



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 02/09/2021

Version 3 – 07/27/2021

Primary Years Academy

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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 2 – Ver 3 – 04/27/2021	Ver 1 – 05/26/2020 Ver 2 – 01/19/2021 Ver 3 – 05/11/2021	Ver 1 – 07/28/2020 Ver 2 – 02/09/2021 Ver 3 – 07/27/2021

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.

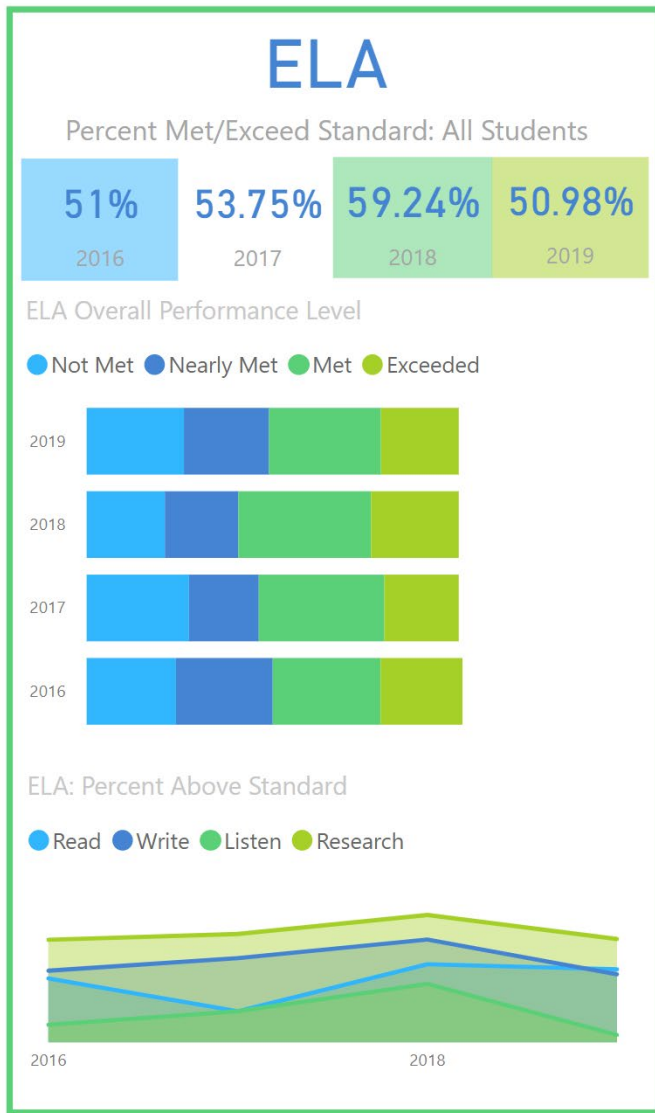
English Learner Progress

Level 4 - Well Developed – 23.3%

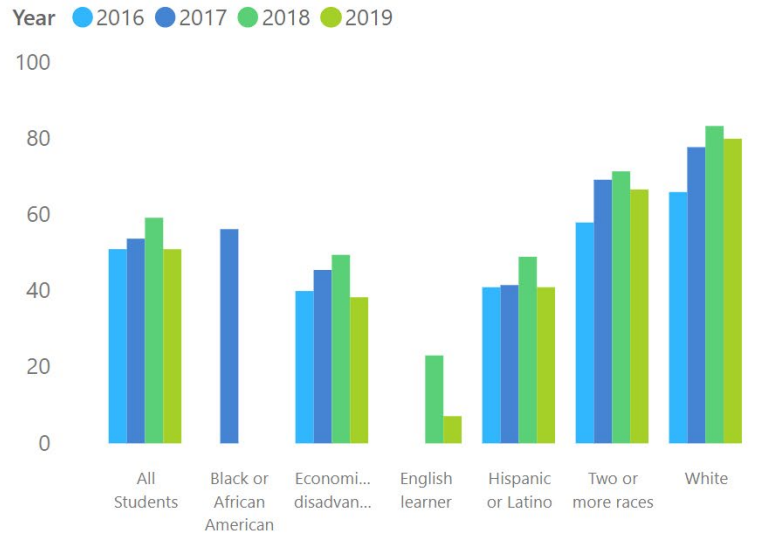
Level 3- Moderately Developed – 13.3%

Level 2 - Somewhat Developed - 60%

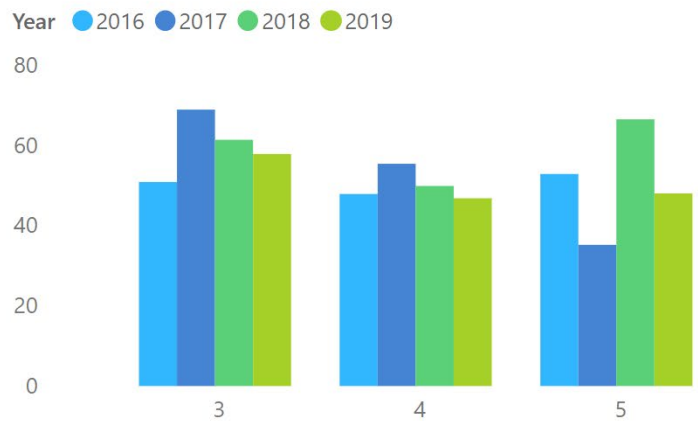
Level 1 - Beginning Stage – 3.3%



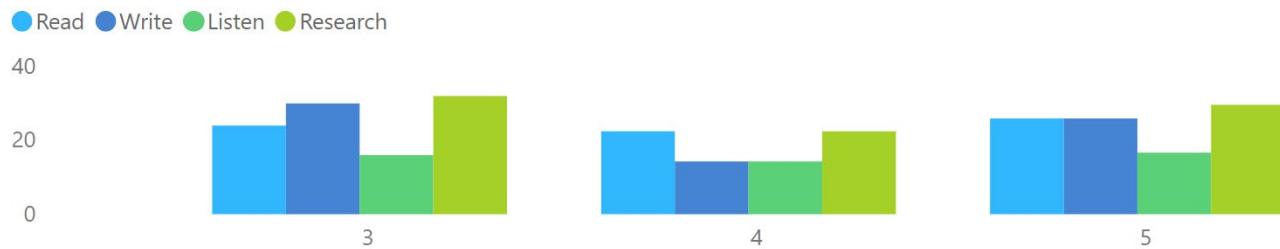
ELA CAASPP: Percent Met/Exceed Standard



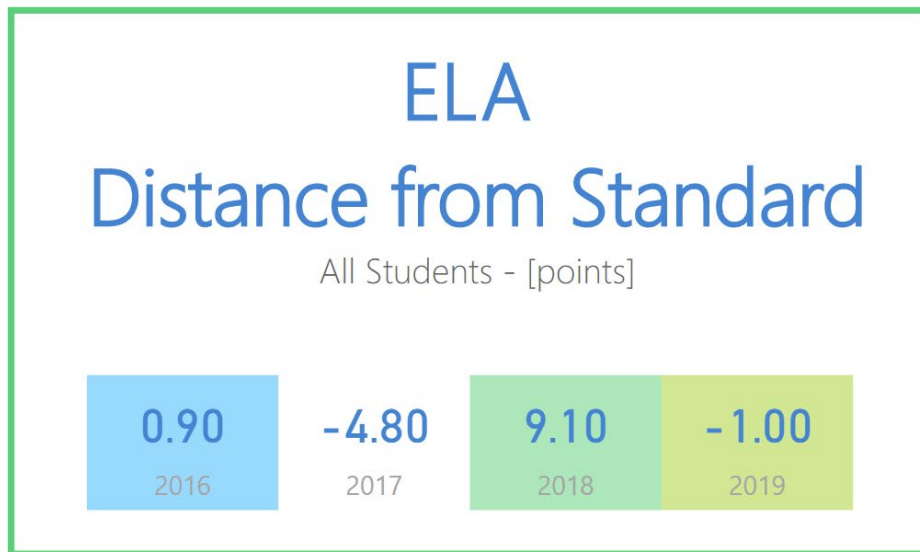
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

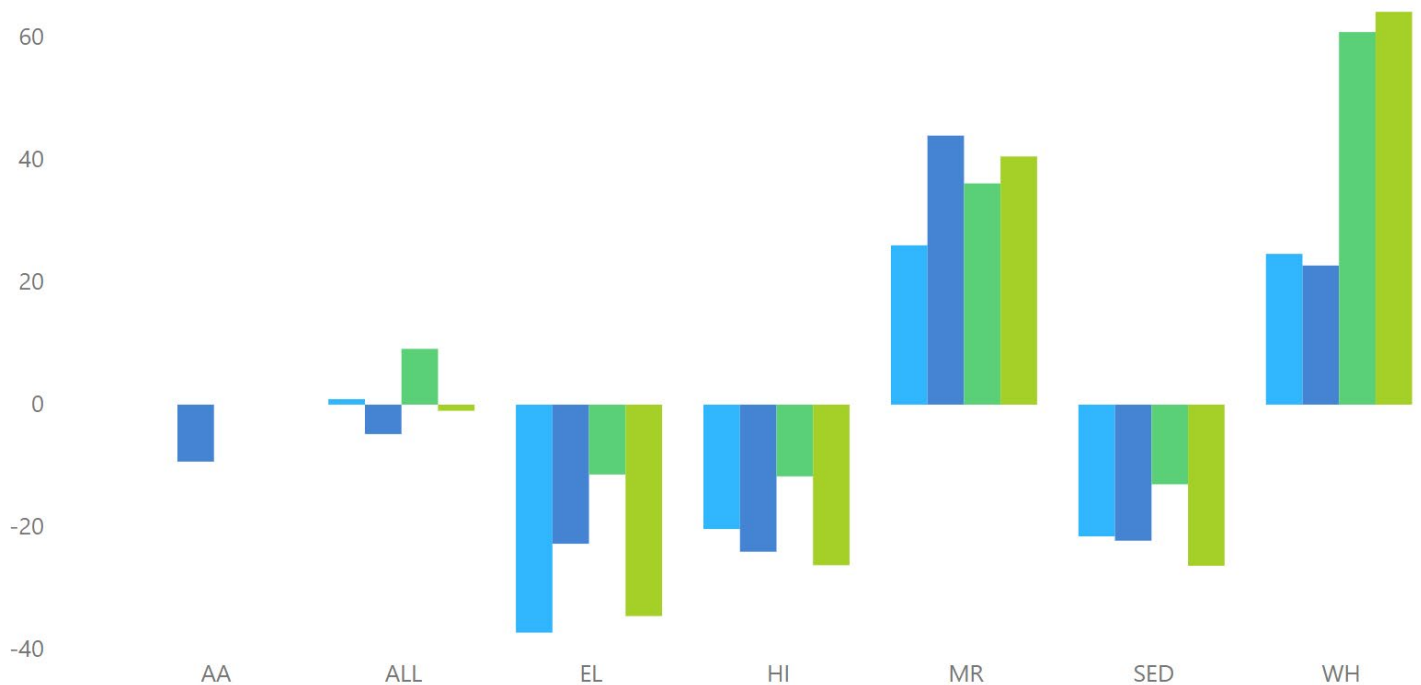


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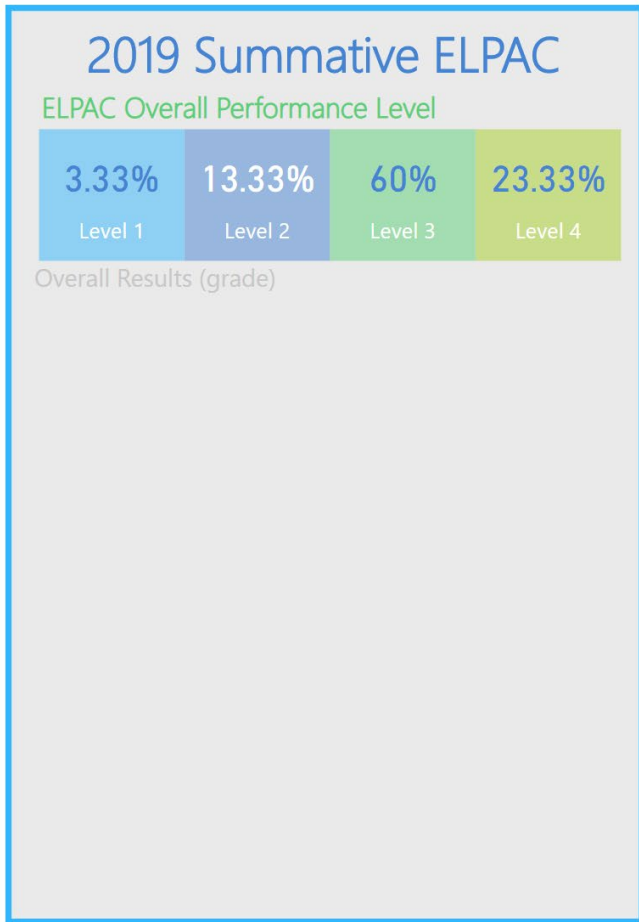


ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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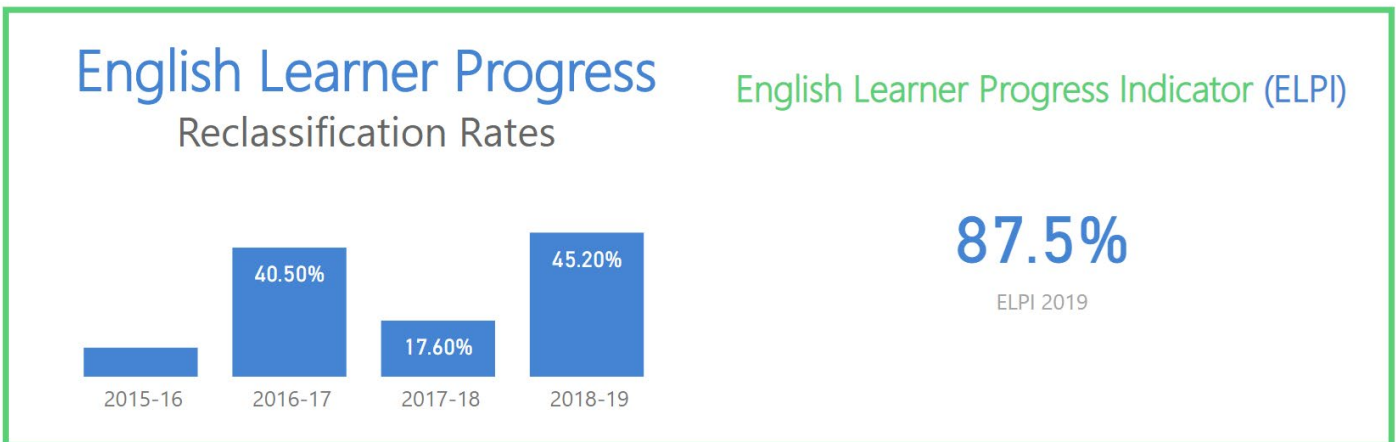
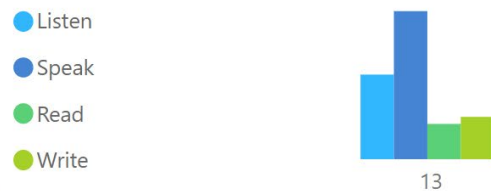
Oral Language Overall Performance Level

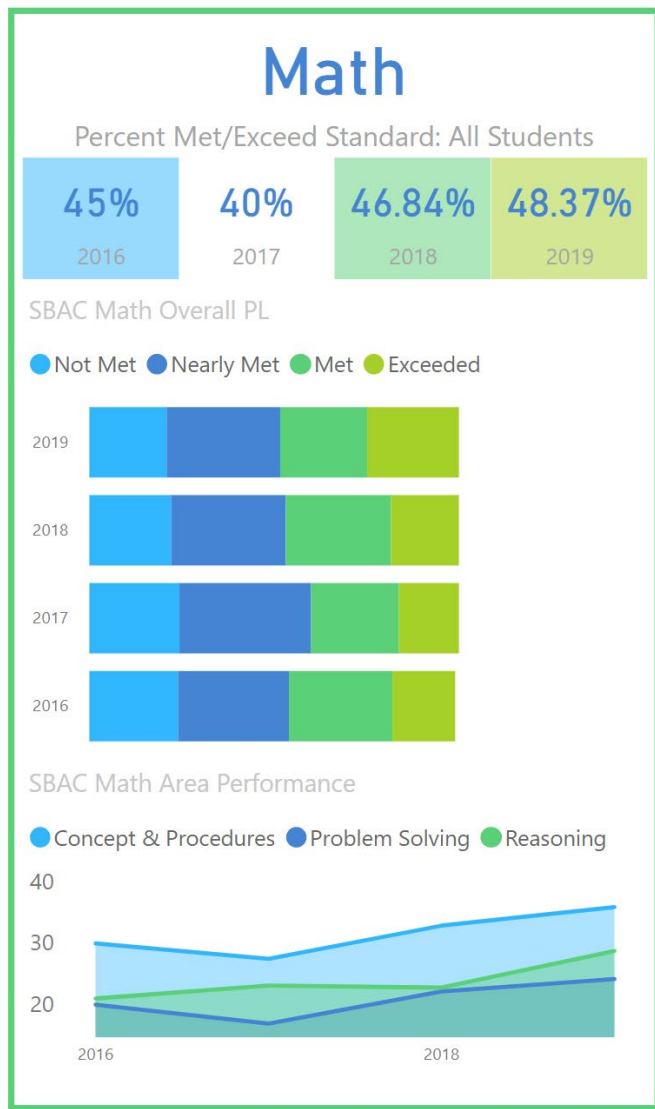


Written Language Overall Performance Level



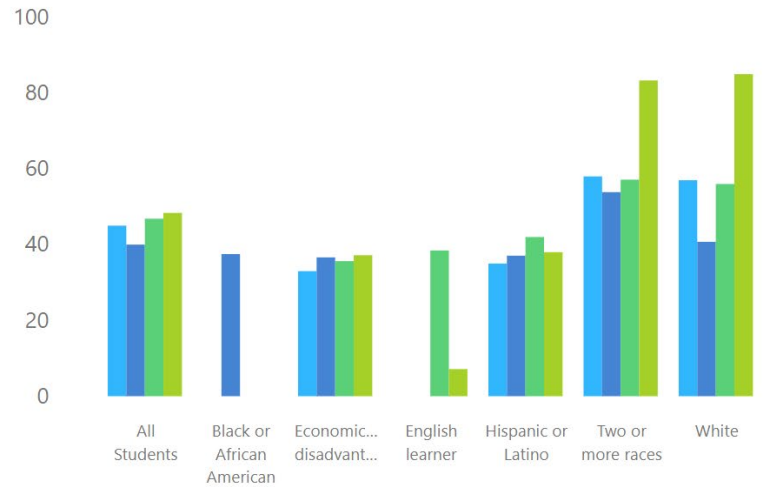
Performance Area: Percent Well Developed





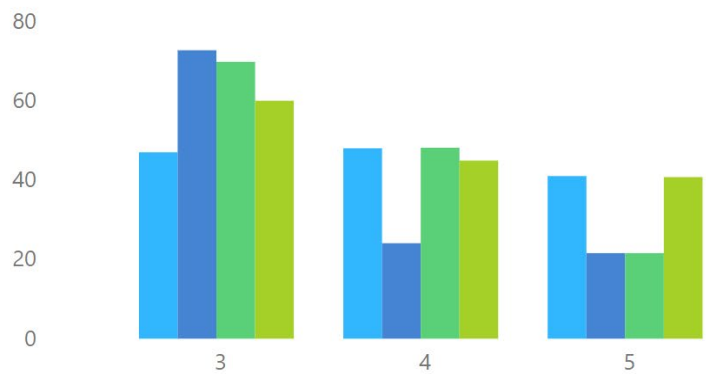
Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019



Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019



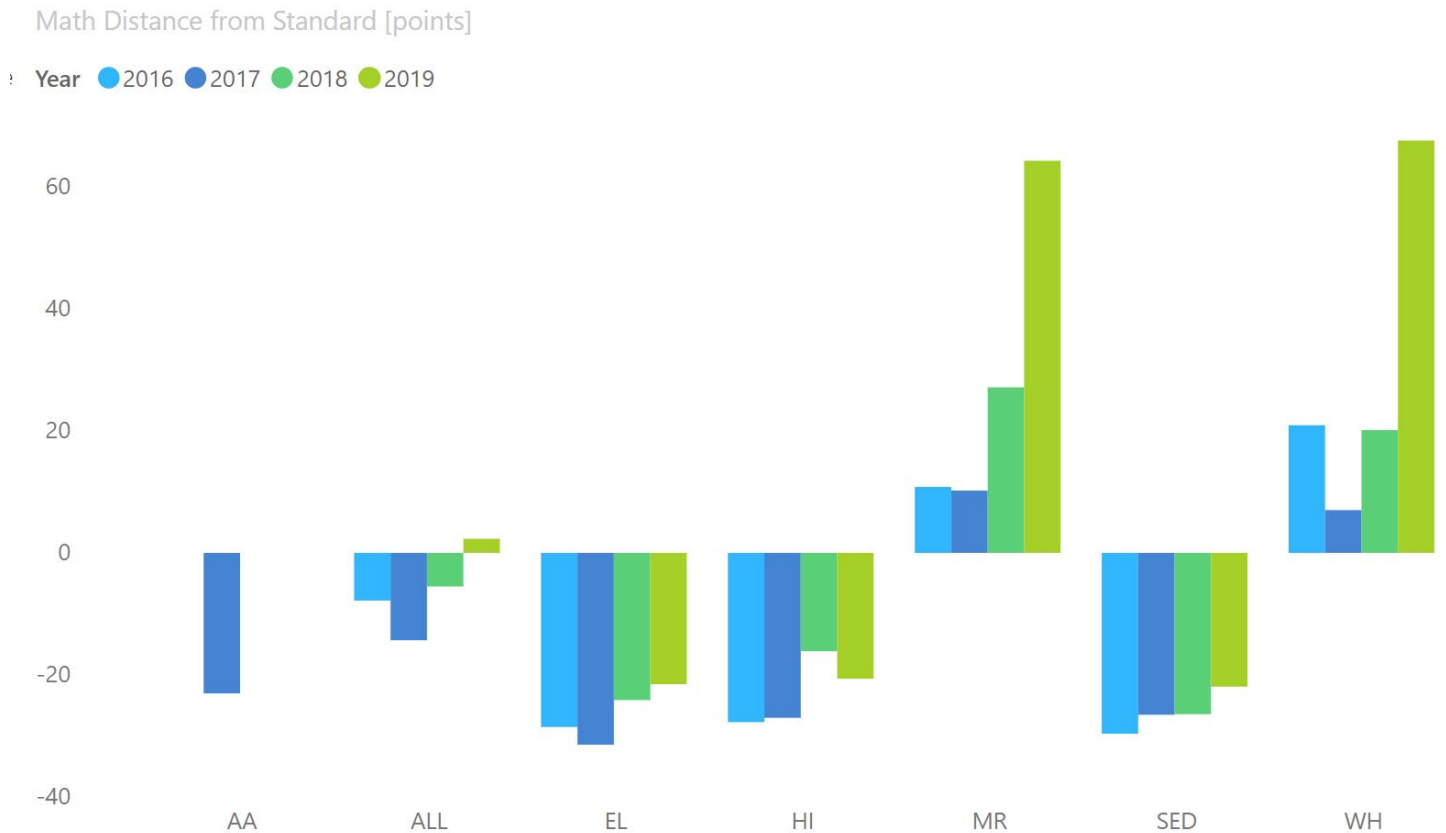
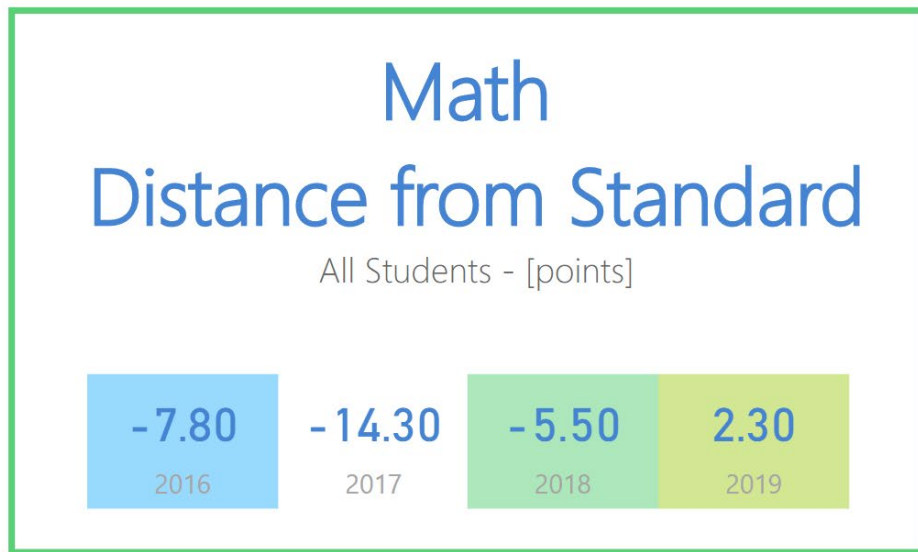
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning



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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:

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\$ 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

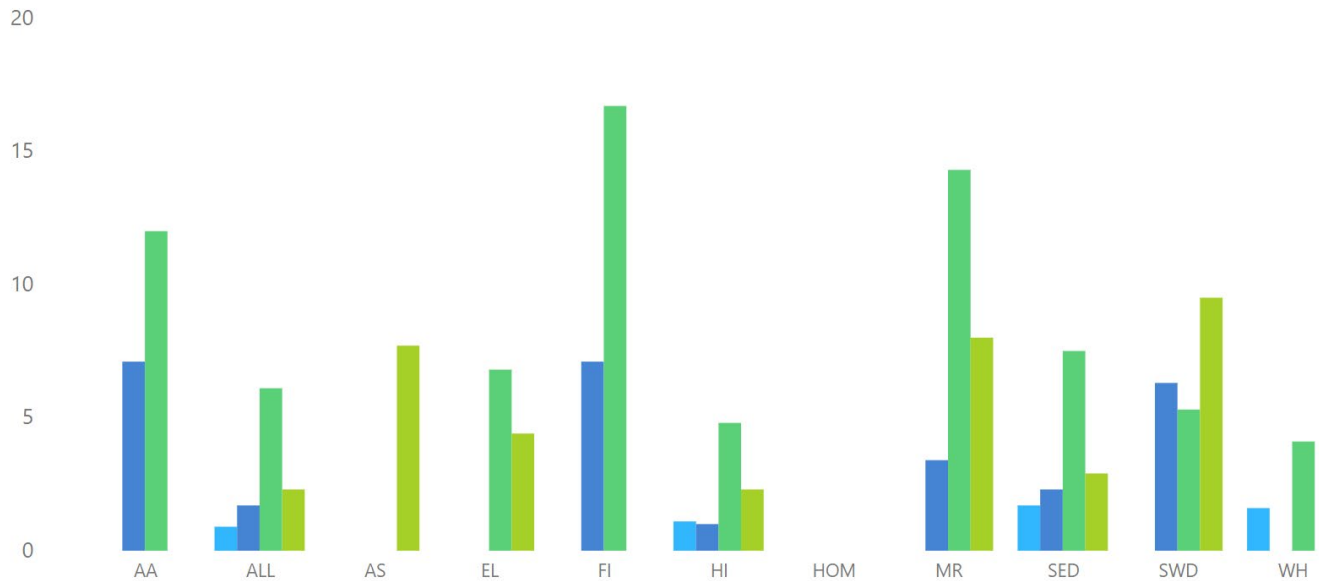


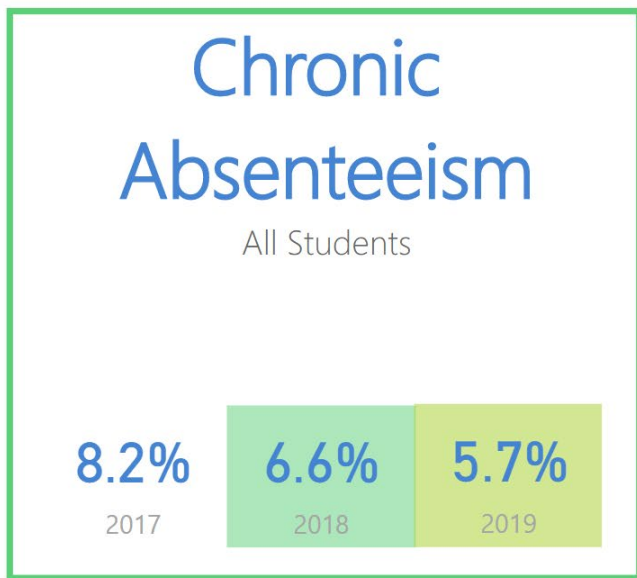
Expulsion

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

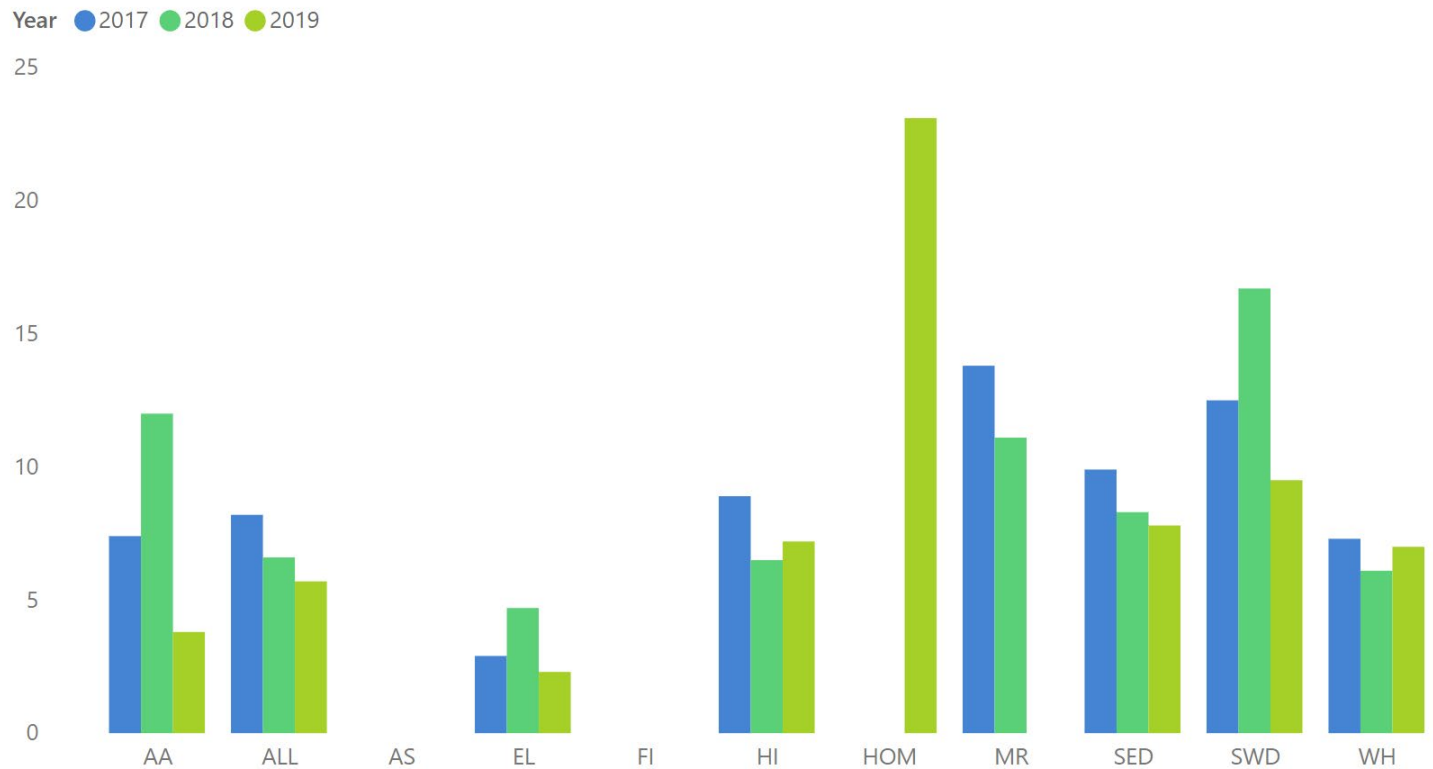
Suspension Rate: Student Group

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

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\$ 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 Plan 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	

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Primary Years Academy's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Primary Years Academy's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 2:

Title I –

\$200 – 24500 – Library Media Assistant Additional Comp: Reduced funds to reallocate funds to for the purchase of reading materials. Due to COVID PYA was not able to hold in-person meetings or have students on campus. NDA, CSA, and Library Media Clerk were able to perform their duties without the need for extra pay. PYA shares a library with El Dorado school. Most of the books contained in the library are available for check out for El Dorado students. PYA has a limited number of books and wants to begin building a PYA library.

\$200 – 42000 – Books: Reallocated funds to purchase additional reading materials to increase access by students. The Library Media Assistant 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. Evidence-Based: School libraries and increased student achievement: What's the big idea?. Scott, K. J., & Plourde, L. A. (2007). Education, 127(3). Data will be monitored and collected through increased i-Ready scores in ELA. Destiny will provide information on how many times a book was check out and by which grade levels. Books will be appropriately leveled for ease of student use. We will use the PLC process and Academic Conferences to analyze the data. i-Ready data will be analyzed three times a year. Data is shared at IB parent and SSC meetings.

LCFF –

\$140 – XXXXX – Other Additional Comp: Reduced funds to reallocate funds to for the purchase of reading materials. Due to COVID PYA was not able to hold in-person meetings or have students on campus. NDA, CSA, and Library Media Clerk were able to perform their duties without the need for extra pay. PYA shares a library with El Dorado school. Most of the books contained in the library are available for check out for El Dorado students. PYA has a limited number of books and wants to begin building a PYA library.

\$140 – 42000 – Books: Reallocated funds to purchase additional reading materials to increase access by students. The Library Media Assistant 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. Evidence-Based: School libraries and increased student achievement: What's the big idea?. Scott, K. J., & Plourde, L. A. (2007). Education, 127(3). Data will be monitored and collected through increased i-Ready scores in ELA. Destiny will provide information on how many times a book was check out and by which grade levels. Books will be appropriately leveled for ease of student use. We will use the PLC process and Academic Conferences to analyze the data. i-Ready data will be analyzed three times a year. Data is shared at IB parent and SSC meetings.

SPSA: Goal 1, Strategy 3:

Title I –

\$1,011 – 43110 – Instructional Materials/Supplies: Reduced funds to cover expenditures associated with object code 43200 – Non-Instructional Materials.

\$1,011 – 11500 – Teacher Additional Comp: Reallocated funds to cover expenditures associated with object code 43200 – Non-Instructional Materials.

LCFF –

\$6,480 – 52150 – Conferences: Reduced funds because of COVID-19 restrictions pertaining to social distancing and travel policies teacher were not able to attend in-person conferences. There will be opportunities to attend conferences virtually at a reduced cost.

\$4,780 – 11500 – Teacher Additional Comp: Reallocated funds to teacher additional comp to support an Extended Year Programming/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 three-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. Increasing the program from two weeks to three weeks. Students are experiencing learning loss and will need additional intensive instruction to make up deficits. PYA will not offer the following strategies: 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). All monies will go towards the Extended Year Program. Students are getting Extended School Day tutoring through the After School Program. Total staffing costs for a 15-day Extended Year Program 1 Coordinator x 5.5 hours per day x 15 days= 82.5 total hours x \$60= \$4,950, 5 Teachers x 4.5 hours per day X 15 days = 337.5 hours x \$60= \$20,250. To ensure that the program is, each student will be given a formative assessment as the first step. By administering an assessment at the very beginning, teachers will get a grasp of where students' knowledge and skills are at and make individualized prescriptions for each student so that their time is maximized. We will use ESGI to collect individual data on student progress in ELA. We will continue to use the i-Ready

resources such as student pathway. We will use i-Ready reports to monitor progress. Students will receive the i-Ready parent report and the ESGI parent reports weekly.

\$1,700 – 19500 – Program Specialist Additional Comp: Reallocated funds to Program Specialist additional comp to support an Extended Year Programming/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 three-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. Increasing the program from two weeks to three weeks. Students are experiencing learning loss and will need additional intensive instruction to make up deficits. PYA will not offer the following strategies: 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). All monies will go towards the Extended Year Program. Students are getting Extended School Day tutoring through the After School Program. Total staffing costs for a 15-day Extended Year Program 1 Coordinator x 5.5 hours per day x 15 days= 82.5 total hours x \$60= \$4,950, 5 Teachers x 4.5 hours per day X 15 days = 337.5 hours x \$60= \$20,250. To ensure that the program is, each student will be given a formative assessment as the first step. By administering an assessment at the very beginning, teachers will get a grasp of where students' knowledge and skills are at and make individualized prescriptions for each student so that their time is maximized. We will use ESGI to collect individual data on student progress in ELA. We will continue to use the i-Ready resources such as student pathway. We will use i-Ready reports to monitor progress. Students will receive the i-Ready parent report and the ESGI parent reports weekly.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Primary Years Academy is receiving additional monies in Parent Involvement (Cost Center: 50647). Primary Years Academy's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43400 – Parent meeting to continue to support parent meeting activities.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
PRIMARY YEAR ACADEMY	305	188	61.6%	\$ 51,307	\$ 1,142	\$ 52,449	\$ 1,023.00	\$ 119.00

Title I –

\$689 – 43400 – Parent Meeting: Reduced funds because due to COVID-19 social districting policies, PYA was not able to host in-person meetings therefore we did not have to purchase refreshments, parent instructional materials, and use of the copier was minimal.

\$689 – 44000 – Equipment: Reallocated funds to purchase two 11.6-inch diagonal LED-backlit HD BrightView UWVA TOP Touchscreen display (1366x768) \$287.76 computer + taxes \$600 and two (2) carrying bags at \$32.00 (69.76). Total purchase price: \$632.00. 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. For successful implementation parents need access to computers to complete school wide surveys, district surveys, forms, and check student progress. Parents will utilize the computers to provide valuable input to SUSD and monitor their child's progress. They will also learn computer skills and programs that their students are using. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning. Effectiveness of the purchase will be monitored through parent surveys. PYA leadership team will analyze the data, review and refine the use of the computers based on the data. The information will be shared at SSC meetings and IB parent meetings. Evidenced Based: Strategies for Community Engagement in School Turnaround <https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/strategies-forcommunity-engagement-in-school-turnaround.pdf>

Primary Years Academy – Amendments

PRIMARY YEARS 272

PRIMARY YEARS 272

7/28/2020

INITIAL BUDGET/DATE

02/XX/2021

REVISED BUDGET/DATE

50647 - inc by \$119

TITLE I		TOTAL ALLOCATION		\$	51,307	LCFF		TOTAL ALLOCATION		\$	48,880	TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$	1,142					
		TOTAL BUDGET DISTRIBUTED BELOW		\$	51,307			TOTAL BUDGET DISTRIBUTED BELOW		\$	48,880			TOTAL BUDGET DISTRIBUTED BELOW		\$	1,142					
		TO BE BUDGETED (Should be \$0.)			0			TO BE BUDGETED (Should be \$0.)			0			TO BE BUDGETED (Should be \$0.)			0					
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET						
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	
Personnel Cost-Including Benefits																						
11500	Teacher - Add Comp (incl benefits)	0.000	\$	16,282	0.000	\$	15,500	0.000		0.000		0.000		0.000		0.000		0.000	\$	31,782		
11700	Teacher Substitute (incl benefits)	0.000	\$	10,364	0.000	\$	800	0.000	\$	-	0.000	0.000		0.000		0.000		0.000	\$	11,164		
12151	Counselor	0.000			0.000			0.000		0.450		0.000		0.000		0.000		0.000	0.450	\$	0	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
12500	Counselor-add Comp (incl benefits)	0.000	\$	330	0.000	\$	750	0.000		0.000		0.000		0.000		0.000		0.000				
13201	Assistant Principal	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
19101	Program Specialist	0.000	\$	-	0.000	\$	-	0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$	3,200	0.000	\$	4,380	0.000		0.000		0.000		0.000		0.000		0.000	0.000			
19101	Instructional Coach	0.000	\$	-	0.000			0.000	\$	-	0.000	0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
19500	Instr Coach-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$	-	
21101	Instructional Asst/CAI	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
21101	Bilingual Assistant	0.000			0.000			0.000	\$	-	0.000	0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
21500	Bit Asst-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
22601	Library Media Assistant	0.000			0.000	\$	-	0.000	0.000	\$	-	0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
22901	Community Assistant	0.000			0.000			0.000	0.000	\$	-	0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
22500	Comm Asst-Add Comp (incl benefits)	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
29101	Parent Liaison	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$	-	
30000	Statutory Benefits	0.000			0.000			0.000		0.000		0.000		0.000		0.000		0.000	0.000			
29500	Par Lia-Add Comp (incl benefits)	0.000	\$	-	0.000	\$	-	0.000	0.000	\$	-	0.000		0.000		0.000		0.000	0.000	\$	-	
Sub Total - Personnel/Benefits			\$	30,176	\$	21,430	\$	-	\$	-	\$	-	\$	-	\$	-	\$	140	\$	42,946		
Books & Supplies																						
42000	Books			\$	-			\$	-					\$	500		\$	-		\$	500	
43110	Instructional Materials	\$	10,657	\$	7,900	\$	-	\$	-	\$	1,000	\$	2,350		\$	-		\$	-		\$	21,907
43200	Non-Instructional Materials	\$	1,011	\$	1,500	\$	-	\$	-			\$	-		\$	200		\$	-		\$	2,711
43400	Parent Meeting											\$	-		\$	500		\$	119		\$	619
44000	Equipment																	\$	689		\$	689
Sub Total - Books & Supplies			\$	11,668	\$	9,400	\$	-	\$	-	\$	1,000	\$	2,350	\$	-	\$	1,200	\$	808	\$	26,426
Services																						
57150	Duplicating			\$	500									\$	500				\$	194	\$	1,194
57250	Field Trip-District Trans																				\$	-
56590	Maintenance Agreement	\$	-	\$	3,000	\$	-														\$	3,000
52150	Conference	\$	3,520	\$	11,000																\$	14,520
58450	License Agreement	\$	4,443			\$	-														\$	4,443
58720	Field Trip-Non-District Trans																				\$	-
58920	Pupil Fees																				\$	-
58100	Consultants-Instructional																				\$	-
58320	Consultants-Noninstructional																				\$	-
Sub Total - Services			\$	7,963	\$	14,500	\$	-	\$	-	\$	-	\$	-	\$	500	\$	-	\$	194	\$	23,157
GRAND TOTAL			\$	49,807	\$	45,330	\$	-	\$	-	\$	1,000	\$	2,350	\$	500	\$	1,200	\$	1,142		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

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

All students in grades K-5 will increase percentage of met/exceed proficiency from 65% to 71% in ELA as measured by i-Ready by May, 2022

All students in grades 3-5 will increase percentage of met/exceed standard from 50% to 56% in ELA as measured by the SBAC state test by May 2022

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students.

