

# 2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: \_\_\_\_\_

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 School 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:

English Learner Advisory Committee

\_\_\_\_\_  
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 \_\_\_\_\_  
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

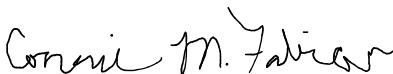
\_\_\_\_\_  
Date of Meeting

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:

\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Primary Years Academy	396867660121798	04/25/2023	06/20/2023

## Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Primary Years Academy is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for our White student group.

## Description

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.

## Engaging Educational Partners

## Resource Inequities

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

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

### Surveys



### Classroom Observations



### Analysis of Current Instructional Program



### Standards, Assessment, and Accountability



# Staffing and Professional Development

## Staffing and Professional Development Summary

The important requirements for a highly accomplished teaching staff involve good knowledge of the subject taught, proper teaching and evaluation methods, collaboration with other teachers in curricular development, and skills to teach students from diverse racial, cultural, or socio-economic backgrounds. In addition to these skills, proficient teaching requires a professional commitment to promote student learning. PYA has a total of twelve core teachers. Ten are fully credentialed classroom teachers in grades K-5, two teachers are new teachers and non-credentialed, and one teacher, who teaches a special subject (Music) is non-credentialed. The other special subject, Spanish, has been without a permanent teacher all year. The student support staff consist of one Program Specialist, Counselor, and a Mental Health Clinician.

### Professional Development Plan

PYA believes that teachers can build their own skills through Professional Staff Development programs. Staff Development is focused on improving student achievement through instruction compatible with current research, performance objectives, and state and district content standards. PYA hosted one EL professional development sessions. Three ELD teachers attended and implemented EL strategies in the classroom. PYA started a PLC IB book talk. This was postponed due to PYA move to new site. PYA will start with the book talk August 2023.

### Professional Development Days

The school district sponsors three days of professional staff development during the course of the school year. During the PDs teachers analyzed student data, made curricular adjustments based upon student need, and learned and incorporate new and innovative strategies to support student achievement. PYA took advantage of those days to provide differentiated PD around our IB action planning. PYA

hosted the three district PD days that focused on IB and Core curriculum alignment. On average 10/14 teachers attended all three PD days. The Instructional Coach implemented additional after school Math PD days. The topics included:

- Embedding Prerequisites in Math Instruction
- Math Games
- Interactive Strategies in Math

During a staff meeting the instructional coach presented a PD on Math Discourse where she partnered with El Dorado's instructional coach to present the topic. Shortly after the PD, she implemented a Snowball Discourse challenge.

### Teachers received other PD on the following topics:

- ELD
- Academic Conferences
- IB Action Planning
- SEL with Dr. Richard Woodruff

Ongoing professional development is a very high priority for all teachers and staff. Teachers and administrators participated in at least three school-based staff development days (Academic Conferences, IB UOI/CCSS alignment, and EL strategies) and are encouraged to take advantage of training opportunities in our district and on their own. Classified staff received ongoing training specific to their job duties through the district.

### Collaboration

Teachers also work with one another in grade level teams during collaboration periods weekly during the school day and bi-weekly after school. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. Weekly collaboration for first and fifth grades were inconsistent due to teacher absences. Spanish and Music had to be cancelled often due to these teacher absences. Teachers used Toddle as an interactive form of collaboration. Teachers were successful in uploading multiple collaborative lessons.

### Conferences

Teachers and staff attended the following virtual conferences:

- Program Specialist: IB Global Conference, PLC Conference, and The California Association of IB World Schools (CAWS)
- Teachers (1): Making PYP Happen
- Teacher (3): The California Association of IB World Schools (CAWS)
- Instructional Coach (1): PLC Conference, and The California Association of IB World Schools (CAWS)
- Teacher (2): PLC Conference
- Administration (1): PLC Conference IB Global Conference

## Staffing and Professional Development Strengths

In an effort to support teacher growth and improvement, PYA believes effective PD for teachers is job-embedded. PYA was allowed to develop

their own IB PDs that focused on relevant IB topics, addressed specific IB needs, teaching and learning, and English Learner needs. Teacher PD was authentic and teachers were able to immediately go back to the classroom and implement the learning.

Our IB centered professional development was instructional-focused emphasizing core subject area content and pedagogy. Teachers also focused on increasing student learning outcomes. Effective PD, collaboration, and IB action planning has led to an increase in student achievement. Our ultimate goal of PD was to increase student achievement. We saw significant increases in our i-Ready scores especially in grades K-2.

