in order for the school to maintain authorization. This involves professional development including Making Math Real, CCSS for ELA, ELD, Math, NGSS, and Social Studies, professional learning communities.

Training/Professional Learning

1. IB Conference-Tahoe, CA Build for the Future (9 teachers, 1 IB Coordinator)
The Tahoe conference was held on June 2019, the implementation of the new IB Enhancements will not occur until the 2019-2020 school year.
2. IB Conference-San Francisco, CA Evidence Based Learning (4 Teachers)
The San Francisco conference was held on June 2019, the implementation of the new IB enhancements will not occur until the 2019-2020 school year.
3. IB Conference-Florida Sustaining and growing the PYP in Your School (1 Principal)
In September 2018, the principal attended the IB conference and developed a deeper understanding of growing and sustaining the IB program. The skills were not implemented as the principal was promoted November 2018 and no longer at PYA.
4. Making Sense of Science- Asilomar, CA (1 IB Coordinator)
5. Making Sense of Science PLC Meeting (4 Teachers, 1 IB Coordinator, 6 meetings)
IB Coordinator presented the information from Asilomar to the MSS Teachers during the MSS PLC meetings. Teachers were trained on Science content.
57% of 5th grade students met standards on MAP.

The professional development gave teachers confidence, networking opportunities, and ideas to enhance teaching and learning for the 2019-2020 school year.

2.2 Academic Student Achievement-English Language Arts, Math, and English Learners

Teacher collaboration/PLCs (Professional Learning Communities) to align and review the ELA, Math, NGSS, and ELD level standards into the IB units of Inquiry. Collaboration is horizontal and vertical, so students are exposed to the entire IB Learning Continuum.

PLC Process

Teachers were allotted 2 hours a week to collaborate during the school day while students are in Spanish and Art. Teachers collaborate vertically and horizontally in their Professional Learning Communities 90 minutes every other week. Teachers were allotted 6 additional hours of vertical collaboration to review our Program of Inquiry for gaps, omissions, and overlaps. Academic Conferences were held twice and focused on goal setting at grade level and vertical articulation.

Collaboration time was kept intact to provide time for teachers to review data and respond to the four PLC questions. Teachers were provided with IB release days to continue to develop units and lessons to best support student learning.

Effectiveness

ELA SBAC scores went from 59%-51%. Math SBAC scores increased from 47% to 48%. These items support Science MAP growth. Our MAP proficiency increase from 55%-57%.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

We received carryover funding of \$13, 2020: School Site Council allocated \$13, 2020 to send Teachers and IB Coordinator to IB Conferences.

School Site Council allocated:

\$2520 for Academic Conferences.

We added 140 Read Live Naturally Licenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Staff meetings will be dedicated to conference presentations and changes to the IB PYP program by looking at the new IB Enhancement Handbooks. Teachers continue to collaborate during the school day while students are in Spanish and Art and every other week in their PLCs. Teachers will also collaborate around incorporating the new district adopted Benchmark and Ready curriculum within their Units of Inquiry. Continued sending teachers to IB Conferences for training on the new IB enhancements. Sending teachers to Making Math Real Conference for Math support. We will implement Benchmark curriculum and IB Framework to support ELA instruction. We will implement Ready Math curriculum and IB Framework to support Math instruction. One hundred forty Read Naturally Licenses will be purchased to continue to support ELA. We will continue to use Mystery Science in conjunction with PLTW to support NGSS instruction.

SPSA Year Reviewed: 2019-2020 (Year 3)

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation**3.1 Academic Student Achievement- English Language Arts, Math, and English Learners**

Teacher and IB Coordinator training for IB Units of Inquiry. All teachers and coordinators must be trained for the International Baccalaureate Primary Years Program in order for the school to maintain authorization. This involves professional development including IB Conferences, district provided ongoing PD for Benchmark and Ready curriculum, CCSS for ELA/ELD, Math, NGSS, Social Studies, and Professional Learning Communities.