School Goal for English Learners: (Must be a SMART Goal)

Increase % of students scoring 3 and 4 as measured by ELPAC by May, 2022.

Decrease % of students scoring 1 and 2 as measured by the ELPAC by May, 2022

Level 1 - Beginning Stage – from 3.3% to 1.5%

Level 2 - Somewhat Developed - from 60% to 50%

Level 3- Moderately Developed – from 13.3% to 15%

Level 4 - Well Developed – from 23.3% to 33.5%

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 3 students.

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

All students in grades K-5 will increase percentage of met/exceed proficiency from 53% to 59% in Math as measured by i-Ready by May.

All students in grades 3-5 will increase percentage of met/exceed standard from 48% to 53% in Math as measured by the SBAC state test by May, 2022.

Math: By EOY 2022, per iReady Diagnostic 3 Growth Report, 45% of Grade K-3 students will achieve iReady annual typical growth goals.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Teacher will collaborate in PLCs (Professional Learning Communities) to align the ELA, Math, NGSS, and ELD level standards to develop a plan to address unfinished learning. Collaboration is horizontal and vertical, so students will be serviced in all areas. Collaboration will also take place in the form of Summer PLCs.

Additional comp for teacher collaboration:

13 Teachers X 7 hours X \$60= \$5,460 (Title I) (Allocated \$6,500)

1 Program Specialist X 10 hours x \$60 = \$600 (Title I) (Allocated \$1013)

2021-2022 Strategy Update

IB Program Specialist will provide an effective balanced approach to literacy and IB instruction to support all grade levels as well as researched based intervention practices. Administrator will provide time and support for the 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 & 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 Music 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.

IB Program Specialist and Teachers will engage unfinished learning collaboration.

Spanish and Music Teachers will collaborate with core teachers to align Spanish and Music to the District adopted ELA/ELD curriculum to support literacy through music and second language comprehension strategies.

Teacher Additional Comp:

1 Program Specialist X 10 hours x \$60 = \$600 (Title I \$600)

13 Teachers X 7 hours X \$60= \$5,460 (Title I) (Core teachers)

2 Teachers X 14 hours X \$60= \$1,680 LCFF) (Spanish and Music)

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
6,060	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
1,680	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Use PLC's (Professional Learning Communities) to ensure effective alignment and implementation of ELA, Math, NGSS, and ELD standards with the IB Units of Inquiry.

Collaboration is horizontal and vertical. This ensures students are exposed to the entire IB Learning Continuum. Collaboration will also utilize Toddle. The Toddle program is real-time collaborative planning that ensures teachers stay true to the IB PYP (Primary Years Program) program.

Collaboration will also take place in the form of Academic conferences. This involves professional development including IB conferences/virtual workshops and outside conferences/virtual workshop that support the IB PYP framework. Substitutes will be utilized to conduct Academic Conferences and PLC trainings when needed.

Substitute pay calculation: 45 days X \$200 = \$9,000 (Title I)

Conference/Virtual Workshop Trainings-Title I \$10,000 LCFF \$8,718

*(IB Units of Inquiry alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum, PBIS, SEL) – (August 2021-June 2022) – (Administrator, Program Specialist, Instructional Coach, Counselor, teacher, Library Media Assist.)

License Agreement: Toddle- \$2,160 (LCFF) One year subscription

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
9,000	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
10,878	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. Professional Development will be ongoing for Benchmark and IB Framework during weekly PLC's and classroom demonstrations.

Additional professional development (Learning sessions) to enhance instructional practices. Coach will model best practices in ELA. Provide additional compensation (#teachers #hours # certification # of hours coaching provided by instructional Coaches)

Additional Compensation

13 teachers X 5 hours X \$60 rate of pay= \$3,900 Title I (List of attendees: Core Subject Teachers)

1 ELA Instructional Coach X 12.5 hour X \$60 rate of pay =\$750 LCFF

Method for Monitoring Person Responsible: Admin Team, teachers, Instructional Coach, Program Specialist

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,900	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
750	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Library Media Assist (LMA) 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. Library Media Assist will provide these services once a month (September 2021-April 2022) for a total of 8 sessions during the last 30 minutes of the day. Students will be able to sign up to receive support in choosing appropriate books for completing research projects.

Purchase library books to help the LMA provide age and skill-appropriate materials.

Library Books = \$430 (\$430 Title I)

Additional Compensation for Library Media Assistant:

1 classified staff X 4 hours (8 30 minute sessions) X \$50 rate of pay = \$200 (LCFF) (Allocating \$210)

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
430	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
210	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Students identified as needing intervention supports such as small group/one-on-one instruction addressing reading and writing will receive intervention throughout the day. Students above grade level will participate at least one (1) day per week in the teacher directed flexible groups (differentiated instruction). Students on grade level will participate in at least two (2) day per week in teacher directed flexible reading groups.

Students one-year below will participate three (3) days per week. Students two-years or more below grade level will participate four (4) days per week. Intervention instruction will focus on addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web based reading & math software. Teachers will utilize SUSd's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games, and i-Ready Pathways. The focus will be on foundational skills.

Teachers will utilize the web based reading program Read Naturally to accelerate achievement and develop confident learners. A license will be needed Read Naturally License = \$19 per license X 185 license=\$3,515 (Title I)

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. A license will be needed for Mystery Science. License Agreement Cost = \$4,443 (Title I)

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.

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.

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.

Instructional Materials/Supplies: \$14,082 – Title I

****General supplies are unallowable using State & Federal funds.****

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 inquiries. K-5 purchase instructional posters based on Benchmark curriculum. 5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals. Duplicating - \$500 LCFF

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

Purchase poster maker to provide an opportunity to pair visual learning with textbook and traditional assignments. Posters visually support significant course projects. Equipment: \$9,812 (LCFF)

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
10,462	4000 Series	Books & Supplies
11,458	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
9,812	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Staffing for a 10-day Extended Year Program

1 IB Coordinator/Program Specialist @ 55 total hours= \$3,300 (Title I) (Allocating \$3,040)

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

Method for Monitoring: Person Responsible: Teachers, Program Specialist Administration

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,040	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
13,500	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 7

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily.

Program Specialist will receive additional compensation to review and share data.

Additional Hourly Pay Calculation: 1 Program Specialist X 7.5 hours x \$60 = \$450 (Title I \$470)

2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
470	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 8

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide ongoing professional development in the implementation of ELA/ELD Framework, ELD strategies and language acquisition best practices.

Teacher compensation allocated in Goal 1 Strategy 1 Activity 1 and Goal 1 Strategy 1 Activity 3.

No additional compensation added.

Activities 1 and 3 will cover ELA and ELD strategies during the PD.

2021-2022 Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 9

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Instructional coach (2 @ .5 FTE Instructional Coaches – Centralized Service) will provide intensive, targeted support and coaching to teachers to ensure high quality first instruction.

Instructional Coach 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. Professional Development will be ongoing for Benchmark and IB Framework during weekly PLC's and classroom demonstrations.

Additional professional development (Learning sessions) to enhance instructional practices. Coach will model best practices in Math. Provide additional compensation (#teachers #hours # certification # of hours coaching provided by instructional Coaches)

Additional Compensation

13 teachers X 5 hours X \$60 rate of pay= \$3,900 Title I (List of attendees: Core Subject Teachers)

1 Math Instructional Coach X 12.5 hour X \$60 rate of pay =\$750 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
3,900	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
750	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 9

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 10

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Use PLC's to ensure effective implementation of curriculum and IB framework, utilize common formative assessments (CFA) and i-Ready data to differentiate instruction and intervention groupings. Teachers will utilize math centers to differentiate instruction for small groups during intervention. Funding allocated in Goal 1, Strategy 1, Activity 2 & 5.

2021-2022 Proposed Expenditures for this Strategy/Activity 10

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 10

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 11

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

2021-2022 Proposed Expenditures for this Strategy/Activity 11

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 11

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 2022, 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 2022, decrease number of chronic absences for all students from 6.3% to 4.3% to maintain green status.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

In a safe learning environment, teachers will implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations.

These practices will be implemented across classrooms and school common areas. These include: lining up, hand signals, bathroom, group work norms, whole class strategies, getting materials. PBIS will be enforced for COVID-19 protocols, virtual, and in-person learning.

All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. We will focus our efforts with PBIS Tier 2 and 3 strategies.

Send Leadership or PBIS team to PBIS Conference/virtual webinar in June 2022.

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

Conference/Virtual Workshop Trainings-All conference funds allocated in Goal 1/Strategy 1/Activity 2

* Incentives/Rewards are not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

We will revisit and align PBIS policies with IB learner Profile Traits and Attitudes school wide.

Staff will collaborate on developing policies and procedures to support PBIS.

No funds are associated with this activity.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Counselor will provide students with social emotional supportive resources that positively impact student learning through counseling and programs such as Second Step.

Counselor will collaborate with admin, teachers, and staff to develop 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.

To support students with social emotional learning, counselor will purchase instructional materials & 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 materials, and 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: \$800

(LCFF) Additional Time: 1 Counselor X 12.5 hours X \$60 = \$750 LCFF

* State & Federal Programs will verify compliance and alignment with general suggested materials/games/equipment as it relates to reasonableness, necessity, and allocability.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
750	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
800	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 Attendance team will monitor students attendance weekly to reach out to families of students with chronic absences. The team will make home visits.

Monthly attendance team meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison) will occur to discuss attendance expectations defined for families and students based on research. Goal setting with students and progress monitoring weekly.

Funding allocated in Goal 2, Strategy 2, Activity 1

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

Increase family and community engagement in school activities and parent meetings by 20% as measured by sign-in sheets by May, 2022

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Student-led conference and parent conference meetings will be held to inform parents of student performance and to set learning goals. No funds needed for this activity.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

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. Meetings will be held virtually and/or in-person. At in-person meetings light snacks and refreshments will be provided.

Parent training materials, such as chart paper, markers, white board, toner, paper, etc. will be purchased 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.

Parent Meeting- \$736 Title I 1 Counselor X 5.5 hours X \$60 = \$330 (Title I)

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 \$194 – Title I.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
330	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
736	4000 Series	Books & Supplies
194	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. A light snack, water/ juice, will be provided to increase volunteer and parent attendance.

PYA will provide 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 will be used to enhance the activities.

Parents will be given the opportunity to attend virtual or in-person Conferences designed to help parents (ex: California Association for Bilingual Education (C.A.B.E). Parent Meeting: \$500 (LCFF) \$162 (Title I)

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & Math strategies to support their children at home or library books that can be checked out to help foster parent and student literacy. 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. Books \$500 (LCFF)

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. Non-Instructional Materials \$200 (LCFF)

* Incentives/Rewards/Gifts/Banquets/Appreciation "events"/entertainment are not allowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
162	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,000	4000 Series	Books & Supplies
200	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

PRIMARY YEARS 272

7/28/2020

INITIAL BUDGET/DATE

02/XX/2021

REVISED BUDGET/DATE

50647 - inc by \$119

TITLE I		TOTAL ALLOCATION		\$ 58,820		LCFF		TOTAL ALLOCATION		\$ 48,880		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 1,096			
TOTAL BUDGET DISTRIBUTED BELOW		\$ 58,820				TOTAL BUDGET DISTRIBUTED BELOW		\$ 48,880				TOTAL BUDGET DISTRIBUTED BELOW		\$ 1,096					
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0					
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET			
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 23,795	0.000	\$ 15,500	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 39,295
11700	Teacher Substitute (incl benefits)	0.000	\$ 10,364	0.000	\$ 800	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ 11,164
12151	Counselor	0.000		0.000		0.000		0.450		0.000		0.000		0.000		0.000		0.450	\$ 0
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
12500	Counselor-add Comp (incl benefits)	0.000	\$ 330	0.000	\$ 750	0.000		0.000		0.000		0.000		0.000		0.000		0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Program Specialist	0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 3,200	0.000	\$ 4,380	0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19101	Instructional Coach	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		\$ -	0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Bl Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22601	Library Media Assistant	0.000		\$ -	0.000	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22901	Community Assistant	0.000		0.000		0.000		\$ -	0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 140	0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 37,689		\$ 21,430		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 140		\$ 50,459
Books & Supplies																			
42000	Books				\$ -			\$ -							\$ 500		\$ -		\$ 500
43110	Instructional Materials		\$ 10,657		\$ 7,900		\$ -		\$ -	\$ 1,000		\$ 2,350			\$ -		\$ -		\$ 21,907
43200	Non-Instructional Materials		\$ 1,011		\$ 1,500		\$ -		\$ -			\$ -			\$ 200		\$ -		\$ 2,711
43400	Parent Meeting											\$ -		\$ -	\$ 500		\$ 73		\$ 573
44000	Equipment																\$ 689		\$ 689
Sub Total - Books & Supplies			\$ 11,668		\$ 9,400		\$ -		\$ -	\$ 1,000		\$ 2,350		\$ -	\$ 1,200		\$ 762		\$ 26,380
Services																			
57150	Duplicating				\$ 500									\$ 500			\$ 194		\$ 1,194
57250	Field Trip-District Trans																		\$ -
56590	Maintenance Agreement		\$ -		\$ 3,000		\$ -												\$ 3,000
52150	Conference		\$ 3,520		\$ 11,000														\$ 14,520
58450	License Agreement		\$ 4,443				\$ -												\$ 4,443
58720	Field Trip-Non-District Trans																		\$ -
58920	Pupil Fees																		\$ -
58100	Consultants-Instructional																		\$ -
58320	Consultants-Noninstructional																		\$ -
Sub Total - Services			\$ 7,963		\$ 14,500		\$ -		\$ -	\$ -		\$ -		\$ 500		\$ -	\$ 194		\$ 23,157
GRAND TOTAL			\$ 57,320		\$ 45,330		\$ -		\$ -	\$ 1,000		\$ 2,350		\$ 500		\$ 1,200		\$ 1,096	

2021-2022 Budget Spreadsheet

2021-2022 BUDGET PRIMARY YEARS ACADEMY - 272 - P7 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 58,820		LCFF		TOTAL ALLOCATION		\$ 41,040		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 1,092					
TOTAL BUDGET DISTRIBUTED BELOW				\$ 58,820				TOTAL BUDGET DISTRIBUTED BELOW		\$ 41,040		TOTAL BUDGET DISTRIBUTED BELOW				\$ 1,092					
TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)				0					
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 13,260	0.000	\$ 15,180	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 28,440
11700	Teacher Substitute (incl benefits)	0.000	\$ 9,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 9,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000	\$ 750	0.000	\$ 330	0.000		0.000		0.000	\$ 1,080
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 4,110	0.000		0.000	\$ 270	0.000	\$ 210	0.000		0.000		0.000		0.000		0.000		0.000	\$ 4,590
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	\$ 1,500	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,500
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Bl Asst-Add Comp (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)			0.000	\$ 210	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 210
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 26,370		\$ 16,890		\$ 270		\$ 210		\$ -		\$ 750		\$ 330		\$ -		\$ -		\$ 44,820
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)		\$ 10,892									\$ 800				\$ 500		\$ 500		\$ 898	\$ 28,440
43400	Parent Meeting															\$ 500		\$ 898		\$ 1,080	
44000	Equipment (\$500 - \$4999.99 per item)				\$ 9,812															\$ -	
Sub Total - Books & Supplies			\$ 10,892		\$ 9,812		\$ -		\$ -		\$ -		\$ 800		\$ -		\$ 1,000		\$ 898		\$ 29,520
Services																					
57150	Duplicating				\$ 500														\$ 194	\$ 28,440	
57250	Field Trip-District/Non-District Trans																			\$ 9,000	
56590	Maintenance Agreement		\$ 3,000																	\$ -	
52150	Conference		\$ 10,000		\$ 8,718															\$ 1,080	
58450	License Agreement		\$ 7,958		\$ 2,160															\$ -	
58920	Pupil Fees																			\$ 4,590	
58100	Consultants-Instructional/Non-Instructional															\$ 200				\$ -	
Sub Total - Services			\$ 20,958		\$ 11,378		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 200		\$ 194		\$ -
GRAND TOTAL			\$ 58,220		\$ 38,080		\$ 270		\$ 210		\$ -		\$ 1,550		\$ 330		\$ 1,200		\$ 1,092		

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

No staff positions are being funded using Title I funds for the 2021-2022 school year.