**Needs Statements Identifying Staffing and Professional Development Needs**

**Needs Statement 1 (Prioritized):** Professional development was not focused on PLC topics that would strengthen our IB program and student achievement.  
**Root Cause/Why:** Administration was not able to fully implement a book talk on PLC and the IB PYP program due to staff shortages.

# Teaching and Learning

## Teaching and Learning Summary

During 2022-2023 school year, PYA focused on Social-Emotional Learning during the first ten days of school. The teachers found success in setting the tone for the school year. K-2 teachers committed to implementation of an intervention plan. The plan included dedicated and specific intervention times utilizing the Spanish and Music teachers and the SIPPS curriculum. From Fall 2022 to Winter 2022 students showed increases in i-Ready scores across all grade levels.

- Our SPSA goal is all students in grades K-5 will increase percentage of met/exceed proficiency from 45% to 50% in ELA as measured by i-Ready by May, 2023. As of winter, 45.5% of our students have met/exceeded this goal. We are behind our goal by 4.5 % We are making progress to meet this goal by May. The data shows that we typically grow meet our proficiency goals.
- Third grade has met the i-Ready goal of met/exceed proficiency. As of winter diagnostic, 63.9% of 3rd grade students have met/exceeded the goal. They have exceeded the goal by 13.9%.
- All grade levels continue to increase the number of met/exceed students every testing period.
- K-3 students have achieved their typical growth goal. The school goal was 45%. Students achieved 48.6% by Winter diagnostics.
- Students in grade 4 are only 7.1% from meeting the i-Ready goal of 45%. From winter to fall they grew 26.5%.
- All students in grades K-5 will increase percentage of met/Exceeded proficiency from winter 2021 i-Ready diagnostic 31% to 35% in Math as measured by i-Ready by May. Students have met this goal by achieving 35.1% on the Math i-Ready diagnostic.

While intervention is built into the school day with the use of Spanish and Music, there has been a lack of effective RTI for T2 and T3 students as evidenced by failure to fully implement a viable intervention plan. Multiple teacher absences in grades one and five led to inconsistent implementation in the SIPPS program. Teachers are preparing high quality core and IB instruction. Students practice in the Benchmark and Ready Math curriculum is not consistent and being left for students to do the i-Ready pathways at home for homework.

## Teaching and Learning Strengths

Teachers at PYA are dedicated to trans-formative teaching, learning, and providing authentic learning experiences. Through classroom observations, collaborative meetings, and meaningful feedback, teachers have increased their knowledge and skills. Teachers challenge students to engage in critical and creative conversations to develop and build ideas that go beyond the surface level of knowledge. IB teachers approach learning by teaching strategies, skills, and learner traits that can be seen in all aspects of the learning environment. Focused professional development and increased collaboration has strengthened the teachers lesson planning skills.

Academic conferences with grade levels as well as with individual teachers track student growth. Teachers and administration create action plans for targeted instruction and students needing intervention.

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** ELA: In grades 3-5 57.9% of students are one or more grade levels below on the most recent i-Ready test. **Root Cause/Why:** The focus was on ELA intervention, but there were not enough intervention support (teachers) to meet all student needs. Teachers need additional support to provide targeted intervention.

**Needs Statement 2:** Math: In grades 3-5 64% of students are one or more grade levels below on the most recent i-Ready test. **Root Cause/Why:** There was a disruption in our Math professional development which cause a delay in preparation and implementation of mathematical practices.

# Parental Engagement

## Parental Engagement Summary

In order to develop relationships with our parents and community, it is crucial that family engagement plans include a diverse representation of all families. It is important to recognize that it is common to invite and receive feedback from families that are already actively engaging with the school through traditional methods, but it is equally important to engage those families who may otherwise not be involved in school activities. Relationships are built through engaging with the community.

PYA used surveys and parent meetings to gather multiple perspectives regarding how well the school engages families. This helped us to establish a baseline to determine parent needs and build community with all stakeholders involved.

We used the surveys to guide us in a review of the needs assessment data. This data helped us better understand the needs and root causes that the parents identified. From this we prioritized needs, established goals, and planned how to measure progress from this past year.