Training/Professional Learning

1. Making Sense of Science PLC Meetings (4 Teachers, 1 IB Coordinator) 6 meetings
2. One Principal and One Assistant Principal IB Conference-Los Angeles, CA
In October 2019, the principal attended an IB conference in Los Angeles and developed a deeper understanding of growing and sustaining the IB program. The skills were minimally implemented as a new principal learning the job and the new AP reassigned to a different school.
3. District provided PD for Benchmark and Ready
All PYA teachers attended the PDs in the Summer of 2019 and continuing through January 2020
4. CORE Visits
Principal and Instructional Coaches participated in three CORE Visits.
5. New Leaders (Principal) PD, individual coaching, and New Leaders walkthrough visits
6. Standards Institute in Florida (Principal)

3.2 Academic Student Achievement- English Language Arts, Math and English Learners

Teacher collaboration/ PLCs (Professional Learning Communities) to align and review the ELA, Math, NGSS, and ELD level standards into the IB Units of Inquiry. Collaboration is horizontal and vertical, so students are exposed to the entire IB Learning Continuum.

PLC Process

Teachers were allotted 2 hours a week to collaborate during the school day while students are in Spanish and music. Teachers collaborate vertically and horizontally in their Professional Learning Communities 90 minutes every other week. Teachers were allotted 3 additional hours of vertical collaboration to review our Program of Inquiry for gaps, omissions, and overlaps. Academic Conferences were held twice and focused on goal setting at grade level, vertical articulation, and i-Ready intervention groups.

3.3 Academic Student Achievement- English Language Arts, Math and English Learners

Purchase supplemental instructional supplies and maintenance agreements. Classroom supplies and

supplemental instructional materials will be purchased as needed and as budget allows for each classroom, including web-based programs, etc.

Instructional materials were purchased. We purchased Science consumable materials to replenish the FOSS kits. No web based programs were purchased as we were using i-Ready pathways as supplemental instructional materials. Additional classroom materials were purchased as the budget allowed.

Effectiveness

In October 2019, the principal attended an IB conference in Los Angeles and developed a deeper understanding of growing and sustaining the IB program. The skills were minimally implemented as a new principal learning the job and the new AP reassigned to a different school.

The professional developments from CORE gave teachers confidence, networking opportunities, and ideas to enhance teaching and learning for the 2020-2021 school year.

Collaboration during school hour time was kept intact to provide time for teachers to review data and respond to the four PLC questions. Teachers were provided with IB release days to continue to develop units and lessons to best support student learning.

2018-2019 ELA SBAC scores went from 59%-51% and Math SBAC scores increased from 47% to 48%. These items support Science MAP growth.

i-Ready scores were not factored this year because the district, administration, and teachers are still interpreting the data and how it factors with SBAC. Supplemental materials need to be purchased at the beginning of the year to obtain maximum use. i-Ready pathway only included Math. There was a need for an ELA web based program. Science materials did not arrive in time to be useful for Science this school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

We started the 2019-2020 school year with subs for the VAPA class. Some classes and collaboration were cancelled due to lack of sub availability.

The focus was on Math and not ELA during the 2018-2019 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

Provide instructional support by: PD around Differentiation/Small group instruction Develop high quality lessons integrating IB framework, CCSS, and Benchmark curriculum. IB Training for Instructional Coach, Principal, and AP Meet the requirement of IB Authorized School Status IB

enriches the education of all of our students by providing access they might not otherwise have International Education.

Instructional coach will provide intensive, targeted support and coaching to ensure high quality first instruction. IB Program Specialist would provide data cycle support to all grade levels as well as research based intervention practices and supports that support the IB program. Work with counselor on MTSS alignment.

Order instructional materials at the beginning of the year. Teachers should submit their needs at the end of the school year as part of the check-out process

Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June 2021, decrease number of suspensions for all students from 2.3% to 1.3% to place us in green on the California Dashboard.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June 2021, decrease number of chronic absences for all students from 5.7% to 3.6% to maintain green status.

Identified Need

Suspension –

Target goal is decrease suspensions to 0%: School wide (0)-2.3% total previous year.

In the 2018-2019 school year suspension declined by 3.8% placing us in the green on the California Dashboard.

In the 2017-2018 school year, 4.4% of English Learner subgroup were suspended at least once and decreased to 2.4% in the 2018-2019 school year placing this group in yellow on the California Dashboard.

Student groups not reported were Multiple Races, Filipino, African American, Socio-economically disadvantaged students and English Learners.

PBIS practices and incentives has allowed PYA to focus on reducing bullying incidents. There was an increase in positive school wide activities and community events.