2020-2021 SPSA Evaluation

Primary Years Academy
School Plan for Student Achievement (SPSA) Evidence-Based
Title I Funded Program Evaluation 2020-2021

Goal 1 Student Achievement:

Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 1/Strategy/Activity 1	<p>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.</p> <p>Professional Development from Instructional Coaches: Standards based lesson design and delivery, and development of common instructional practices.</p> <p>Professional Development around Differentiation/Small group instruction/intervention. Develop high quality lessons integrating IB framework, CCSS, i-Ready, and Benchmark curriculum</p> <p>This involves professional development including IB Conferences or after school meetings, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities.</p>	<p>We received intensive coaching in Math. The Math Instructional coach provided PD around i-Ready, attended academic conferences, collaborations, and designed lessons. Our i-Ready scores continue to climb and our i-Ready pathways are being completed as well.</p> <p>Qualitative Data:</p> <ol style="list-style-type: none"> 1. i-Ready Pathway completion 2. Ready curriculum test <p>Quantitate Data:</p> <ol style="list-style-type: none"> 1. Feedback/Summary 2. Weekly Admin Cabinet Meetings 3. Observations 	<p>Only one Instructional Coach provided intensive, targeted support and coaching. The other coach focused time with Fillmore school.</p>	<p>Increase the presence of the ELA Coach.</p> <p>ELA and Math Coach will present PD's on identified topics based on data</p> <p>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.</p> <p>Professional Development from Instructional Coaches: Standards based lesson design</p>

				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.
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Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 1/Strategy/Activity 2	<p>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.</p> <p>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.</p> <p>Teacher will collaborate in PLCs (Professional Learning Communities) to align and review the ELA, Math, NGSS,</p>	<p>IB Program Specialist has provided teachers with support in the data cycle, IB units of inquiry creation, PD, academic conferences, collaboration. She has supported the Music teacher to help him create a viable and sustainable music program.</p> <p>IB Program Specialist has attended IB training, and training for all programs associated with testing and IB.</p> <p>This strategy was not implemented due to COVID. Library Media Assist was not able to meet with students and help them select</p>	<p>The Library Media Clerk. This strategy was not implemented due to COVID. Library Media Assist was not able to meet with students and help them select books based on their reading levels.</p>	<p>IB Program Specialist will provide an effective balanced approach to literacy and IB instruction to support all grade levels as well as researched based intervention practices. Administrator will provide time and support for the 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.</p>

	<p>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.</p> <p>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.</p> <p>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.</p>	<p>books based on their reading levels.</p> <p>Quantitate Data:</p> <ol style="list-style-type: none"> 1. Feedback/Summary 2. Weekly Admin Cabinet Meetings 3. Observations 4. Teacher/Program Specialist collaboration notes 5. Academic Conferences 		<p>Library Media Assist (LMA) 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.</p>
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Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 1/Strategy/Activity 3	<p>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.</p> <p>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.</p> <p>Extended day will be offered to English Learners. English Learners will have one teacher tutor 2 times a week for four</p>	<p>Materials were purchased and will be utilized if students return to in-person learning.</p> <p>The lesson's effectiveness to student achievement was measured by</p> <ol style="list-style-type: none"> 1. weekly classroom visits, 2. surveys of effectiveness of materials/supplies, 3. lesson design with applicable materials incorporated, and 4. increased achievement on 	<p>Extended day will be offered to PYA students. Extended day will be offered to English Learners. These were combined to add more money to extend the extended year (Summer) program</p> <p>Due to COVID we were not able to purchase instructional posters or exhibition posters or journals</p>	<p>Summer school will begin in June 2021</p> <p>Students identified as needing intervention supports such as small group/one-on-one instruction addressing reading and writing will received intervention throughout the day. Students above grade level will participate at least one (1) day per week in the teacher directed flexible groups (differentiated instruction).</p>

	<p>weeks prior to ELPAC (English Language Proficiency Assessment for California) Testing to provide third-fifth graders additional support leading up to ELPAC testing.</p> <p>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.</p> <p>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. STATUS: Materials have been purchased for extended year 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. A license will be needed for Mystery Science. STATUS: Mystery Science was purchased. We did not purchase extra PLTW units because of COVID. Teachers will enhance integrated/designated ELA/ELD curriculum through:</p> <p>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.</p> <p>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</p>	<p>standards based assessments.</p> <p>Printers were purchased for classrooms that have old printers.</p>		<p>Students on grade level will participate in at least one (1) day per week in teacher directed flexible reading groups. Students one-year below will participate three (3) days per week. Students two-years or more below grade level will participate five (5) days per week.</p> <p>Intervention instruction will focus on addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web based reading & math software. Teachers will utilize the web based reading program Read Naturally to accelerate achievement and develop confident learners.</p> <p>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.</p>
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	<p>strips, pipe cleaners, and composition books.</p> <p>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.</p> <p>Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements</p> <p>Ensure the various copy machines and printers are available and usable to provide a print rich environment. Equipment: One printer is out of date. The cost to replace the parts are more than the printer is worth.</p> <p>Duplicating - 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.</p>			
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Goal 2 Climate:

Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
<p>Goal 2/Strategy/Activity 1</p>	<p>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.</p> <p>All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers.</p> <p>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.</p> <p>Implement structured student engagement activities during non-instructional time (recess time) to reduce discipline and maintain a safe learning environment.</p> <p>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..</p> <p>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</p>	<p>Students are receiving SEL support from the counselor and still receiving positive interventions.</p> <p>Monthly PBIS meetings that focused on positive reward incentive programs: Behavior, Falcon Feather tickets, academic, iReady goals, IB goals, and Golden Lunch Box.</p> <p>Implemented and students are meeting their i-ready goals and are attending Lunch time activities for completing their weekly goals.</p> <p>Noon Duty and CSA received training and PD during the school day as there were no students on campus.</p>	<p>Classroom circles were not implemented due to distance learning.</p> <p>Distance learning focused on SEL with Second Step lessons provided by the counselor.</p>	<p>In a safe learning environment, teachers will implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations. These practices will be implemented across classrooms and school common areas. These include: lining up, hand signals, bathroom, group work norms, whole class strategies, getting materials. PBIS will be enforced for COVID-19 protocols, virtual, and in-person learning. All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. We will focus our efforts with PBIS Tier 2 and 3 strategies. Send Leadership or PBIS team to PBIS Conference/virtual webinar in June 2022.</p>

	address data, best practices, and concerns.			
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Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 2/Strategy/Activity 2	<p>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.</p> <p>All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers.</p>		<p>Learner Profile Traits awards were suspended due to COVID. Students still received Second Step SEL learning.</p> <p>AP focus on behavior was minimal. Behavior issues were addressed by Administrator and Counselor. Counselor and Administrator initiated home visits to address behaviors with parents that could not be contacted.</p>	<p>Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, Restorative Justice, classroom Circles and structured engagement activities that will decrease discipline and improve attendance. We will revisit and align PBIS policies with IB learner Profile Traits and Attitudes school wide. Staff will collaborate on developing policies and procedures to support PBIS.</p>

Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective	What is not working and why? (Ineffective	Modification(s) based on evaluation results
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		indicators)	indicators)	
Goal 2/Strategy/Activity 3	<p>To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 90% attendance.</p> <p>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.</p> <p>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 STATUS: equipment was purchased but not implemented due to COVID</p>	<p>Counselor and CSA did home visits to connect with students and parents regarding attendance. We hosted attendance parent meetings, and worked with CWA to connect with students.</p>	<p>AP focus on chronic absenteeism was minimal. Attendance issues were addressed by Administrator and Counselor. Counselor and Administrator initiated home visits to address attendance with parents that could not be contacted.</p>	<p>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 Attendance team will monitor students attendance weekly to reach out to families of students with chronic absences. The team will make home visits. Monthly attendance team meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison) will occur to discuss attendance expectations defined for families and students based on research. Goal setting with students and progress monitoring weekly.</p>

Goal 3 Meaningful Partnerships:

Goal	Actions/Activities (Strategies)	What is working	What is not	Modification(s)
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Actions/Activities (Strategies)		and why? (Effective indicators)	working and why? (Ineffective indicators)	based on evaluation results
<p>Goal 3/Strategy/Activity 1</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Parent Coffee hours, Open House, SSC meetings, EAC Meetings.</p> <p>PYA held parent meeting virtually.</p> <p>Quantitate Data:</p> <ol style="list-style-type: none"> 1. Feedback/Summary 2. Parent feedback 3. Sign-In sheets (virtual) 4. Agendas 5. Meeting announcements 	<p>Due to COVID, all meetings were held virtually.</p> <p>NO need for duplicating. We sent home parent information in the mail when needed. For the most part we tried to send information home during the materials pick up.</p>	<p>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. 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.</p> <p>Meetings will be held virtually and/or in-person. At in-person meetings light snacks and refreshments will be provided. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. will be purchased 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.</p>

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Goal Actions/Activities (Strategies)	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
Goal 3/Strategy/Activity 2	<p>We will develop a parent and family events calendar that will be accessible to parents in paper form and at the site.</p> <p>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.</p> <p>Parent Meeting 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.</p> <p>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.</p> <p>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</p>	<p>PYA continued to offer a committee and virtually supported PYA with virtual field trips.</p> <p>Materials were purchased for parent meetings but COVID has interrupted this implementation.</p>	<p>Due to COVID, there were not parent volunteers on campus. If we return to school we will still not have parents or volunteers on campus.</p> <p>Light snacks and refreshments were not implemented due to COVID</p> <p>Books: On hold not implemented books were purchased for the school library instead</p>	<p>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.</p> <p>In the Spring, PYA will offer a volunteer, committee, and parent meeting to show appreciation for supporting the goals of PYA. 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 will be provided for appreciation activities.</p>

	learning.			
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Quantitative Evaluation

Guiding Questions:

The district or Title I school allocates Title I funds to support a :

- 1) How does this position impact student learning and academic achievement?
- 2) What data are you using to drive this discussion?
- 3) If this program has helped improve student learning, what can be done to make it even better?
- 4) If this expenditure has not had a positive impact on student achievement, what will be done to modify, change, or replace it?

PYA does not have any Title I funded positions. No quantitative Evaluation needed.

Comprehensive School Profile Data:

Comprehensive Needs Assessment

Primary Years Academy 2021-2022**Step 1: Establish School wide Planning Team**

Dr. Simone Martinez-Principal	Dr. Shannon Baker-Lopez-Counselor	Omar Field-Ridley-Director	Jennifer Farrens-Parent
Hina Lee-IB Coordinator	Madeline Tath-K Teacher	Angelina Aranda-Parent	Marisol Delgado-Community Member
Liane Ball-Instructional Coach	Gene Schafer-1st Grade	Ernay Nino-Parent	
Dustin Hunter El-Assistant Principal	Graciela Matty-1 st Grade Teacher	Bernice Weilburg-Parent	

1. How was the planning team members selected and recruited?
2. How has the planning team decided to organize it's work?
3. How will the planning team communicate with staff, parents, and community?

Step 2: Clarify the Vision for Reform

1. How is the mission and vision shared with the planning team?
2. What are the expectations for students? How was this shared with the planning team?

International Baccalaureate Organization Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Primary Years Academy Vision Statement

In harmony with SUSO and IB philosophies, Primary Years Academy develops active, caring, and inquiring lifelong learners who help create a better and more peaceful world through intercultural understanding and respect.

School wide goals 2020-2021

LCAP/SPSA Goal 1 – Student Achievement	<p>School Goal for ELA/ELD: (Must be a SMART Goal)</p> <p>By June 2021, 56% of K-5th graders will meet proficiency levels on iReady assessments.</p> <p>By June 2021, 56% of 3rd-5th graders will meet or exceed standards on CAASPP.</p>
	<p>School Goal for Math: (Must be a SMART Goal)</p> <p>By June 2021, 52% of K-5th graders will meet proficiency levels on iReady assessments.</p> <p>By June 2021, 53% of 3rd-5th graders will meet or exceed standards on CAASPP.</p>
Goal 2 – School Climate	<p>School Goal for Suspension: (Must be a SMART Goal)</p> <p>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.</p>
	<p>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)</p> <p>By June 2021, decrease number of chronic absences for all students from 5.7% to 3.6% to maintain green status.</p>
Goal 3 – Meaningful Partnerships	<p>School Goal for Meaningful Partnerships: (Must be a SMART Goal)</p> <p>By June 2021, increase parent volunteers in daily classroom activities by 1 per grade level for a total of 6 parent volunteers.</p>

Step 3: Create the School Profile

Primary Years Academy of International Education is an authorized K-5 International Baccalaureate (IB) World School. We are a public school and a SUSD Specialty School Program which uses the IB inquiry model of teaching and learning. Our students learn how to question and explore the world around them while gaining the skills necessary to be successful internationally-minded citizens 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. As an International Baccalaureate school, PYA offers an innovative IB approach to curriculum. The IB curriculum focuses on concepts in the following subject areas: Language Arts, Mathematics, Science, Social Studies, Common Core State Standards, plus Art, Music, and an additional language (Spanish) throughout the year. The curriculum is divided into six units of Inquiry, which are designed around universal concepts and student questions. We promote creativity, and encourage artistic expression.

Teachers and staff work together continue the legacy of success established by PYA by building strong relationships with parents, students, and community partners. PYA provides opportunities for students to show that they are inquirers, thinkers, risk-takers and communicators. Students demonstrate that they are knowledgeable, principled, caring, open-minded, well balanced and reflective. These attributes help students develop their awareness of local and global issues. Through the program of study, students channel the acquisition and application of knowledge into community action or service. Students are expected to demonstrate positive attitudes towards people, the environment, and learning. The use of data will drive instruction to provide equitable, consistent, and rigorous implementation of the International Baccalaureate (IB) curriculum.

Primary Years Academy of International Education is a K-5 Stockton Unified School District Specialty 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 in each 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 become the focus and objective of that unit. Art, 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 integrate science and/or social study 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 two to three times per week to develop their units and design assessments to ensure that Common Core Standards and 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, teacher observations, written reports, laboratory write-ups, plays, and individual or group presentations are used to evaluate students' progress.

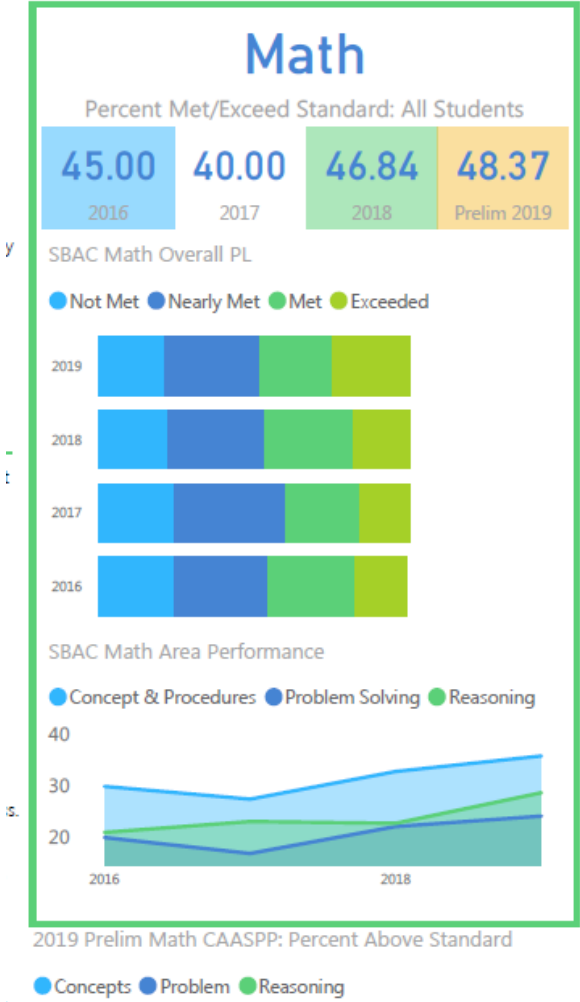
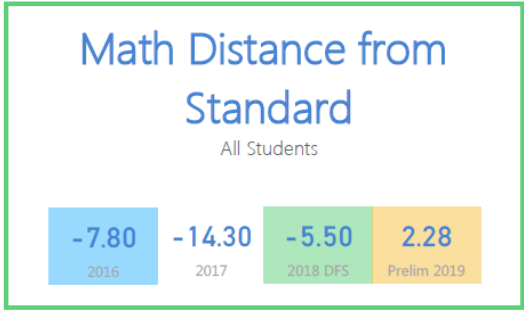
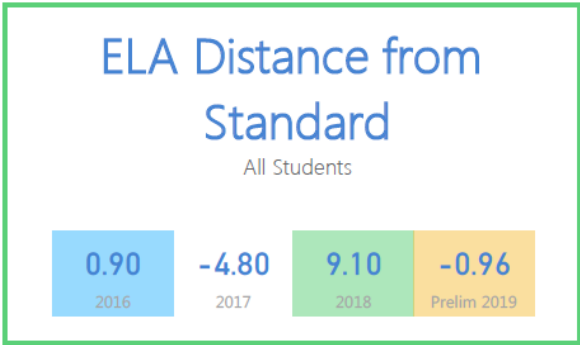
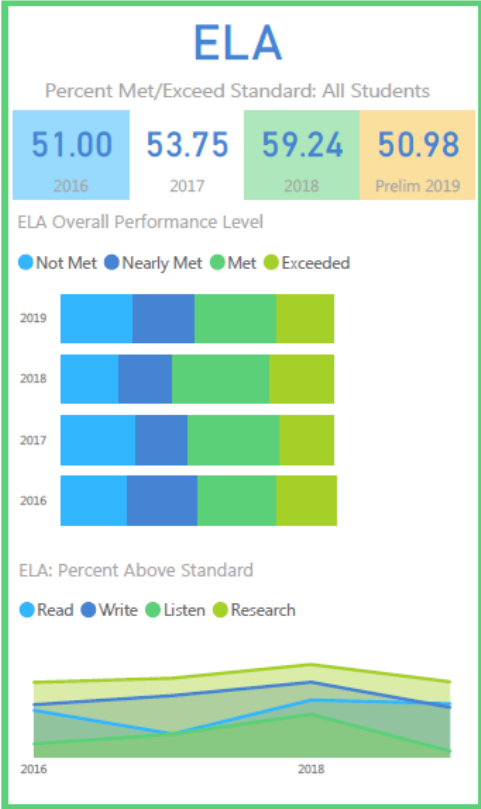
At the end of each unit, a summative assessment is given to students to determine the level of student learning. Although the units provide a global view, all grade level California standards are taught and mastered by the students. Surveys of PYA parents indicate that our families are very satisfied 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 no longer assigns an API score to schools. Overall, on the 2019 CAASPP, 51% of PYA 3rd, 4th, & 5th graders scored at the "met or exceeded standard" levels in ELA, and 48% scored at "met or exceeded standard" in math. PYA scored at the state averages of 51% for ELA and above state average of 40% for Math. PYA scores placed PYA in the top four SUSD schools in ELA for 3rd, 4th and 5th grade, and in the top five in SUSD for Math. PYA has consistently scored in the top 5 of 43 Elementary Schools in Stockton Unified School District each year since inception in 2010. Because PYA is a Specialty 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 Specialty School (Magnet) Due Process procedure. Primary Years Academy currently has 280 students in grades K-5. PYA adheres to the district class size maximums in kindergarten through 5th grade.