Data included:

- Family/community input – site council, parent advisory council, PTA, surveys, etc.
- Community and ethnic group organizations and leaders
- School Leadership Team – this team included teachers from all grade levels and administration
- PLC's

PYA experienced low parent attendance at weekly parent meetings and monthly IB meetings during the 2022-2023 year. It was decided to hold parent meetings using in-person and Zoom formats. Parents who stated that they were not able to attend due to work and child care needs were offered Zoom as an alternative. The weekly coffee hours were offered on Zoom as well as this was the presenters preference.

## Parental Engagement Strengths

PYA's parental engagement strengths are Student-Led Conferences and PTA involvement.

### Student-Led Conferences

Student-Led Conferences increased parent participation. This year PYA returned to in-person conferences. Student-led conferences directly engaged students and parents to participate in learning experiences and goal setting. While SLC were our strength, not all parents attend the conferences. Zoom allows parents to schedule and hold meetings from home and have private conversations with teachers.

### PTA

This year PYA's Parent Teacher Association (PTA) worked together in collaboration with the school community and planned effective monthly activities that were centered around our learner profile traits. Their commitment to the well-being of students was strong and the parents became advocates for PYA. These dedicated parents should be commended for their hard work and commitment this year.

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1 (Prioritized):** Low parent participation during virtual/in-person parent meetings. **Root Cause/Why:** The same parents consistently attend the meetings. The meetings have been more lecture type meetings and less collaborative. Parents are able to interact with each other but the meetings are more sit and get.

# School Culture and Climate

## School Culture and Climate Summary

School culture is often used interchangeably with school climate; however, “school climate” refers to the individual experiences and feelings that students, teachers, and staff have about the school, while “school culture” typically refers to the long-term physical and social environment, as well as the values.

Due to the loss of an assistant principal and lack of interest, PYA was not able to continue to focus on PBIS as a separate committee. The principal alone was not able to facilitate PBIS initiatives, SEL curriculum, and monitor weekly data due to staff shortages. PBIS practices and incentives previously focused on reducing bullying incidents, but without consistent monitoring of these initiatives, the climate begins to fail.

Suspensions have slightly increased this year. Teachers, admin team, and counselor have worked together to move students through the tiered system of the SAP process. PYA has had consistent low parent turnout for SAP/SST meeting for student academics, behavior, and attendance issues.

## School Culture and Climate Strengths

PYA is empowered to take ownership of the school's mission and vision. Each individual student works on achieving their IB Learner Profile Traits. The school's mission is embedded in our daily morning meeting. Each month we focus on one Learner Profile Trait. Students who demonstrate a trait are given Falcon Feathers to acknowledge their strength.

Our culture is supported by a strong camaraderie amongst staff. These relationships have been built on trust and understanding. The staff members have grown as a family that often collaborates together to solve the problems of the school. Everyone is part of the team. Staff are empowered to take ownership of the school and are part of a shared leadership model. Teacher leadership and growth are important to the school culture.

Our achievements are celebrated weekly with Falcon Feather Fridays and monthly with Learner Profile Trait awards.

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** Although suspension days have decreased, only 4 days in 2022-2023, student offenses have increased. Caused, attempted, or threatened physical injury are occurring inside and outside of the classroom. The principal and counselor were focused on decreasing student behavior. **Root Cause/Why:** PBIS was not a focus for PYA. PYA no longer has a dedicated team PBIS team. The principal and counselor were focused on decreasing student behavior.



# 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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

## Goal 1.1

School Goal for ELA/ELD: (Must be a SMART Goal) All students in grades K-5 will increase percentage of met/exceed proficiency from 45% Winter iReady Diagnostic to 50% in ELA as measured by i-Ready Diagnostics by May, 2024. ELA: By EOY 2024, 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) EL: By EOY 2024, per ELPAC, increase the number of students who reclassify from 1 to 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 Winter 2023 iReady diagnostic 35% to 38% in Math as measured by i-Ready by May. Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, 50% of Grade K-3 students will achieve iReady annual typical growth goals.

## Identified Need

Professional development was not focused on PLC topics that would strengthen our IB program and student achievement.