Attendance/Chronic Truancy –

In the 2018-2019 school year, we saw a decrease in Chronic Absenteeism in all students. However, specific subgroups saw no improvement-Hispanic and whites are orange on the California Dashboard. Other subgroups showed improvement-Socioeconomic Disadvantaged students are green and English Learners are blue. In 2018-2019, we are maintaining at 5.7% Chronic Absenteeism overall.

Percent of students who are chronically absent for 2019: 5% (green). Decrease of 1% from 2018.

There is a need for more consistent, effective teacher/staff implementation of parent contact for students with attendance concerns.

Students attending school daily and on time have access targeted, rigorous standards that promote student achievement.

There is a need for professional development on reasons for chronic absenteeism and tardiness, to increase positive rewards to a monthly basis for attendance, and to educate parents on the importance of not only attendance, but the importance of being on time.

Suspension Rate

All Students
percent of unduplicated suspension

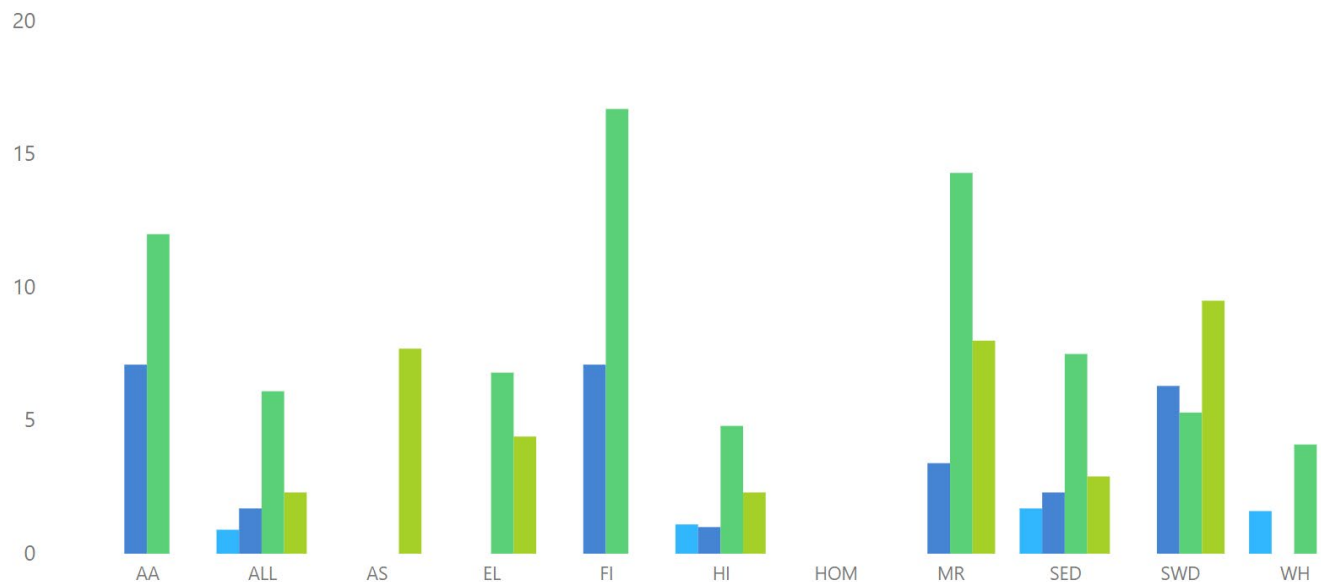


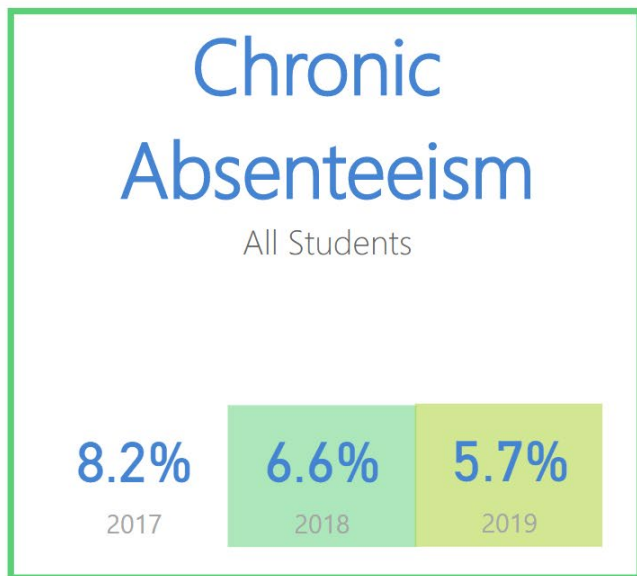
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