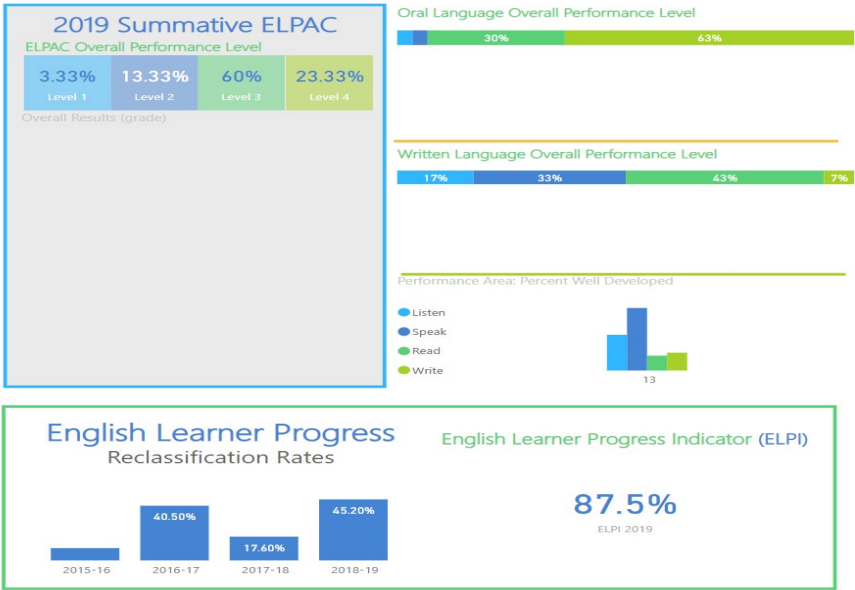
Step 4: Identify Data Sources

Attach the Needs Assessment

1. SBAC Scores (2018-2019)
2. i-Ready Data (2019-2020) (2020-2021)
3. ELPAC Data (2018-2019)
4. PBIS Data (Suspensions, chronic absenteeism)
5. Parent Surveys

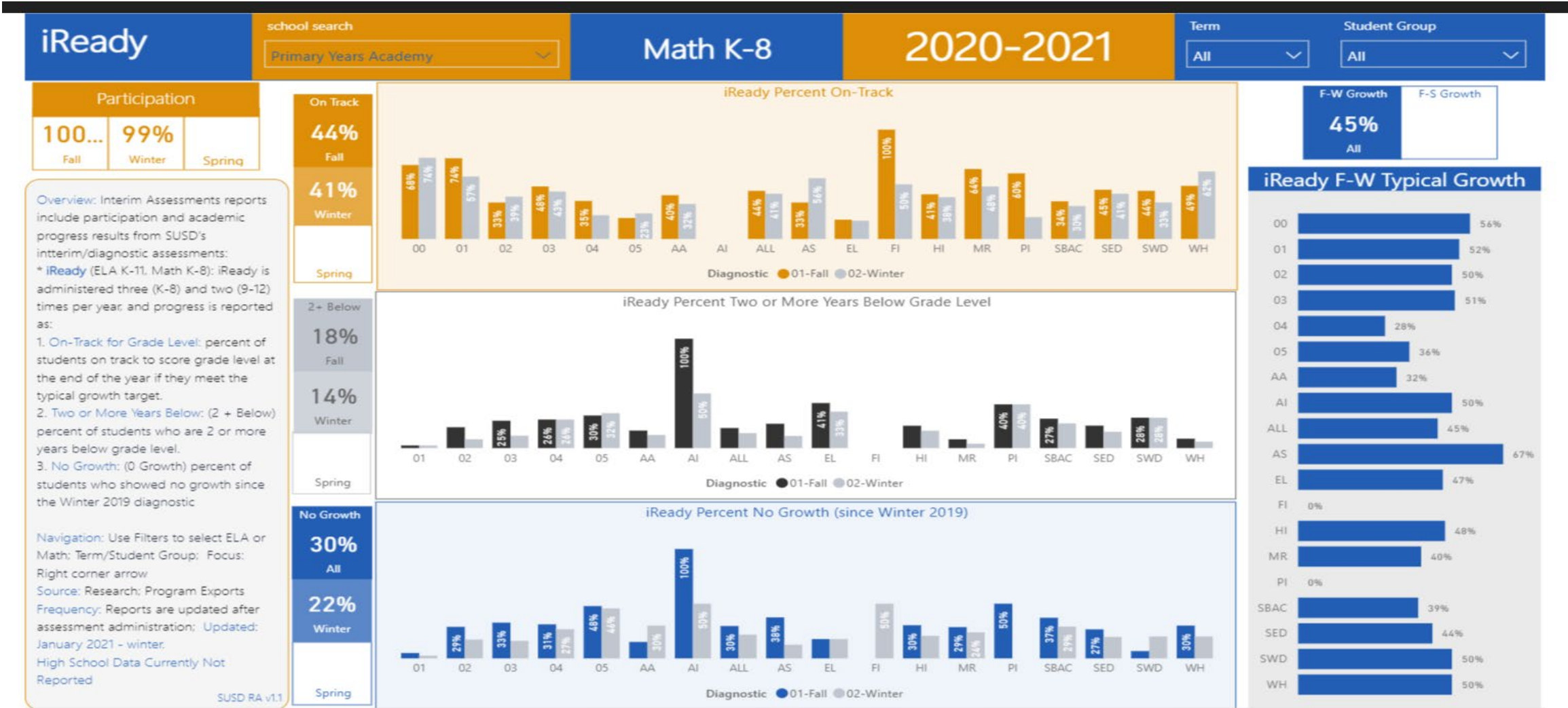
6. Teacher Surveys
7. Student PLUS/Climate Surveys





i-Ready data (Need to update after Spring Administration)





What areas of strength, weakness, and critical need were identified by the data?
 How should we share the data with students, parents, teachers, and the community?

Comprehensive Needs Assessment Goal 1: Student Achievement

Current	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
Performance Level					
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
Student Achievement-ELA					

Step 5: Analyze the Data and Current Performance Level (See COLUMNS 1 & 2 on Comprehensive Needs Assessment CNA)

Step 6: Determine the Root Cause(s) (SEE COLUMN 3 on CNA)

Step 7: Identify Recommendations to Close the Gap(s) (SEE COLUMN 4 on CNA)

Step 8: Identify Success Assurances (SEE COLUMN 5 on CNA)

Step 9: Identify the Progress Monitoring Strategy (SEE COLUMN 6 on CNA)

Step 10: Describe the Evaluation Strategy (SEE COLUMN 6 on CNA)

<p>SBAC ELA % Met or Exceed Standard Year: 16: 51% 17: 54% +3 18: 59% +5 19: 51% -10 20: COVID No Data</p> <p>SBAC ELA Subgroups Hispanic 16: 41% 17: 41% +/- 0 18: 49% +8 19: 41% -8 20: COVID No Data</p> <p>English Learners 18: 23% 19: 41% +18 20: COVID No Data</p> <p>Economically Disadvantaged 16: 40% 17: 45% +5 18: 49% +5 19: 38% -11 20: COVID No Data</p>	<p>The data shows a steady increase between the years 16-18, but a drastic decrease in the % proficient occurred between 18 & 19.</p> <p>Increase standards met in ELA to 59% on SBAC.</p> <p>Hispanic subgroup showed significant gains in 2018. In 2019 there was a significant drop back to 2016/2017 achievement.</p> <p>English Learner subgroup had a significant increase in % proficient from 2018 to 2019.</p> <p>Economically Disadvantaged showed consistent gains from 2016 to 2018, but lost significant gains in 2019.</p> <p>Due to COVID-19 and school shutdown in March 2020, SBAC testing was suspended. SBAC testing will resume March 2021. PYA expects there to be significant gaps in learning due to Distance Learning from August 2020 to present.</p>	<p>Limited support with teacher training in ELA UOS and ongoing professional development.</p> <p>Need for differentiated instruction.</p> <p>Need for effective small group instruction.</p> <p>Classroom management that takes away from instructional time.</p> <p>Need for teacher support in instructional planning.</p> <p>Need for teacher support in Tier 2 & 3 academic intervention.</p> <p>Gaps in foundational prerequisite skills needed to perform at higher levels</p> <p>Distance Learning will have an impact on SBAC scores. At this time we do not know how much of an impact.</p> <p>AB77 minutes put a time constraint on the number of minimum minutes students could be instructed. Teachers adherence to the minimum minutes for synchronous time only allotted for a minimal amount of time being spent on ELA.</p>	<p>Instructional coach will provide intensive, targeted support and coaching to ensure high quality first instruction. Coaching instruction has been mainly in Math.</p> <p>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.</p> <p>Provide instructional support by: PD around Differentiation/Small group instruction/intervention</p> <p>Develop high quality lessons integrating IB framework, CCSS, and Benchmark curriculum</p> <p>Work with counselor on MTSS alignment.</p> <p>IB Training for Instructional Coach, Principal, and AP</p> <p>Meet the requirement of IB Authorized School Status to provide teacher training in ELA.</p> <p>IB enriches the education of all of our students by providing access they might not otherwise have--International Education</p> <p>Effective RSP instruction during the time the RSP teacher is available. Increase RSP time available to students.</p>	<p>Dedicated Universal Access (Instructional Intervention time). Students who are one or more grade levels below in reading, math, or both will require intervention of at least thirty minutes per day, up to three days a week.</p> <p>Provide time and funding for coach to be able to work directly with teachers in the following areas: Standards based lesson design and delivery, and development of common instructional practices. The Math Instructional Coach will provide a series of after school PDs to reinforce best math practices.</p> <p>Provide time and support for IB program specialist to work directly with teachers in the following areas: Data cycle and analysis, and integration of the current curriculum and IB framework, and universal access (dedicated intervention time)</p> <p>Design and present specific and effective professional development around content specific offerings to teachers in ELA & IB instruction.</p> <p>Assist with Data Planning Cycles and PLC process.</p> <p>Principal& IB Program Specialist plan teacher PD and parent education working on T2 & T3 interventions.</p> <p>Staff meetings will be dedicated to conference presentations and changes to the IB PYP program by looking at the new IB Enhancement Handbooks.</p> <p>Teachers continue to collaborate during the school day while students are in Spanish and Art and every other week in their PLCs.</p>	<p>Universal Access: Increase in i-Ready scores, 3rd-5th writing scores increase, teacher created CFAs, decrease in the number of students receiving intervention. How many teachers and grades levels have been given direct intervention training?</p> <p>Bi-weekly/monthly meeting with coach and program specialist.</p> <p>Surveys from mini PDS, classroom walkthroughs to determine if teachers are implementing the Ready Math strategies. Student achievement data. Decrease in the number of CARE team referrals. Number of SST meetings held.</p> <p>CFAs UOI summaries i-Ready Analysis Observations UOI projects</p>
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Comprehensive Needs Assessment Goal 1: Student Achievement

				<p>Teachers will also collaborate around incorporating the new district adopted Benchmark and Ready curriculum within their Units of Inquiry.</p> <p>Continued sending teachers to IB Conferences for training on the new IB enhancements.</p> <p>Staffing IB Program Specialist Instructional Coach VAPA teacher</p> <ul style="list-style-type: none">• Connection to cultures• Develops appreciation for others• Creativity <p>Spanish Teacher</p> <ul style="list-style-type: none">• Ability to communicate in another language essential to international education <p>Librarian</p> <ul style="list-style-type: none">• The librarian is central to IB learning- providing a space for inquiry and research <p><u>SPSA 2021-2022 Strategy/Activity</u> Intervention time during the school day PD time to develop Intervention Plan</p> <p>Instruction Coach mini PD on Benchmark Advance Intervention materials during the July 2021 PD</p>	
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Current Performance Level	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
Student Achievement-English Language Learners					
i-Ready ELA % On Grade Level 2019-2020 Fall: 28.8% Winter: 38.4% +9.6% Spring : COVID-19 No Data 2020-2021 Fall: 50% Winter: 52% +2 Spring :	<p>Due to COVID-19, in Spring of 2019 school was shut down and students did not take the final 2019-2020 assessment.</p> <p>Before COVID shut down there was a 9.6 % growth of students who were on grade level. If PYA continued with this trend, 48% of our students would have been on grade level.</p> <p>2020-2021 the district initiate a competition to increase i-Ready Pathway completion. Before this PYA made a push with grades 1-3 to complete i-Ready Pathways. As of February 2021, PYA was 3rd in the district for pathway completion.</p> <p>In Fall of 2020, 50% of students were on grade level. We do not know if some kids received support at home for the test or if this was an honest assessment.</p> <p>In winter of 2020, we saw a 2% growth which was -7.6% less</p>	<p>COVID-19 and Distance Learning contributed to learning loss.</p> <p>AB77 minutes put a time constraint on the number of minimum minutes students could be instructed. Teachers adhered to the minimum minutes which pushed i-Ready pathway learning to be done as asynchronous work.</p> <p>Small group instruction and teachers switching to i-Ready pathway work during synchronous hours lead to an increase in monitoring and a focus on addressing the hurdles students were encountering.</p>	<p>Research has shown that students can accelerate their learning using i-Ready's My Pathway. Students have already progressed more than 2 grade levels in specific content areas. In addition, we know passing i-Ready's on-line lessons is statistically positively associated with achievement gains.</p> <p>Continued i-Ready support from district and ELA Instructional Coach.</p> <p>At least 45 minutes per week spent on i-Ready pathway completion.</p>	<p>Students will complete at least 45 minutes on i-Ready Pathways.</p> <p>Students will work at their own pace in their personalized learning pathways focused on the skills they need to master regardless of their grade level.</p> <p>In combination with instruction and support from teachers, i-Ready will help students with below grade level skills address their skill gaps and those at grade level move into advanced content.</p>	<p>Monitoring i-Ready Personalized Instruction (K–8) Educators will monitor <i>i-Ready Personalized Instruction</i> and how it meets the needs of individual students.</p> <p>Educators will use a purposeful, reflective process to analyze their Personalized Instruction data and create an action plan to respond to class and student performance.</p> <p>Educators will use differentiated supports that exist throughout i-Ready and Benchmark.</p> <p>Educators will identify strategies to embed them within upcoming instruction, either in in-person or Virtually in whole group or small group settings.</p>

Comprehensive Needs Assessment Goal 1: Student Achievement

Current Performance	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
Level	Do I know the gap between where I am and where I want to	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
	students are experiencing in ELA.				
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

	be?		be?		
Student Achievement-MATH					
<p>SBAC Math % Met or Exceed Standard Year:</p> <p>16: 45%</p> <p>17: 40% -5</p> <p>18: 47% +7</p> <p>19: 48% +1</p> <p>SBAC Math Subgroups Hispanic</p> <p>16: 35%</p> <p>17: 37% +2</p> <p>18: 42% +5</p> <p>19: 38% -4</p> <p>English Learners</p> <p>18: 38%</p> <p>19: 7% -31</p> <p>Economically Disadvantaged</p> <p>16: 33%</p> <p>17: 36% +3</p> <p>18: 36% +/- 0</p> <p>19: 37% +1</p>	<p>The data shows that there was a drop from 2016-2017. From 2017 to 2019 there has been an 8 point increase.</p> <p>Increase Math met standards to 55% on SBAC</p> <p>Hispanic subgroup shows steady increases from 2016 through 2018. 019 shows a 4 point decrease.</p> <p>English Learners have shown a significant decrease in Math.</p> <p>Economically Disadvantaged subgroup is making slow but steady gains.</p> <p>Due to COVID-19 and school shutdown in March 2020, SBAC testing was suspended.</p> <p>SBAC testing will resume March 2021. PYA expects there to be significant gaps in learning due to Distance Learning from August 2020 to present.</p>	<p>In 2018 there was a school wide focus on Math. Teachers were trained in Requirement of IB Authorized School Status</p> <p>IB enriches the education of all of our students by providing access they might not otherwise have--International Education</p> <p>COVID-19 and the school shut down caused students to revert to distance learning.</p> <p>In March 2020 to May 2020 students were given packets to complete. After May PYA distributed Chromebooks and some students attended summer school. Students returned to school in August 2020 to full distance learning with AB477 minutes in place.</p>	<p>Develop high quality lessons integrating IB framework, CCSS, and Ready curriculum</p>	<p>Continue to provide time and funding for coach to be able to work directly with teachers in the following areas: Standards based lesson design and delivery, and development of common instructional practices.</p> <p>Provide time and support for IB program specialist to work directly with teachers in the following areas: Data cycle and analysis, and integration of the current curriculum and IB framework.</p> <p>Design and present specific and effective professional development around content specific offerings to teachers in Math & IB instruction.</p> <p>Staff meetings will be dedicated to conference presentations and changes to the IB PYP program by looking at the new IB Enhancement Handbooks.</p> <p>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.</p> <p>Continued sending teachers to IB Conferences for training on the new IB enhancements.</p> <p>Instructional coach will host Math Professional Learning Sessions to address various topics such as:</p> <div> <div>Revisiting the Routines</div> <div>Using Prerequisite Reports to Make Informed Decisions About Your Students (Small group/embedded)</div> </div>	<p>Bi-weekly/monthly meeting with coach and program specialist.</p> <p>How many teachers and grades levels have been given direct pull out support.</p> <p>Number of demo lessons given.</p> <p>Student achievement data.</p> <p>Decrease in the number of CARE team referrals.</p> <p>Number of SST meetings held.</p> <p>CFAs</p> <p>UOI summaries</p> <p>i-Ready Analysis</p> <p>Observations</p> <p>UOI projects</p>

Comprehensive Needs Assessment Goal 1: Student Achievement

Current Performance Level	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
				<div>Planning & Core</div> <div>Prerequisite Report (Revisit)</div> <div>Achieve the CORE "Build student understanding by linking together concepts within and across grades."</div> <div>CAASPP Practice Throughout the Year</div> <div>We will continue to use Mystery Science in conjunction with PLTW to support NGSS instruction.</div>	
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Student Achievement-English Language Learners

<p>i-Ready Math % On Grade Level</p> <p>2019-2020 Fall: 20.5% Winter: 31.4% +10.9% Spring : CPVOD-19 No Data</p> <p>2020-2021 Fall: 44% Winter: 41% -3 Spring :</p>	<p>Due to COVID-19, in Spring of 2019 school was shut down and students did not take the final 2019-2020 assessment.</p> <p>Before COVID shut down March 2020 there was a growth of students who were on grade level by 10.9%. If PYA continued with this trend, we could have anticipated 42.3% of our students would have been on grade level.</p> <p>2020-2021 the district initiated a competition to increase i-Ready Pathway completion. Before this PYA made a push with grades 1-3 to complete i-Ready Pathways. As of February 2021, PYA was 3rd in the district for pathway completion.</p> <p>In Fall of 2020, 44% of students were on grade level. We do not know if some kids received support at home for the test or if this was an honest assessment.</p> <p>In winter of 2020, we saw a -3% decline in growth with 22% of students showing no growth at all.</p> <p>Distance Learning is having some impact on the growth students are experiencing in</p>	<p>Students are not receiving high quality instruction with practice in the Ready Math curriculum.</p> <p>Students are not using iReady as a learning tool. In September only 53% of 2nd grade students and 66% (36/53) of 3rd grade students spent less than 30 minutes on completing learning goals for . 63% Math (39/53) of students are not passing their lessons.</p> <p>Teachers are not following the prescribed instructional script/plain within curriculum</p> <p>Teachers are not holding students accountable</p>	<p>Admin set clear expectations about Math instruction.</p> <p>Admin will provide progress monitoring system</p> <p>Professional development around math instruction</p> <p>Monitor and communicate with teachers about students' progress</p>	<p>Students will complete at least 45 minutes on i-Ready Pathways.</p> <p>Students will work at their own pace in their personalized learning pathways focused on the skills they need to master regardless of their grade level.</p> <p>In combination with instruction and support from teachers, i-Ready will help students with below grade level skills address their skill gaps and those at grade level move into advanced content.</p>	<p>Monitoring i-Ready Personalized Instruction (K–8) Educators will monitor <i>i-Ready Personalized Instruction</i> and how it meets the needs of individual students.</p> <p>Educators will use a purposeful, reflective process to analyze their Personalized Instruction data and create an action plan to respond to class and student performance.</p> <p>Educators will use differentiated supports that exist throughout i-Ready and Benchmark.</p> <p>Educators will identify strategies to embed them within upcoming instruction, either in in-person or Virtually in whole group or small group settings.</p>
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Comprehensive Needs Assessment Goal 1: Student Achievement

Current Performance Level	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
		Student Achievement-English Language Learners			
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Current Performance Level	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
English Language Learner Progress Reclassification Rates Year: 16: 40.50% 17: 17.60% 18: 45.20% 19: 87.5% 20: No data		support	Increased professional development and increased collaboration	growth EL students and create a plan for targeted instruction and students needing intervention - fall and winter Ongoing monitoring of reclassification criteria for ELs by program specialist Classroom observations during ELD instruction to assess professional development needs for EL instruction	Student achievement data. Decrease in the number of CARE team referrals. Number of SST meetings held. CFAs UOI summaries i-Ready Analysis Observations UOI projects Monitor performance data specifically EL subgroup specific attention for i-Ready scores for EL students ELPAC assessment monitoring and RFEP reclassification monitoring
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

School Climate

<p>Chronic Absenteeism Year: 17: 8% 18: 6% -2 19: 5% -1</p> <p>Feb 2019: 5.28% Feb 2020: 4.13% -1.15%</p> <p>Aug 2020: 5.50% Feb 2021: 7.17% +1.67</p>	<p>Percent of students who are chronically absent for 2019: 5% (green). Decrease of 1% from 2018.</p> <p>COVID and distance learning created an issue of students attending virtually.</p> <p>For the 2020-2021 school year chronic absenteeism has increased by 1.67%. Families experienced illness at high rates due to COVID.</p>	<p>Tardiness was not tracked in 2020-2021</p> <p>Parents do not understand the importance of being on time for school.</p> <p>Students not aware of the impact of tardiness.</p> <p>Distance learning has cause an increase of student absenteeism</p>	<p>Need more consistent, effective teacher/staff implementation of tier 2 parent contact for students of concern.</p> <p>Low parent turnout for SAP/SST process of students who are chronically absent.</p> <p>Staff professional development on reasons for chronic absenteeism, tardy students, and research based strategies to support students and families</p> <p>Increase parent awareness through targeted meetings and trainings; supported by IB coordinator, AP, CWA, and counselor.</p> <p>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.</p> <p>Training of teachers and support staff on definition of chronic absentee and/or tardy students.</p> <p>Professional development reasons for chronic absenteeism and tardiness.</p> <p>Need to increase positive rewards to a monthly basis for attendance.</p> <p>Need to educate parents on the</p>	<p>Monthly attendance cadre meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison)</p> <p>Attendance expectations defined for families and students based on research.</p> <p>Goal setting with students and progress monitoring weekly. Celebrations for goals achieved.</p> <p>Parent trainings and meetings scheduled for the year.</p> <p>Monthly class attendance recognition (attendance Falcon)</p> <p>We plan to hold monthly PBIS meetings with the PBIS Team and develop attendance incentives, such as monthly perfect attendance recognition</p> <p>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.</p> <p>Attendance expectations defined for families and students based on research.</p> <p>Goal setting with students and progress monitoring weekly. Celebrations for goals achieved.</p>	<p>Ensure time and resources are allocated to support professional development for chronically absent students</p> <p>Identify students and families who require individual contact and support.</p> <p>Monitor number of absent students weekly, monthly, and trimester</p> <p>Monitor calendar of daily phone calls home</p> <p>Increase Attendance Cadre to include (teacher, counselor, assistant principal, principal, CWA, and parent liaison) to look at and disaggregate attendance data to determine next steps</p>
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			importance of not only attendance, but the importance of being on time.		
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Comprehensive Needs Assessment Goal 2: Climate