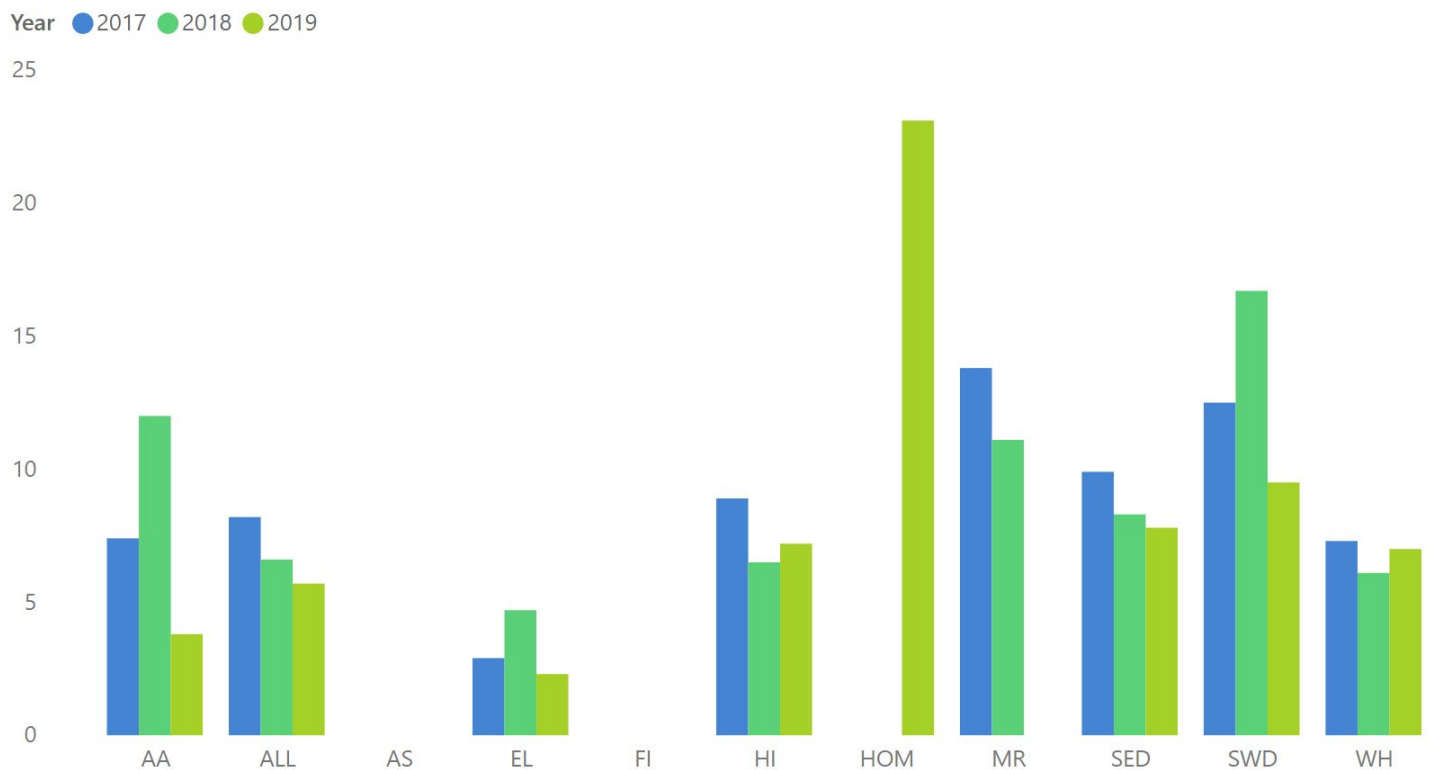
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	2.3%	1.3%
Chronic Absenteeism (All Students)	5.7%	3.6%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

In a safe learning environment, teachers will deliver instruction equitably through a range of modalities and activities to addressing students' needs while maintaining high expectations.

All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers.

Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, Restorative Justice, Classroom Circles, counseling, structured student engagement activities, that will decrease discipline and improve attendance.

Implement structured student engagement activities during non-instructional time (recess time) to reduce discipline and maintain a safe learning environment.

Monthly PBIS meetings will focus on positive reward incentive programs: Behavior, Falcon Feather tickets, academic, iReady goals, IB goals, and Golden Lunch Box. These acknowledgements and rewards will emphasize increased PBIS strategies to decrease discipline and reinforce positive school expectations.

CSA and Noon Duty Assistants will be trained by the Assistant Principal in Restorative practices, positive relationship expectations, and effective strategies to maintain a safe environment on the playground. CSA and Noon Duty Assistants will be trained by the Assistant Principal in Restorative practices, positive relationship expectations, and effective strategies to maintain a safe environment on the playground. CSA and Noon Duty Assistants will meet bi-weekly with Assistant Principal to address data, best practices, and concerns.

classified staff X # hours X \$50 rate of pay = \$1,000

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	29500	Classified Additional Comp

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To address attendance and suspension rates and provide a safe and positive school climate, we will revisit and align PBIS policies with IB Learner Profile Traits and Attitudes across all school employees. Staff will collaborate on developing policies and procedures to support students' emotional learning, incorporating the district's new SEL curriculum, Second Step within our IB curriculum. PBIS, restorative practices and trauma-informed care will be part of the collaboration topics.

All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers.

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 90% attendance. Administrative will increase parent awareness through targeted meetings and trainings; supported by IB coordinator, AP, CWA, and counselor. Admin team to work with counselor and teachers to ensure everyone is aware of the goals set for our students who are chronically absent and/or tardy. Administrative team will provide staff professional development on reasons for chronic absenteeism, tardy students, and research based strategies to support students and families. Monthly attendance cadre meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison). Attendance expectations defined for families and students based on research. Goal setting with students and progress monitoring weekly.

To support students with social emotional learning, counselor will purchase instructional materials/games/equipment to teach students social skills during recess times. Counselor will use instructional supplies such as: yoga cards, sensory equipment, timers, fidget activities, playground equipment, SEL games, supplies to support SEL program. Students will practice conflict resolution and restorative practice in real time. This will decrease suspension rates and increase a positive school climate.

Instructional Materials: \$1,000 (Title I: 43110) \$1,175 (LCFF: 43110)

tardies # absences excused and unexcused #survey results

Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,000	43110	Instructional Materials/Supplies

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,175	43110	Instructional Materials/Supplies

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 – Year 2

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

2.1 Attendance

We had a representative from Child Welfare and Attendance assigned to our site to help meet with families about attendance. Counselor met with students with chronic absenteeism on individual basis and developed goals and tracked attendance on a worksheet. Staff welcomed students back in a welcoming fashion. We have held attendance meeting with parents. These meetings have given us the opportunity to connect parents with services and supports. Students were given perfect attendance certificates each trimester.

Attendance Incentives: Certificates and Awards for perfect attendance, no tardies at the trimesters. The top-grade level with the highest attendance percentages will earn a trophy and other incentives.

2.2 Positive Behavior Management Systems and Supports (PBIS) and Discipline

PBIS Lessons are taught and reinforced in all classrooms. IB Learner Profile traits and IB Attitudes are taught and integrated throughout the Units of Study all year. Conflict resolution and restorative practices are implemented when dealing with inappropriate and harmful behaviors. PBIS practices and procedures has allowed on focus on reducing bullying and restorative practices. Teachers implements lunch reflection time. Students were given IB reflection sheets. Restorative Practices were researched and implemented as an alternative to suspensions. Chris Stevens Training-Growth Mindset Training, Year-Long (Teachers, Students, Principal), Students attended 2 assemblies.

Effectiveness

2.1 According to the California Dashboard, chronic absenteeism decreased from 8% to 6%. We will continue to monitor and support families in ensuring students are at school and on time. We will also continue to work with CWA and develop attendance incentive.