Current Performance Level	Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
School Climate					
Suspension Rate Year: 16: .9% 17: 1.7% +8 18: 6.1% +4.4 19: 2.3% -3.8	Target goal is decrease suspensions to 0%: School wide (0)-2.3% total previous year.	Principal to facilitate PBIS initiatives, SEL curriculum, and monitor weekly data 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. Need more consistent, effective teacher/staff implementation of tier 2 parent contact for students of concern. Low parent turnout for SAP/SST process of students who are chronically absent.	Effective classroom management with differentiated /equity based instruction Staff professional development on reasons Chronic behaviors and research based strategies to support students and families Increase parent awareness through targeted meetings and trainings; supported by parent liaison 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.	Effective noon-duty supervision and training to facilitate restorative practices and relationship building. Bi-monthly PBIS Teams meeting: Progress monitoring tools (data collection tools) District provided part-time Mental Health Clinician in order to meet social/emotional/mental health needs to increase or maintain student attendance	Ensure time and resources are allocated to support professional development on PBIS Identify staff who require individual coaching and training Monitor number of staff trained Monitor calendar and lessons taught on SEL Monitor and share progress with staff; bi-monthly

Comprehensive Needs Assessment Goal 3: Meaningful Partnerships

Current Performance Level		Gap Analysis Results	Cause Analysis Result	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?	
--- CONFIRMS WHY ---			Parent, Student, and School Engagement		--- CONFIRMS WHAT ---	

Volunteer log	Limited number of parents volunteer regularly.	<p>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.</p> <p>We see a need to increase on parent/guardian attendance at our IB meetings. We will try incentives to bolster attendance.</p> <p>We have offered our monthly IB Family meetings at the two different times that were indicated by parent surveys. Ultimately, we stopped offering the evening session as attendance dropped completely.</p>	<p>We will offer our monthly IB Family meetings at times that were indicated by parent surveys with ways parents can effectively volunteer.</p> <p>More opportunities for parents to volunteer</p>	<p>Expectations reinforced and recognized</p> <p>Parents doing 'virtual field trips' for students. They could do a video tour of their work, a hobby, cultural celebration, etc and do a virtual question and answer after. This will tie in with different IB modules</p> <p>Parents will be offered differentiate classroom volunteering. Parents will be given a monthly list of the different councils and activities and will be put in a 'parent volunteer hours' section of the newsletter.</p>	<p>Administration to monitor the sign in logs for parent volunteers.</p> <p>Monitor and share progress with staff in weekly bulletin</p>
Parent participation at virtual meetings 2020-2021	Parent participation is not where we need it to be with an average of 4 parents who attend meetings.	Site leadership to examine and dig deep into trends, patterns, and the development of next steps for professional development.	An instructional leader should be able to examine and dig deep into trends, patterns, and next steps for parent trainings	<p>Implement Parent Cafe workshops</p> <p>Provide parents with:</p> <ul style="list-style-type: none"> *Newsletters *Meeting Announcements *Needs assessment *Parent workshops *Pastries with parents <p>IB Program specialist plan parent PD educating on T2 & T3 interventions.</p> <p>Monthly IB Parent Meetings covering IB topics including attendance and tardiness.</p>	Data collection based on number of parents attending events and number of parent volunteers.

Status of 2020-2021 LCAP/SPSA Goals, Implementation, and Effectiveness

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.

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)

STATUS: Only one Instructional Coach provided intensive, targeted support and coaching. The other coach focused time with Filmore school. We received intensive coaching in Math. The Math Instructional coach provided PD around i-Ready, attended academic conferences, collaborations, and designed lessons. Our i-Ready scores continue to climb and our i-Ready pathways are being completed as well.

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. **STATUS: IB Program Specialist has provided teachers with support in the data cycle, IB units of inquiry creation, PD, academic conferences, collaboration. She has supported the Music teacher to help him create a viable and sustainable music program.**

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. **STATUS: IB Program Specialist has attended IB training, and training for all programs associated with testing and IB.**

(# 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. **STATUS: This strategy was not implemented due to COVID. Library Media Assist was not able to meet with students and help them select books based on their reading levels.**

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

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 **STATUS: These were combined to add more money to extend the extended year (Summer) program**

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. **STATUS: Summer school will begin in June 2021**

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. **STATUS: Materials have been purchased for extended year**

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. A license will be needed for Mystery Science. **STATUS: Mystery Science was purchased. We did not purchase extra PLTW units because of COVID.**

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. **STATUS: Materials were purchased and will be utilized if students return to in-person learning**

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. Equipment: One printer is out of date. The cost to replace the parts are more than the printer is worth. **STATUS: Printers were purchased for classrooms that have old printers.**

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 inquiries. K-5 purchase instructional posters based on Benchmark curriculum. 5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals. **STATUS: due to COVID we were not able to purchase instructional posters or exhibition posters or journals.**

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.

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. **STATUS: Students are receiving SEL support from the counselor and still receiving positive interventions.**

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. **STATUS: Implemented and students are meeting their i-ready goals and are attending Lunch time activities for completing their weekly goals.**

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. **STATUS: Noon Duty and CSA received training and PD during the school day as there were no students on campus.**

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. **STATUS: Learner Profile Traits awards were suspended due to COVID. Students still received Second Step SEL learning.**

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

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. **STATUS: Counselor and CSA did home visits to connect with students and parents regarding attendance. We hosted attendance parent meetings, and worked with CWA to connect with students.**

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 **STATUS: equipment was purchased but not implemented due to COVID**

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.

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. **STATUS: PYA held parent meeting virtually.**

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.

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.**STATUS: Due to COVID, all meetings were held virtually.**

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. **STATUS: We sent home parent information in the mail when needed. For the most part we tried to send information home during the materials pick up.**

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.**Due to COVID, there were not parent volunteers on campus. If we return to school we will still not have parents or volunteers on campus.**

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. **STATUS: On hold not implemented**

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. **STATUS: On hold not implemented books were purchased for the school library instead**

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. **STATUS: Materials were purchased for parent meetings but COVID has interrupted this implementation.**

**Primary Years Academy
School Plan for Student Achievement (SPSA)
SPSA Goal/Strategy Worksheet**

Proposed: LCAP/SPSA Goal 1 – Student Achievement

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

All students in grades K-5 will increase percentage of met/exceed proficiency from 50% to 56% in ELA as measured by i-Ready by May, 2022

All students in grades 3-5 will increase percentage of met/exceed standard from 50% to 56% in ELA as measured by the SBAC state test by May, 2022

School Goal for English Learners: (Must be a SMART Goal)

Increase % of students scoring 3 and 4 as measured by ELPAC by May, 2022.

Decrease % of students scoring 1 and 2 as measured by the ELPAC by May, 2022

Level 1 - Beginning Stage – from 3.3% to 1.5%

Level 2 - Somewhat Developed - from 60% to 50%

Level 3- Moderately Developed – from 13.3% to 15%

Level 4 - Well Developed – from 23.3% to 33.5%

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

All students in grades K-5 will increase percentage of met/exceed proficiency from 42% to 52% in Math as measured by i-Ready by May.

All students in grades 3-5 will increase percentage of met/exceed standard from 48% to 53% in Math as measured by the SBAC state test by May, 2022

Proposed:Goal 2 – School Climate

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

By June 2022, 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 2022, decrease number of chronic absences for all students from 6.3% to 4.3% to maintain green status.

Proposed Goal 3 – Meaningful Partnerships

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

Increase family and community engagement in school activities and parent meetings by 20% as measured by sign-in sheets by May, 2022

Goal 1-Student Achievement-ELA

Strategy 1/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	<p>Strategy 1: ELA Activity 1: IB Program Specialist will provide an effective balanced approach to literacy and IB instruction to support all grade levels as well as researched based intervention practices. Administrator will provide time and support for the 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.</p> <p>IB Program Specialist and Teachers continue to collaborate during the school day while students are in Spanish and Music 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.</p>					

	Additional Hourly Pay Calculation: 1 Program Specialist X 10 hours x \$60 = \$600 (Title I \$600) 13 Teachers X 4 hours X \$60= \$3,120 (Title I) (Core teachers) 2 Teachers X 14 hours X \$60= \$1,680 (\$600 Title I; \$1,080 LCFF) (Spanish and Music) Method for Monitoring: Person Responsible:					
		Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. <i>American educator</i> , 36(1), 12. https://files.eric.ed.gov/fulltext/EJ971753.pdf Hargreaves, A. (2007). Sustainable professional learning communities. <i>Professional learning communities: Divergence, depth and dilemmas</i> , 181-195.	All students	Collaboration agendas, action walks, i-Ready data, data cycle agendas		

Strategy 1/Activity 2

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	Strategy 1: ELA Activity 2: Use PLC's (Professional Learning Communities) to ensure effective alignment and implementation of ELA, Math, NGSS, and ELD standards with the IB Units of Inquiry. Collaboration is horizontal and vertical. This ensures students are exposed to the entire IB Learning Continuum. Collaboration will also utilize Toddle. The Toddle program is real-time collaborative planning that ensures teachers stay true to the IB PYP (Primary Years Program) program. Collaboration will also take place in the form of Academic conferences. This involves professional development including IB conferences/virtual workshops and outside conferences/virtual workshop that support the IB PYP framework. Substitutes will be utilized to conduct Academic Conferences and PLC trainings when needed. Substitute pay calculation: 45 days X \$200 = \$9,000 (\$8,460 Title I; \$540 LCFF) Conference/Virtual Workshop Trainings-Title I \$7,000 LCFF \$11,000 *(IB Units of Inquiry alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum, PBIS, SEL) – (August 2021-June 2022) – (Administrator, Program Specialist, Instructional Coach, Counselor, teacher, Library Media Assist.) License Agreement: Toddle- \$2,160 (LCFF) One year subscription					

Method for Monitoring Person Responsible						
		<p>Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting ideas into action: Building networked improvement communities in education. In <i>Frontiers in sociology of education</i> (pp. 127-162). Springer, Dordrecht.</p> <p>Blackburn, C. (n.d.) <u>A Visual Guide to the PYP</u>. From <u>Principles to Practices Playbook</u></p>	All students	<p>Toddle will be used to monitor collaboration between the district curriculum and IB framework.</p> <p>School Leadership Team meetings, Academic Conferences, Data reviewed using a 6 week data cycle.</p>		

Strategy 1/Activity 3

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	<p>Strategy 1: ELA Activity 3: 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.</p> <p>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.</p> <p>This involves professional development including IB Conferences or after school meetings, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities. Professional Development will be ongoing for Benchmark and IB Framework during weekly PLC's and classroom demonstrations.</p>					

	Additional professional development (Learning sessions) to enhance instructional practices. Coach will model best practices in ELA. Provide additional compensation (#teachers #hours # certification # of hours coaching provided by instructional Coaches) Additional Compensation 13 teachers X 5 hours X \$60 rate of pay= \$3,900 Title I (List of attendees: Core Subject Teachers) 1 ELA Instructional Coach X 12.5 hour X \$60 rate of pay =\$750 Title I Method for Monitoring Person Responsible: Admin Team, teachers, Instructional Coach, Program Specialist					
		Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. <i>Theory into practice</i> , 56(1), 3-12. DOI: 10.1080/00405841.2016.1241947	All Students	Professional Development calendar of topics and agendas, Sign-In sheets, walkthroughs, lesson plans		

Strategy 1/Activity 4

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	Strategy 1: ELA Activity 4: Library Media Assist (LMA) 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. Purchase library books to help the LMA provide age and skill-appropriate materials. Library Books = \$430 (Title I) Additional Compensation: # classified staff X # hours X \$50 rate of pay 1 classified staff X 4hours X \$50 rate of pay = \$200 (Title I) Method for Monitoring: Person Responsible: Administration, Program Specialist, Library Media Assist					
		Lance, K. C. (1994). The Impact of School Library Media Centers on Academic Achievement. <i>School</i>	All Students	Increase in reading scores, i-Ready, purchase orders,		

		<p><i>Library Media Annual (SLMA)</i>, 12, 188-97. https://eric.ed.gov/?id=EJ495192</p> <p>Strong, C. (2013). The importance of school library programs for increased academic achievement and sustainable education in the United States. <i>Educational Research Journal</i>, 28(1/2), 85-102. https://www.hkier.cuhk.edu.hk/journal/document/ERJ/ERJ_v28n1-2_85-102.pdf</p>		use of books, schedule of small group support time, library schedule		
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Strategy 1/Activity 5

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	<p>Strategy 1: ELA</p> <p>Activity 5: Students identified as needing intervention supports such as small group/one-on-one instruction addressing reading and writing will received intervention throughout the day. Students above grade level will participate at least one (1) day per week in the teacher directed flexible groups (differentiated instruction). Students on grade level will participate in at least two (2) day per week in teacher directed flexible reading groups. Students one-year below will participate three (3) days per week. Students two-years or more below grade level will participate four (4) days per week.</p> <p>Intervention instruction will focus on addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web based reading & math software. Teachers will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games, and i-Ready Pathways. The focus will be on foundational skills. Teachers will utilize the web based reading program Read Naturally to accelerate achievement and develop confident learners. A license will be needed</p> <p>Read Naturally</p> <p>License = \$19 per license X 185 license=\$3,515 (Title I)</p> <p>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.</p>					

<p>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. A license will be needed for Mystery Science. New modules for PLTW will be needed to continue to increase the achievement using the NGSS standards.</p> <p>License Agreement Cost = \$4,443 (Title I)</p> <p>Teachers will enhance integrated/designated ELA/ELD curriculum through:</p> <p>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.</p> <p>For grades K-5 applicable supplemental instructional materials/supplies:</p> <p>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.</p> <p>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.</p> <p>Duplicating - \$500 LCFF</p> <p>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.</p> <p>Instructional Materials/Supplies: \$11,400 – Title I, \$7,500 – LCFF, \$3,900</p> <p>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.</p> <p>Maintenance Agreement: \$3,000 LCFF</p> <p>Equipment: One printer is out of date. The cost to replace the parts are more than the printer is worth. Cost: \$1,500</p>		
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	Method for Monitoring: Person Responsible:					
		<p>Brown-Chidsey, R., & Steege, M. W. (2011). <i>Response to intervention: Principles and strategies for effective practice</i>. Guilford Press.</p> <p>Fisher, D., & Frey, N. (2014). <i>Checking for understanding: Formative assessment techniques for your classroom</i>. ASCD.</p>	All Students	weekly classroom visits, surveys of effectiveness of materials/supplies, lesson design with applicable materials incorporated, and increased achievement on standards based assessments		

Strategy 1/Activity 6

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	<p>Strategy 1: ELA Activity 6: 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.</p> <p>2021-2022 Staffing for a 10 day Extended Year Program 1 Coordinator @ 55 total hours= \$3,300 (\$1,650 Title 1; \$1,650 LCFF) 5 Teachers x 4.5 hours per day X 10 days = 225 hours= \$13,500 LCFFI)</p> <p>Method for Monitoring: Person Responsible: Teachers, Program Specialist Administration</p>					
		Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving Student Achievement by Extending School: Is It Just a	All Students	Teacher timesheets, data results, students attendance, i-Ready data		

		Matter of Time?.				
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Goal 1-Student Achievement-English Language Learners

Strategy 2/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	Strategy 2: English Learners Activity 1: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. Program Specialist will receive additional compensation to review and share data. Additional Hourly Pay Calculation: 1 Program Specialist X 8 hours x \$60 = \$480 (Title I \$270; LCFF \$210) Method for Monitoring: Person Responsible: K-5 teachers, administration, program specialist, instructional coach					
		Gersten, R., Baker, S. K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective literacy and English language instruction for English learners in the elementary grades. <i>National Center for Education Evaluation and Regional Assistance. Institute of Education</i>	English Learners	Professional Development calendar and agenda, Sign-in Sheets, walkthroughs, lesson plans, PLC data cycle		

		Sciences, US Department of Education.				
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Strategy 2/Activity 2

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	Strategy 2: English Learners Activity 2: Provide ongoing professional development in the implementation of ELA/ELD Framework, ELD strategies and language acquisition best practices. Teacher compensation allocated in Goal 1 Strategy 1 Activity 1 and Goal 1 Strategy 1 Activity 3. No additional compensation added. Activities 1 and 3 will cover ELA and ELD strategies during the PD. Method for Monitoring: Person Responsible: K-5 teachers, administration, program specialist, instructional coach					
		Hoff, R. (2017). Improving outcomes for English language learners by integrating social studies and literacy with OCDE project GLAD strategies. <i>The New Educator</i> , 13(2), 148-159.	English Language Learners	Professional Development calendar and agenda, Sign-in Sheets, walkthroughs, lesson plans, PLC data cycle		

Goal 1-Student Achievement-Math

Strategy 3/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	<p>Strategy 3 Math Activity 1: Instructional coach will provide intensive, targeted support and coaching to teachers to ensure high quality first instruction. Instructional Coach 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.</p> <p>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.</p> <p>This involves professional development including IB Conferences or after school meetings, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities. Professional Development will be ongoing for Benchmark and IB Framework during weekly PLC's and classroom demonstrations.</p> <p>Additional professional development (Learning sessions) to enhance instructional practices. Coach will model best</p>					

	practices in Math. Provide additional compensation (#teachers #hours # certification # of hours coaching provided by instructional Coaches) Additional Compensation 13 teachers X 5 hours X \$60 rate of pay= \$3,900 Title I (List of attendees: Core Subject Teachers) 1 Math Instructional Coach X 12.5 hour X \$60 rate of pay =\$750 LCFF Method for Monitoring Person Responsible: Admin Team, teachers, Instructional Coach, Program Specialist					
		Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. <i>Theory into practice</i> , 56(1), 3-12. DOI: 10.1080/00405841.2016.1241947	All Students	Professional Development calendar of topics and agendas, Sign-In sheets, walkthroughs, lesson plans		

Strategy 3/Activity 2

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
1	Strategy 3 Math Activity 2: Use PLC's to ensure effective implementation of curriculum and IB framework, utilize common formative assessments (CFA) and i-Ready data to differentiate instruction and intervention groupings. Teachers will utilize math centers to differentiate instruction for small groups during intervention. Funding allocated in Goal 1, Strategy 1, Activity 2 & 5. Method for Monitoring: Person Responsible: K-5 teachers, administration, Instructional Coaches, Program Specialist					
		Bryk, A. S., Gomez, L. M., & Grunow, A. (2011). Getting ideas into action: Building networked improvement communities in education. In <i>Frontiers in sociology of education</i> (pp. 127-162). Springer, Dordrecht.	All students	School Leadership Team meetings, Academic Conferences, Data reviewed using a 6 week data cycle.		

Goal 2-School Climate

Strategy 1/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
2	<p>Strategy 1 School Climate</p> <p>Activity 1: In a safe learning environment, teachers will implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations. These practices will be implemented across classrooms and school common areas. These include: lining up, hand signals, bathroom, group work norms, whole class strategies, getting materials. PBIS will be enforced for COVID-19 protocols, virtual, and in-person learning. All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. We will focus our efforts with PBIS Tier 2 and 3 strategies. Send Leadership or PBIS team to PBIS Conference/virtual webinar in June 2022.</p> <p>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.</p> <p>Conference/Virtual Workshop Trainings-All conference funds allocated in Goal 1/Strategy 1/Activity 2</p> <p>Method for Monitoring: Staff training, suspension data, observations. Data review.</p> <p>Person Responsible:</p>					

		PBIS (Positive Behavior Interventions & Support) www.PBIS.org Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevens, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. <i>Education and Treatment of Children</i> , 1-26.	All students	Staff training, suspension data, observations. Data review.		

Strategy 1/Activity 2

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
2	Strategy 1: School Climate Activity 2: Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, Restorative Justice, classroom Circles and structured engagement activities that will decrease discipline and improve attendance. We will revisit and align PBIS policies with IB learner Profile Traits and Attitudes school wide. Staff will collaborate on developing policies and procedures to support PBIS. No funds are associated with this activity. Method for Monitoring: staff trainings, behavior reports to admin, Person Responsible: Teachers, admin, Program Specialist					
		Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevens, K. B., & Leaf, P. J. (2008). Implementation of school-wide positive behavioral interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. <i>Education and Treatment of Children</i> , 1-26.	All students	staff trainings, behavior reports to admin,		

Strategy 2/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
2	<p>Strategy 2: Suspension Activity 1: Counselor will provide students with social emotional supportive resources that positively impact student learning through counseling and programs such as Second Step. Counselor will collaborate with admin, teachers, and staff to develop 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.</p> <p>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.</p> <p>Instructional Materials: \$800 (LCFF)</p> <p>Additional Time: 1 Counselor X 12.5 hours X \$60 = \$750 LCFF</p> <p>Method for Monitoring: suspension data, SEL classroom lesson calendar Person Responsible: Administration, Counselor, Teachers</p>					
		Zins, J. E. (Ed.).	All Students	suspension data,		

		(2004). <i>Building academic success on social and emotional learning: What does the research say?</i> . Teachers College Press.		SEL classroom lesson calendar, decreased classroom referrals		
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Strategy 3/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measured	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
2	Strategy 3: Attendance Activity 1: 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 Attendance team will monitor students attendance weekly to reach out to families of students with chronic absences. The team will make home visits. Monthly attendance team meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison) will occur to discuss attendance expectations defined for families and students based on research. Goal setting with students and progress monitoring weekly. Funding allocated in Goal 2, Strategy 2, Activity 1 Method for Monitoring: Attendance reports, call logs, visitation notes Person Responsible: Admin, attendance team					
		Attendance Playbook Morrissey, T. W., Hutchison, L., & Winsler, A. (2014). Family income, school attendance, and academic achievement in elementary school. <i>Developmental psychology</i> , 50(3), 741.	All Students	Attendance reports, call logs, visitation notes		

Goal 3-Meaningful Partnerships

Strategy 1/Activity 1

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
3	Strategy 1 Meaningful Partnerships Activity 1: Student-led conference and parent conference meetings will be held to inform parents of student performance and to set learning goals. No funds needed for this activity. Method for Monitoring: Sign-in sheets, agendas, presentation materials Person Responsible: teachers, Program Specialist					
		Paredes, M. C. (2011). <i>Parent involvement as an instructional strategy: Academic parent-teacher teams</i> (Doctoral dissertation, Arizona State University).	All students	Sign-in sheets, agendas, presentation materials		

Strategy 1/Activity 2

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
3	<p>Strategy 1 Meaningful Partnerships</p> <p>Activity 2: 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. 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.</p> <p>Meetings will be held virtually and/or in-person. At in-person meetings light snacks and refreshments will be provided. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. will be purchased 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.</p> <p>Parent Meeting- \$736 Title I</p> <p>1 Counselor X 5.5 hours X \$60 = \$330 (Title I)</p> <p>Duplicating: parent information packets that include the information on the IB program, school wide policies, parent</p>					

	volunteer resources, and parent meeting information. Any specialty duplicating for parent trainings and all duplicating that cannot be handled at the site. Duplicating \$194 – Title I Method of Monitoring: Sign-in sheets, agendas, surveys Person Responsible: Program Specialist, Counselors, Admin					
		Eccles, J. S., & Harold, R. D. (1993). Parent-school involvement during the early adolescent years. <i>Teachers college record</i> , 94, 568-568.	All Students	Sign-in sheets, agendas, surveys		

Strategy 1/Activity 3

Goal	Name of Intervention (Strategy/Practice)	Current Research Available (Rationale)	Intervention Population	How will Success Be Measures	What are the Outcomes or Milestones that will Evaluate Success	
					Mid-Year	End of Year
3	Strategy 1 Meaningful Partnerships Activity 3: 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 meeting to show appreciation for supporting the goals of PYA. 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 will be provided for appreciation activities. Parent Meeting \$500 (LCFF)					

	<p>Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & Math strategies to support their children at home or library books that can be checked out to help foster parent and student literacy. 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.</p> <p>Books \$500 (LCFF)</p> <p>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.</p> <p>Non-Instructional Materials \$200 (LCFF)</p>					

Progress

school search

Primary Years Academy

2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



287

Enrollment

6.3%

EL

0.0%

FOS

1.4%

HOM



SED

7.7%

SWD



UPC

December



CWA

2

Parent Outreach

Engagement

7.51%

0.0%

100.0%

Chronic Absenteeism

Winter

Academics



Participation

99%

ELA: K-11

On-Track

52%

Percent



Participation

99%

Math: K-8

On-Track

41%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



Reclassification

English Learners

ELPAC IA

100%

Percent GL Tested

ELPAC IA

3

Total Tested

Curriculum:

Tests Administered Through January

Benchmark

708

Total Test Count

Ready Class

1845

Total Test Count

Saavas

(Blank)

Total Test Count



Plus Survey

School Climate

100.0%

I feel like I am part of this school.

100.0%

At my school, there is a teacher or other adult who really cares about me.



Enrollment

school search

Primary Years Academy

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

0

Dec-Jan change

01-Aug

298

Enrollment

06-Jan

287

Enrollment

02-Sep

287

Enrollment

03-Oct

288

Enrollment

04-Nov

287

Enrollment

05-Dec

287

Enrollment

SUSD RA v1.1

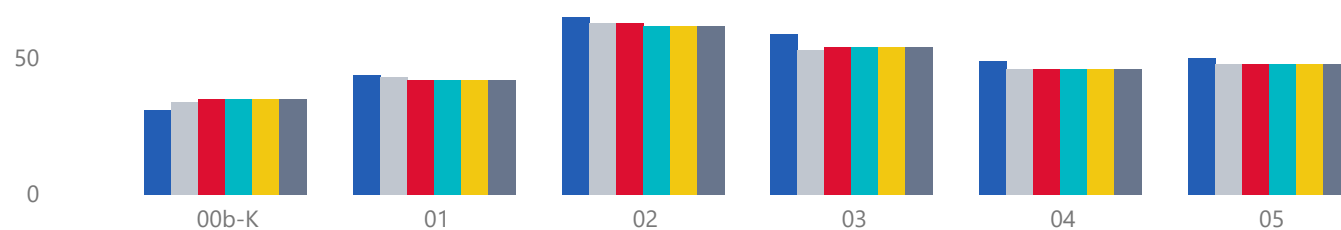
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

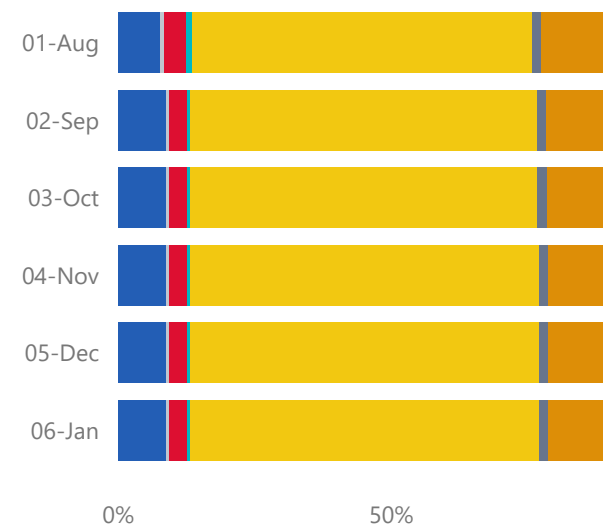
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



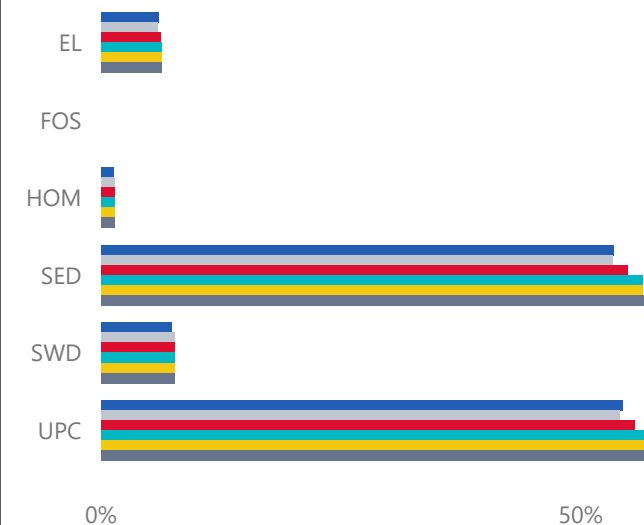
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Primary Years Academy

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.02↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

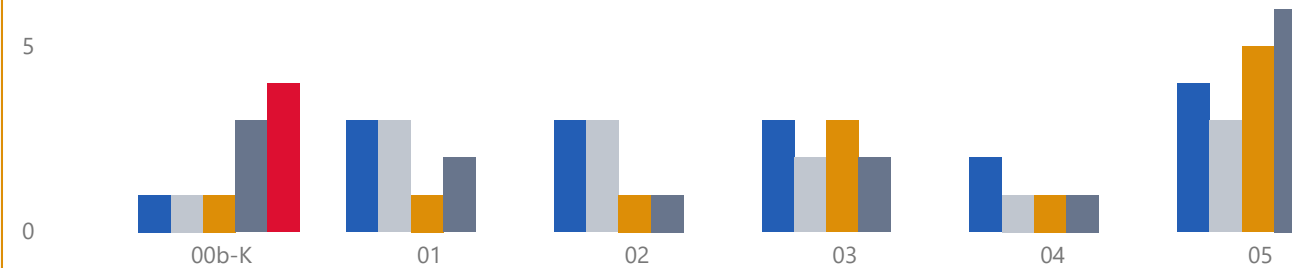
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

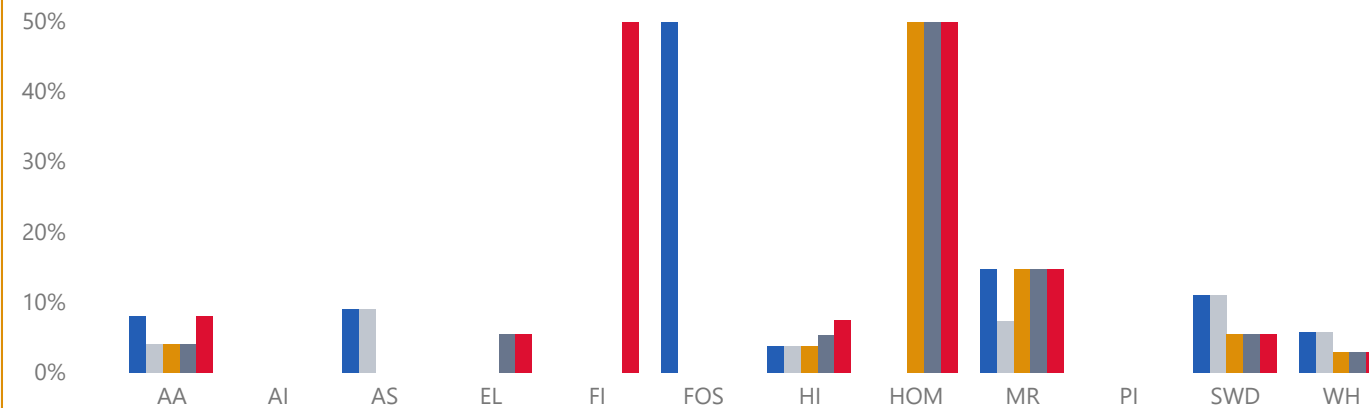
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



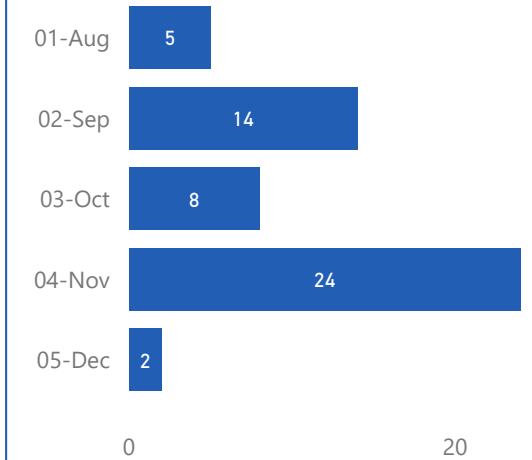
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec

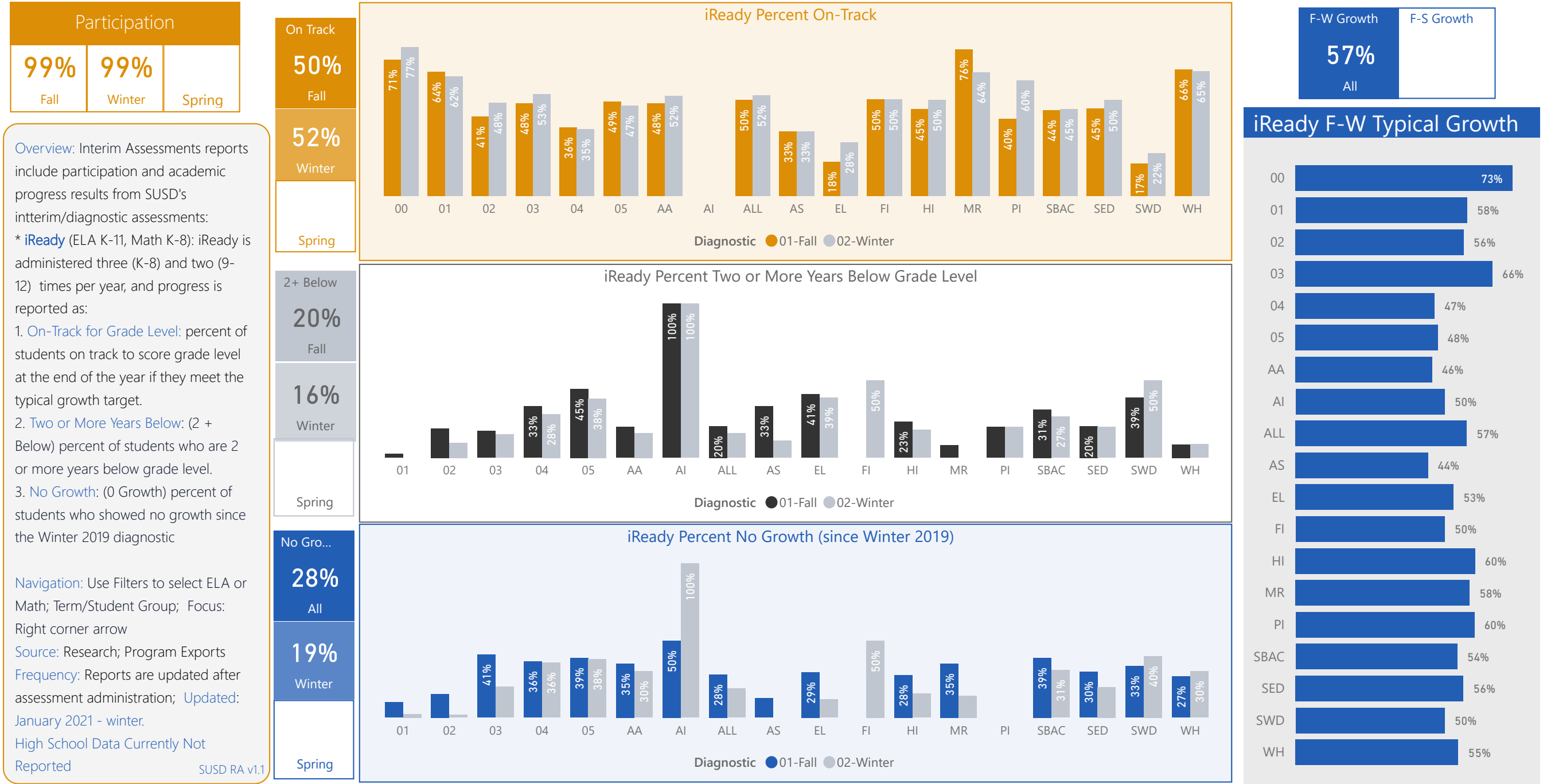


CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1845

Total Test Count

Saavas

(Blank)

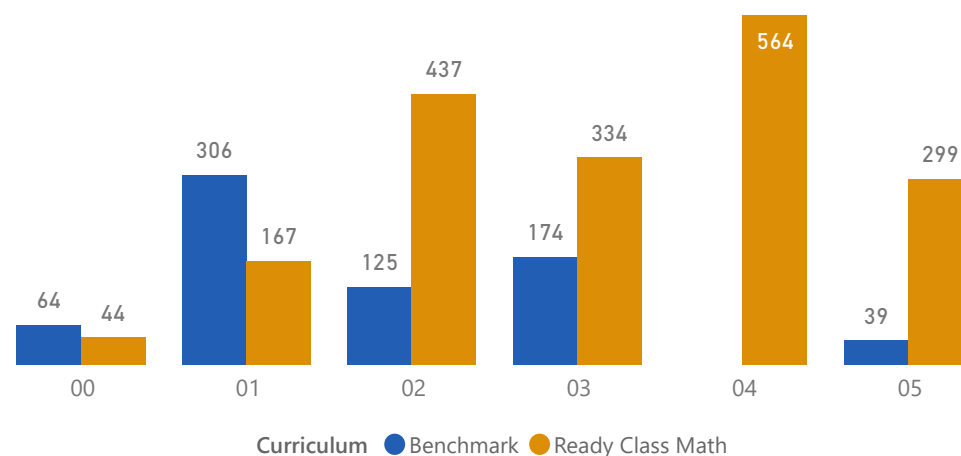
Total Test Count

Benchmark

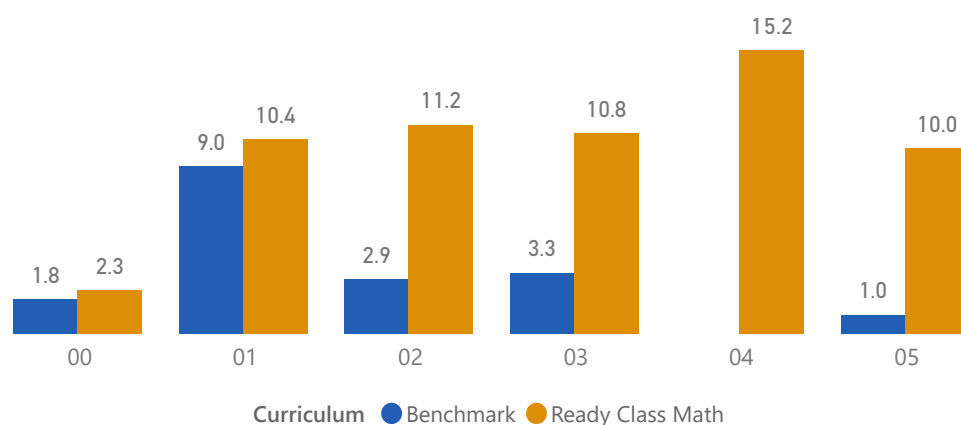
708

Total Test Count

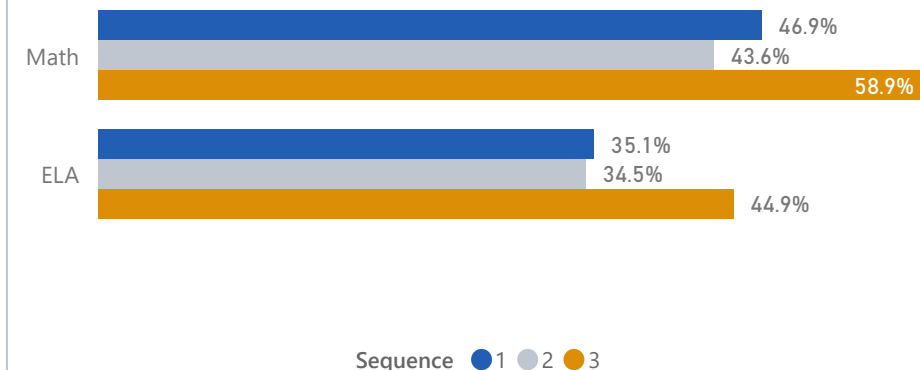
Curriculum: Test Count



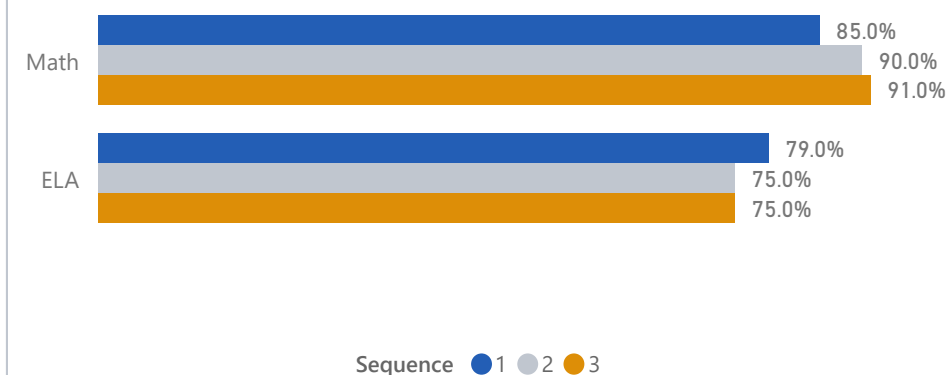
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