2.2 According to the California Dashboard, suspensions increased from 2%-6%. This was the second year of implementing the PBIS system, behavioral expectations continued to be in place and students were learning and model these expectations as well as staff learning and teaching the expectations. PBIS implementation stalled as there was a substitute principal in place starting November 2018. Chris Stevens- strategy did not appear effective. There was no evidence of an increase in positive behavior as it relates to his presentations.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

2.1 None.

2.2 None.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

We plan to hold monthly PBIS meetings with the PBIS Team and develop attendance incentives, such as perfect attendance banners for teacher doors to acknowledge daily class perfect attendance, Falcon (plush toy) trophy for highest class attendance monthly. To address attendance and suspension rates and provide a safe and positive school climate, we will revisit and align PBIS policies with IB Learner Profile Traits and Attitudes across all school employees. Staff will collaborate on developing policies and procedures to support students' emotional learning, incorporating the district's new SEL curriculum, Second Step within our IB curriculum. PBIS, restorative practices and trauma-informed care will be part of the collaboration topics. All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 90% attendance. Staff will work to identify and remove barriers that restrict these students from coming to school. We will build a list of resources, in conjunction with Child Welfare and Attendance, that can be shared with families during SSTs.

SPSA Year Reviewed: 2019-2020 – Year 3

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation**3.1 Attendance**

Attendance Incentives: Certificates and Awards for perfect attendance, no tardies at the trimesters. The top-grade level with the highest attendance percentages will earn a trophy and other incentives assemblies. We continue to have support from Child Welfare and Attendance assigned to our site to help meet with families about attendance. Counselor met with students with chronic absenteeism on individual basis and developed goals and tracked attendance on a worksheet. Held SST meetings with students who were chronically absent or tardy. We worked with CWA, AP, and site Counselor to develop a plan to support families and identified and removed barriers. We held monthly PBIS Team meetings with the support of the AP. These meeting began in August, ended in November, and resumed in February. Teams developed attendance incentives, such as perfect attendance banners for teacher doors to acknowledge daily class perfect attendance, Falcon (plush toy) trophy for highest class attendance monthly.

3.2 Positive Behavior Management Systems and Supports (PBIS) and Discipline

PBIS Lessons are taught and reinforced in all classrooms. IB Learner Profile traits and IB Attitudes are taught and integrated throughout the Units of Study all year. Conflict resolution and restorative practices are implemented when dealing with inappropriate and harmful behaviors. Teachers taught the IB Learner Profile Traits. Continued use of “Falcon Feathers” for students who exhibit the Learner Profile Traits. Raffles occur each Friday during Morning Meeting. AP and Counselor implement lunch reflection time. Students are given IB reflection sheets.

Effectiveness

3.1 Chronic Absenteeism decreased from 6% to 5%. As of March 2020 one class earned the perfect attendance pizza party with two more classes close to earning the prize.

3.2 Suspensions decreased from 6%-2%. Restorative Practices as an alternative to suspensions were researched but not implemented due to not having an AP from November to February. PBIS practices and incentives has allowed PYA to focus on reducing bullying incidents. There was an increase in positive school wide activities and community events that included family dances, UNICEF drive, spirit weeks, Unity Day, International Festival, Goal achievement incentives, and awards assemblies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

No material changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

We plan to continue to hold monthly PBIS meetings. The PBIS Team will continue to develop attendance incentives. We will continue to offer pizza parties for the classes who spell FALCONS and acknowledge daily class perfect attendance. We will continue to distribute the Falcon (plush toy) trophy for highest class attendance monthly. To address attendance and suspension rates and provide a safe and positive school climate, we will revisit and align PBIS policies with IB Learner Profile Traits and Attitudes across all school employees. Staff will collaborate on developing policies and procedures to support students' emotional learning, incorporating the district's new SEL curriculum, Second Step within our IB curriculum. PBIS, restorative practices and trauma-informed care will be part of the collaboration topics. All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 90% attendance. Staff will work to identify and remove barriers that restrict these students from coming to school. We will build a list of resources, in conjunction with Child Welfare and Attendance, that can be shared with families during SSTs.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June 2021, increase parent volunteers in daily classroom activities by 1 per grade level for a total of 6 parent volunteers.