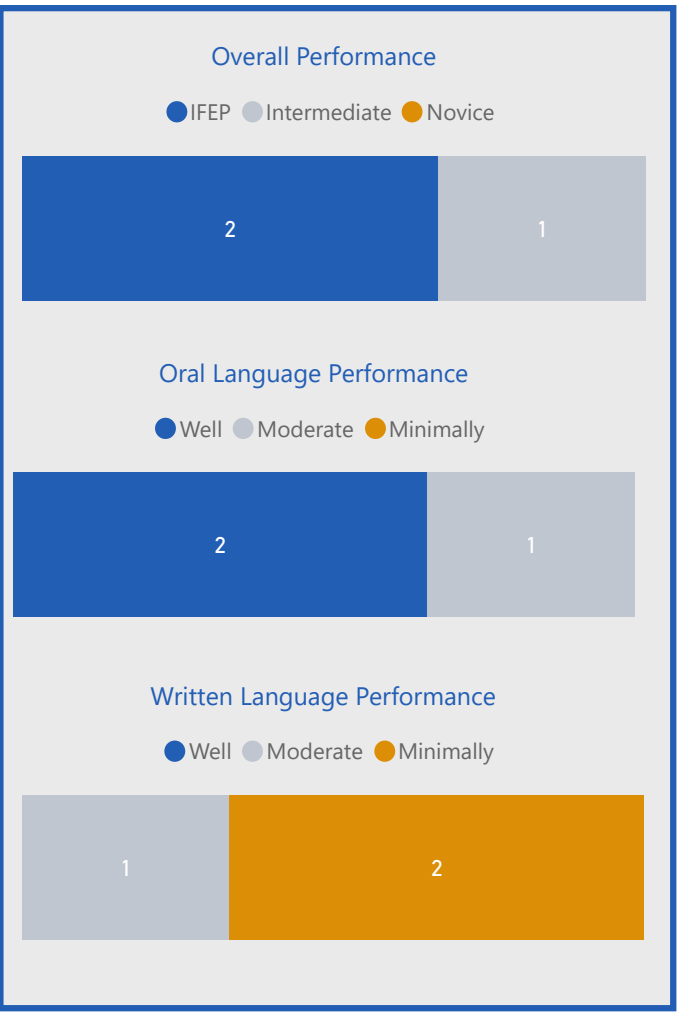
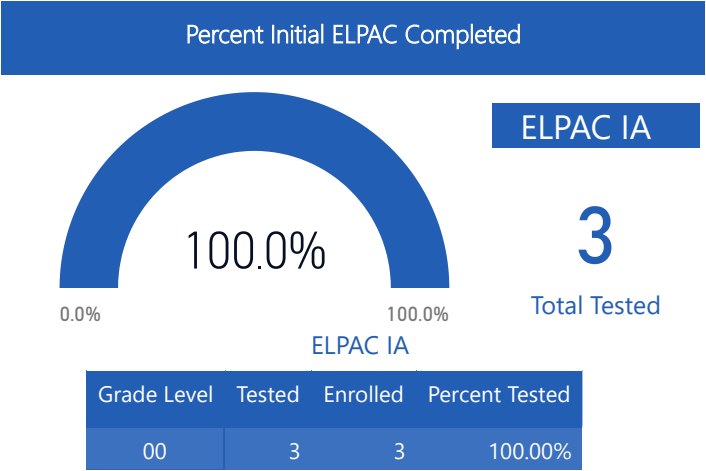
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

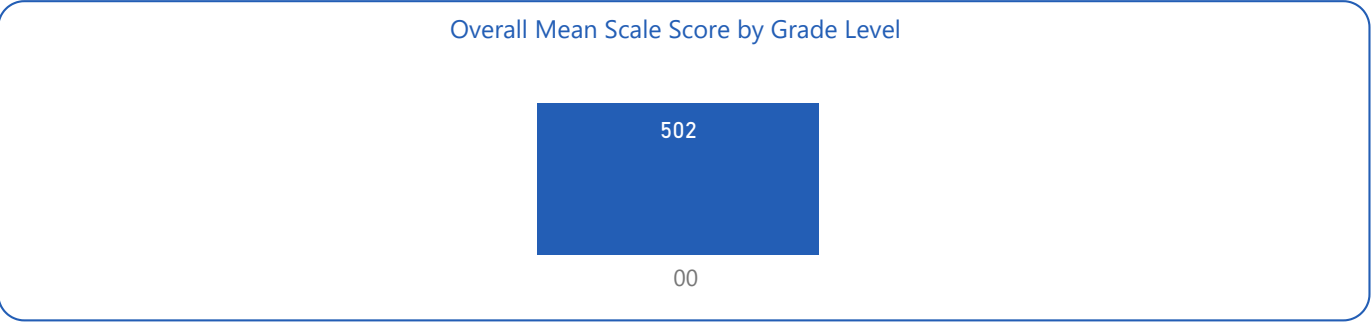
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021



Reclassification

Reclassification by Grade Level



school search

Primary Years Academy

Grade Span

All

Question Priority

All

Term

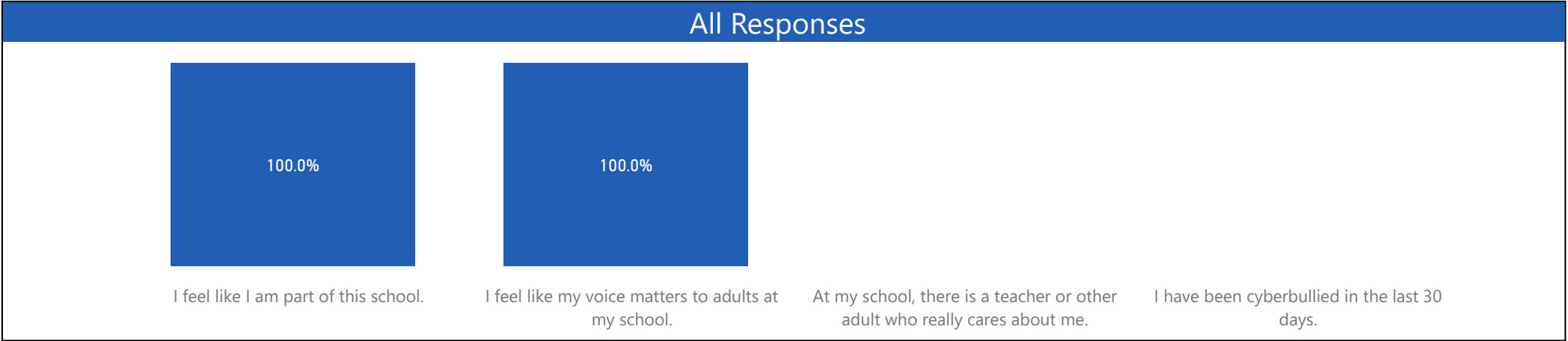
1-Fall

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

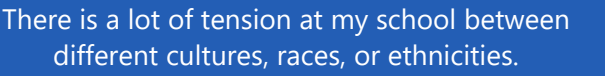
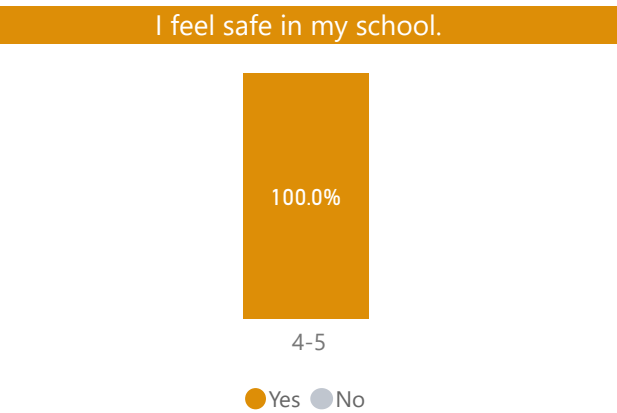
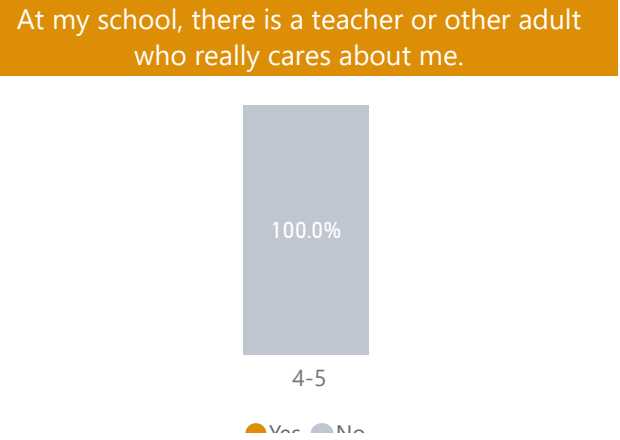
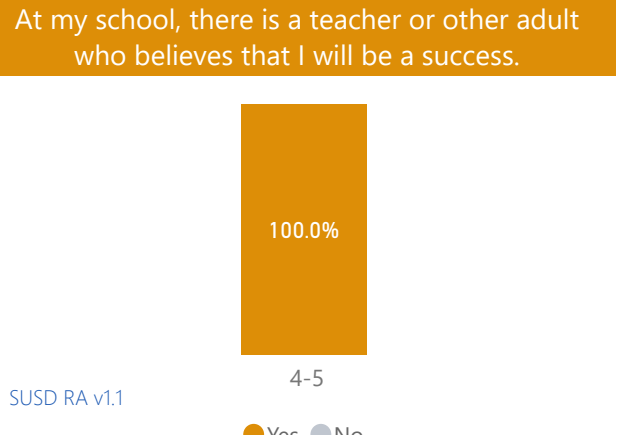
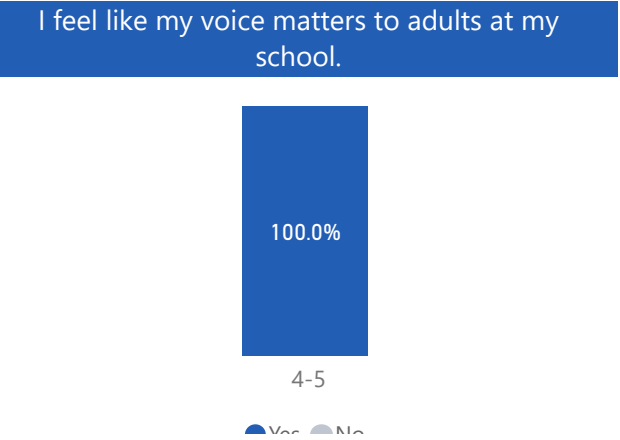
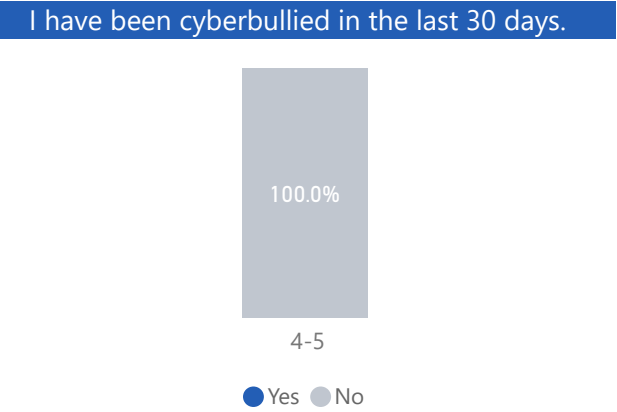
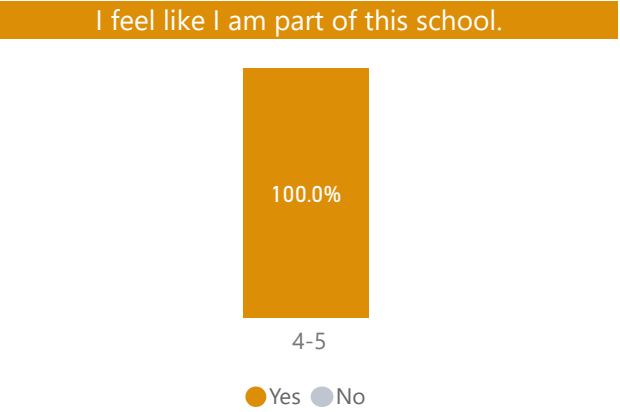
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
1	(Bla...	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
- * Credits Earned: Credits earned as indicated on transcript
- Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
- * All: all credits attempted were earned
- * Half: more than half of credits attempted were earned
- * Less than half: less than half of credits attempted were earned
- * None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Grade Distribution and Term

Participation Fall
(Blank)
Percent

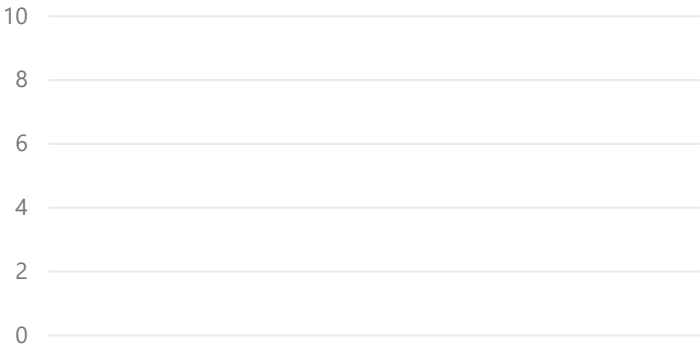
Near/Ready
(Blank)
All

MDTP: Fall Diagnostic

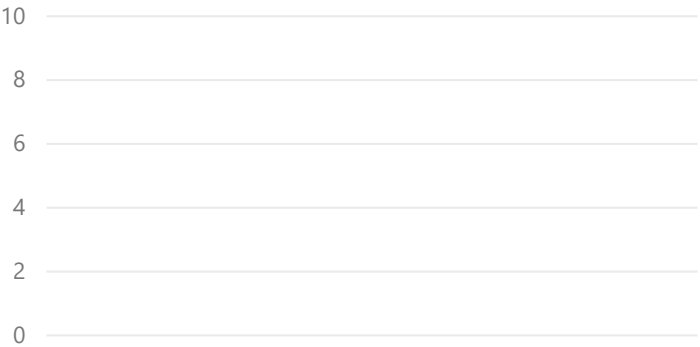
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Participation

100...

Fall

99%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration;

Updated:

January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

44%

Fall

41%

Winter

Spring

2+ Below

18%

Fall

14%

Winter

Spring

No Gro...

30%

All

22%

Winter

Spring

iReady Percent On-Track

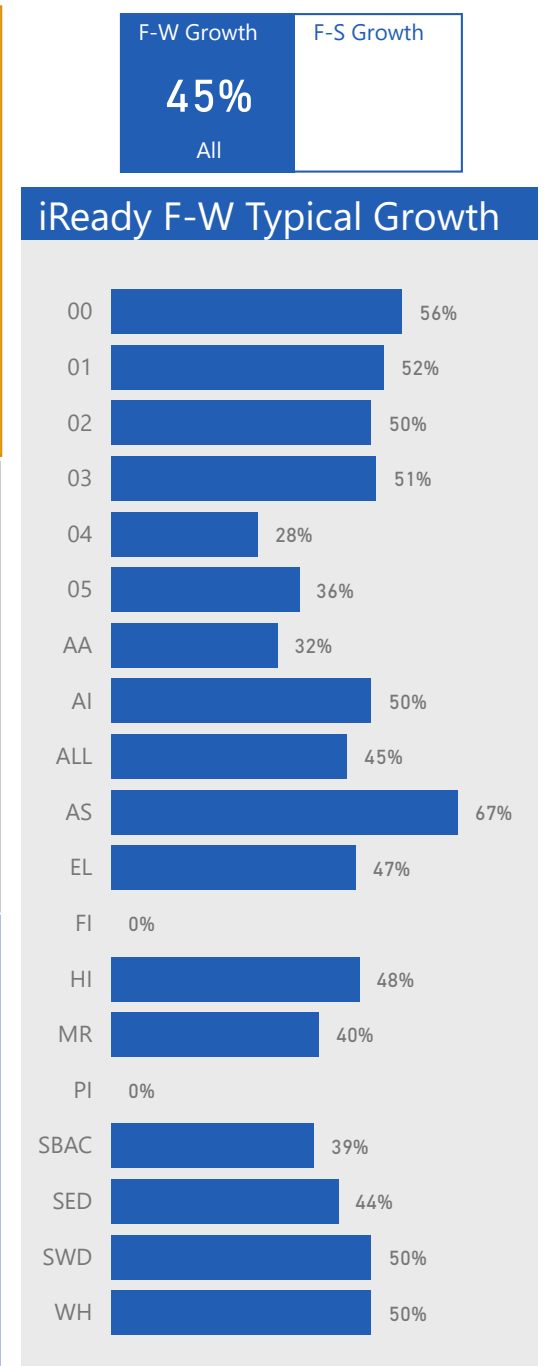
Student Group	Diagnostic (00)	01-Fall	02-Winter
00	68%	74%	74%
01	74%	57%	57%
02	33%	39%	39%
03	48%	43%	43%
04	35%	22%	22%
05	23%	23%	23%
AA	40%	32%	32%
AI	100%	50%	50%
ALL	44%	41%	41%
AS	33%	56%	56%
EL	100%	38%	38%
FI	100%	48%	48%
HI	41%	38%	38%
MR	64%	60%	60%
PI	34%	30%	30%
SBAC	45%	41%	41%
SED	44%	33%	33%
SWD	49%	62%	62%
WH	49%	62%	62%

iReady Percent Two or More Years Below Grade Level

Student Group	Diagnostic (01)	01-Fall	02-Winter
01	100%	50%	50%
02	25%	26%	26%
03	26%	30%	32%
04	30%	32%	32%
05	30%	32%	32%
AA	100%	41%	33%
AI	100%	41%	33%
ALL	20%	20%	20%
AS	22%	41%	33%
EL	20%	40%	40%
FI	20%	40%	40%
HI	20%	27%	23%
MR	20%	21%	21%
PI	20%	28%	28%
SBAC	20%	28%	28%
SED	20%	28%	28%
SWD	20%	28%	28%
WH	20%	28%	28%

iReady Percent No Growth (since Winter 2019)

Student Group	Diagnostic (01)	01-Fall	02-Winter
01	100%	29%	29%
02	29%	33%	33%
03	31%	27%	27%
04	48%	46%	46%
05	100%	30%	30%
AA	100%	30%	30%
AI	100%	30%	30%
ALL	30%	22%	22%
AS	38%	50%	50%
EL	30%	21%	21%
FI	30%	29%	24%
HI	30%	29%	24%
MR	30%	29%	24%
PI	30%	29%	24%
SBAC	37%	29%	29%
SED	27%	27%	27%
SWD	30%	30%	30%
WH	30%	30%	30%



Recommendations and Assurances:

Site Name: Primary Years Academy

The school site council (SSC) recommends this school plan and Proposed Expenditure(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**):

English Learner Parent Involvement Committee

March 30, 2021 & April 27, 2021

Date of Meeting

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

March 30, 2021

Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on May 11, 2021

Date of Meeting

Attested:

Simone S. Martinez

Typed Name of School Principal



Signature of School Principal

May 26, 2021

Date