Identified Need

Meaningful Partnerships:

Although a minimum of 15 hours of volunteering is written into our school compact, we have few families that are committed to this goal. Attendance at parent informational meetings can be increased. We have offered our monthly IB Family meetings with a more family friendly focus by turning the meeting into a family style potluck. PTA involvement revolves around the same volunteers. Classroom volunteers are also at a minimum, as well. Classroom Volunteers were tracked through parent sign-up calendars and a parent sign in book. No data was obtained as 2019-2020 is out baseline data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Log/Calendar	2 classroom volunteers	6 classroom volunteers

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PYA will hold IB Parent Meetings, Coffee Hour Meetings (including PBIS topics), Open House in the Spring, School Site Council Meetings in the Fall, Winter, and Spring, and ELAC (English Language Advisory Committee) 4 times a year to seek input on the school plan, reclassification, instructional programs, internal and external resources, and achievement. Interpreters and translators will be provided.

classified staff X # hours X \$50 rate of pay = \$140

We will also seek out a better means of advertising for the meetings to parents and families. A survey will be conducted to determine topics that are of interest to parents and families. We will offer supervision of school age children at the evening meetings and bring in teachers to speak to grade level needs and special guest on a variety of topics. Snacks and coffee/juice will be provided.

Parent Meeting- \$689: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Duplicating: parent information packets that include the information on the IB program, school wide policies, parent volunteer resources, and parent meeting information. Any specialty duplicating for parent trainings and all duplicating that cannot be handled at the site.

Duplicating \$500 - 50672, \$194 - 50647

attendees # survey responses # email confirmations of delivery #attendees at events # of phone call confirmations # of parent meetings # of parents attending

Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$140	29101	Classified Additional Comp
\$500	57150	Duplicating (50672)
\$194	57150	Duplicating (50647)
\$689	43400	Parent Meeting

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will develop a parent and family events calendar that will be accessible to parents in paper form and at the site. Volunteer opportunities will be posted at the site to offer parents and families more insight on ways to volunteer. We will also offer more guest speakers to address different topics. A bridge between our different committees and will be discussed in initial meetings with parent groups. Snacks, juice, and incentives will be provided to increase volunteer and parent attendance.

In the Spring, PYA will offer a volunteer, committee, and parent volunteer reception to show appreciation for supporting the goals of PYA.

Parent Meeting- \$500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & Math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

Cost: \$500 – 42000 Books

Non-Instructional Materials: Materials for parents and student involvement activities, such as literacy night, science night, STEM, and PYA International Fair. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

Cost: \$200 – 43200 Non-Instructional Materials

Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

--	--	--

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$200	43200	Non-Instructional Material
\$500	43400	Parent Meeting
\$500	42000	Books

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 – Year 2

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

2.1 We held our Annual Back to School Night on August 2, 2018 and Open House on January 31, 2019. We held five English Language Advisory Committee Meeting this year and provided translation. We held three parent IB Meetings each month and provided translation. We had a record number of parents sign up to volunteer to supporting teachers and students in the classroom. We have a well-run PTA. Our School Site Council met monthly to review curriculum, policies, Single Pan for Student Achievement (SPSA). We partnered with the following agencies: Valley Community Counseling, Community Hospice, YMCA, Jacoby Center, Wow Museum, Stockton Area Water Suppliers, Summit Solutions, International Baccalaureate Organization, California Area World Schools, County Office of Education

Effectiveness

2.1 Our parent survey sent out in May indicates that 84% of PYA parents and families that participated in the survey feel they were involved as stakeholders in the IB evaluation process. We planned our IB meetings at times that parents and families indicated would be best on our parent surveys. However, attendance for our IB meetings for the evening dwindled over the year. We eventually cancelled all of those evening meetings and concentrated on our morning meetings. We had a translator to assist at the meetings. Our Open House was well attended by prospective parents and families. School Site Council and ELAC Meetings were actively attended by board members and extra participants.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

We see a need to increase on parent/guardian attendance at our IB meetings. We will try incentives to bolster attendance.

Although a minimum of 15 hours of volunteering is written into our school compact, we have few families that are committed to this goal. Attendance at parent informational meetings can be increased. We will offer our monthly IB Family meetings at times that were indicated by parent surveys.

For this year's survey we will have to reword this question as we are not being evaluated by IB this year or last.

SPSA Year Reviewed: 2019-2020 – Year 3

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

3.1 Parents, Students, Staff, and Community

PYA will hold IB Parent Meetings, Meetings (including Open House), and School Site Council Meetings monthly and ELAC (English Language Advisory Committee 3 times a year to seek input on the school plan, reclassification, instructional programs, internal and external resources, and achievement. Interpreters and Translators will be provided. School Site Council and ELAC meetings were not fully implemented due to the COVID-19 pandemic restrictions. Two additional SSC and one ELAC meetings were held virtually.

We held Back to School Night on August 8, 2019 and our annual Open House on January 30, 2020. We held two English Language Advisory Committee meetings with translation provided. We held three IB parent/community meetings that included a family potluck style atmosphere. Our School Site Council met five times to review the School Plan for Student Achievement (SPSA) and other site needs.

Effectiveness

PTA involvement revolves around the same volunteers. Classroom volunteers are also at a minimum, as well. A baseline is not available at this time. We did implement a system to have parents sign up on calendars in the office, the calendars were not retained.

We have offered our monthly IB Family meetings. The meetings were family potluck style. Meetings were only offered at 5:00 PM. Attendance did increase as a result of the potluck family atmosphere.

Our parent survey that we usually send out was not sent out this year because of school closures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Material Changes

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Future Changes

We still see a need to increase on parent/guardian attendance at our IB meetings. We will continue with the family potlucks but insist that food be store bought or come from a restaurant. We will add incentives raffles to bolster attendance. Although a minimum of 15 hours of volunteering is written into our school compact, we have few families that are committed to this goal.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$52,330
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$101,210

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$52,330

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$48,880

Subtotal of state or local funds included for this school: \$48,880

Total of federal, state, and/or local funds for this school: \$101,210

Budget Spreadsheet Overview – Title I

PRIMARY YEARS

Preliminary Budget Allocation - TITLE I

FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 51,307
TOTAL BUDGET DISTRIBUTED BELOW	\$ 51,307
TO BE BUDGETED (Should be \$0.)	0

50647	TOTAL ALLOCATION	\$ 1,023
	TOTAL BUDGET DISTRIBUTED BELOW	\$ 1,023
	TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 11,520					\$ 11,520
11700	Teacher Substitute		\$ 10,364					\$ 10,364
12151	Counselor		\$ 330					\$ 330
13201	Assistant Principal							\$ -
19101	Program Specialist		\$ 750					\$ 750
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 750					\$ 750
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk		\$ 200					\$ 200
29101	Community Assistant							\$ -
	OTHER Classified						\$ 140	\$ 140
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 23,914	\$ -	\$ -	\$ -	\$ 140	\$ 24,054
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 11,450		\$ 1,000			\$ 12,450
43200	Non-Instructional Materials							\$ -
43400	Parent Meeting						\$ 689	\$ 689
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 11,450	\$ -	\$ 1,000	\$ -	\$ 689	\$ 13,139
Services								
57150	Duplicating					\$ 500	\$ 194	\$ 694
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 10,000					\$ 10,000
58450	License Agreement		\$ 4,443					\$ 4,443
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 14,443	\$ -	\$ -	\$ 500	\$ 194	\$ 15,137
GRAND TOTAL			\$ 49,807	\$ -	\$ 1,000	\$ 500	\$ 1,023	

Budget Spreadsheet Overview – LCFF

PRIMARY YEARS

Preliminary Budget Allocation - LCFF

FISCAL YEAR 2020-21

						TO BE BUDGETED (Should be \$0.)	0
Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 15,500				\$ 15,500
11700	Teacher Substitute		\$ 800				\$ 800
12151	Counselor		\$ 750				\$ 750
13201	Assistant Principal						\$ -
19101	Program Specialist		\$ 3,600				\$ 3,600
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp		\$ 1,500				\$ 1,500
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk						\$ -
29101	Community Assistant						\$ -
	OTHER Classified				\$ 1,000		\$ 1,000
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 22,150	\$ -	\$ 1,000	\$ -	\$ 23,150
Books & Supplies							
42000	Books					\$ 500	\$ 500
43110	Instructional Materials		\$ 7,355		\$ 1,175		\$ 8,530
43200	Non-Instructional Materials				\$ -	\$ 200	\$ 200
43400	Parent Meeting					\$ 500	\$ 500
44000	Equipment		\$ 1,500				\$ 1,500
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 8,855	\$ -	\$ 1,175	\$ 1,200	\$ 11,230
Services							
57150	Duplicating		\$ 500				\$ 500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement		\$ 3,000				\$ 3,000
56530	Equipment Repair						\$ -
52150	Conference		\$ 11,000				\$ 11,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 14,500	\$ -	\$ -	\$ -	\$ 14,500
GRAND TOTAL			\$ 45,505	\$ -	\$ 2,175	\$ 1,200	\$ 48,880