ELA: In grades 3-5 57.9% of students are one or more grade levels below on the most recent i-Ready test.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification	3 Student	5 Students
Percent of students performing at grade level or above	Winter ELA 44% of students meet or exceed standards. Winter Math 35% of students meet or exceed standards	Winter ELA 48% of students meet or exceed standards. Winter Math 38% of students meet or exceed standards
iReady Diagnostic Student Growth Goal Met	ELA 45% Math 35%	ELA 50% Math 38%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1.1.1

### Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

## Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Professional Development Principal and IB Program Specialist will plan teacher PD working to create flexible small group interventions based on i-Ready and SIPPS suggested groupings. Administrator will provide time and support for the Program Specialist and Teachers to implement and attend Professional Development opportunities. 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 ongoing professional development in the implementation of ELA/ELD Framework, ELD strategies and language acquisition best practices. 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. Collaboration is horizontal and vertical. This ensures students are exposed to the entire IB Learning Continuum. Collaboration will also utilize Toddle. 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. 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 collaborate around incorporating the district adopted Benchmark and Ready curriculum within their Units of Inquiry. IB Program Specialist and Teachers will engage in unfinished learning collaboration Instructional Coaches will support teachers through the district adopted coaching model (demo lessons, co-teaching, and collaborative coaching). Instructional Support IB Program Specialist will provide an effective balanced approach to literacy, IB instruction, and provide teachers with professional learning opportunities to support IB and core instruction with all grade levels. Provide teachers with professional learning opportunities: i) conferences, ii) consultants iii) data analysis iv) coaching, v) additional collaboration outside of instructional hours around effective primary instruction 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. Instructional coaches will provide intensive, targeted support and coaching to teachers to ensure high quality first instruction. 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. 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. Students identified as needing intervention supports in reading and writing will receive small group/one-on-one intervention instruction during the school day. Teachers and Instructional Assist. will utilize the SIIPS Intervention Program. School site will seek additional SIIPS site level PD to maximize program usage. Intervention instruction will focus on addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web-based reading & math software. Teachers and Instructional Assist. will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games. The instructional assist. helps the teachers use data and implement supplementary programs to support differentiation, small group instruction, and target underrepresented and underserved students for additional support. Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. Program Specialist will receive additional compensation to review and share data. Services Conference/Virtual Workshop Trainings 52150 Title I \$10,000; LCFF \$9,000 \*(IB Units of Inquiry alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum, PBIS, SEL) - (August 2023-June 2024) - (Administrator, Program Specialist, Instructional Coach, Counselor, teacher, Library Media Assist.) Additional Compensation-including benefits Program Specialist Additional Comp 19500 a. 1 Program Specialist X 16 hours x \$60 = \$960 (Title I) b. 1 Program Specialist X 8 hours x \$60 = \$480 (LCFF) (EL) Teacher Additional Comp 11500 a. 14 Teachers X 18 hours X \$60= \$15,120 (Title I) b. 3 teachers x 8 hours x \$60=\$1,440 (LCFF) (Extended Day) c. 3 teachers x 4.5 hours per day x 10 days= 135 hours x \$60 = \$8,100 (LCFF) Extended year d. 1 teacher coordinator 55 hours x \$60= \$3,300 (Title I) Extended Year e. 1 teacher X 8 sessions X \$60 per hour =\$480 (LCFF) (Extended Day Teacher pay) Instructional Coach Additional Comp 19500 a. 1 Instructional Coach X 16 hour X \$60 rate of pay =\$960 Title I Teacher Substitute a. 30 days x 200= \$6,000 (Title I)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$10,000	50643 - Title I
\$9,000	23030 - LCFF (Site)
\$960	50643 - Title I
\$480	23030 - LCFF (Site)
\$15,120	50643 - Title I
\$1,440	23030 - LCFF (Site)
\$8,100	23030 - LCFF (Site)
\$3,300	50643 - Title I
\$480	23030 - LCFF (Site)
\$960	50643 - Title I
\$6,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners
- Foster Youth
- Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Instructional assist. Will assist with students one year or more below level needing Tier 2 support in ELA and Math. Students above grade level will participate at least one (1) day per week in teacher directed flexible groups (differentiated instruction). Students on grade level will participate in at least one (1) day per week in teacher directed flexible groups. Students one-year below will participate two (2) days per week in teacher directed flexible groups. Students with disabilities will participate in two (2) to three (3) days per week in teacher directed flexible groups. Students two-years or more below grade level will participate two (2) days per week in teacher directed flexible groups. In the event an Instructional Assist is not hired, unspent funds will be reallocated to Equipment to purchase computer hardware/software to support student instruction such as iPads, Kindle reading devices, ViewSonic and Mobile Trolley cart, die cut machine, poster maker paper and toner, and/or printers (\$13,625 Title I) (\$13, 625 LCFF). Extended day will be offered to PYA students in grades 3-5 and students with disabilities. Students in grades 3-5 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 and math programs to prepare for SBAC will be invited to participate. PYA will have three teachers tutor two times a week four weeks prior to state testing to provide third, fourth, and fifth graders additional support. Extended year tutoring for students identified and Students with disabilities subgroup 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. Three 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. In the event there is no need for extended day and/or extended year tutoring due to ELOP support the funds will be reallocated to Teacher additional comp, Program Specialist add comp, and Instructional coach add comp for a one-day collaboration/planning retreat and additional funds will be allocated to conferences. (14 teachers, 1 Program specialist, 1 Instructional coach-16 x 6x \$60=\$5,760). (\$6,480 Conferences) Extended day will be offered to English Learners. English Learners will have one teacher intervention 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. Personnel Salary Cost-including Benefits Instructional Assist/CAI 21101 Instructional Assist 0.4375 FTE \$13,625 (Title I) \$13,625 (LCFF)=\$27,250

### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$13,625	50643 - Title I
\$13,625	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1.1.3

#### Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

### Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement The Toddle program is real-time collaborative planning that ensures teachers stay true to the IB PYP (Primary Years Program) program. Purchase library books to help the LMA provide age and skill-appropriate materials. Teachers will utilize the web-based reading, early literacy, and math intervention and Spanish programs to accelerate achievement and develop confident learners. Web based licenses will be needed. Instructional Materials K-5 Small group instruction using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, Headphones, Literacy Station and facilitate support with students while the teacher works one-on-one with students. 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. 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. Students take ownership of their learning by using planners to organize dates, set challenging goals, practicing fluency, and pursuing person inquires. Instructional posters based on Benchmark curriculum. 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. Digital maps are geographic information systems can be used across disciplines with students of varying technical expertise and comfort levels. The teaching possibilities created by interactive student projects bring life to events and people through space and time. 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. 5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals. Books and Supplies Books and Reference Materials 42000 Library Books = \$2,000 (Title I) Non-instructional Materials/Supplies 43200- \$1,200 (LCFF) Instructional Materials/Supplies 4311-\$9,047 (Title I); \$2,825 (LCFF) Services License Agreement 58450 Toddle- \$2,160 (Title I) One-year subscription Ready Naturally- \$2,208 (Title I) Mystery Science-\$1,395 (Title I)

### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$2,000	50643 - Title I
\$1,200	23030 - LCFF (Site)
\$9,047	50643 - Title I
\$2,825	23030 - LCFF (Site)
\$5,763	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1.1.4

**Students to be Served by this Strategy/Activity**

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

All Students  
English Learners  
Foster Youth  
Low Income

**Strategy/Activity**

Other Services and Operational Costs Associated with Plan Implementation 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. Students will utilize butcher paper to complete IB collaborative projects. Posters visually support significant course projects. Poster making materials (Paper, ink) will be needed to enhance lesson delivery. Services Duplicating 57150- \$500 (LCFF) Maintenance Agreement 56590- \$2,000 (Title I) \$3,000 (LCFF)

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
\$500	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$3,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1.1.5****Students to be Served by this Strategy/Activity**

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

**Strategy/Activity**

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.

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

**Annual Review**

**SPSA Year Reviewed: 2022-2023** 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.

Primary Years Academy teachers attended three district PDs. PYA focused on collaboration, IB Framework integration into core curriculum, PLC process and the IB PYP program. Academic conferences were conducted after school due to sub shortages. Teachers were able to focus on creating action plans for student intervention. Program Specialist held one EL PDs focused on ELPAC strategies. She provided teachers support with the data cycle, ELD and the IB units of inquiry and collaboration. Teachers used Toddle to collaborate and create authentic IB learning experiences. Through teacher collaboration we created an intervention Monday with the Music and Spanish teachers. Teachers had one hour a week dedicated to work with at least three intervention groups. Students for intervention were identified through the CARE Team process, i-Ready results and SIPPS assessments. A book talk related to PLC and IB was started but not completed due to PYA transitioning to a new site.

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

PYA intended to implement a comprehensive schoolwide intervention program. K-2 were able to implement the SIPPS program but there were inconsistencies due to gaps in implementation. Grades 3-5 had major gaps due to teacher absences. This grade level opted not to use SIPPS across the board. There was no data

available for the 3-5 students that participated in SIPPS. The intervention strategies/activities that were developed had to be implemented in creative ways.

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.

PYA will use recommendation from the IB reauthorization visit as a guide to improve student learning. Strategy/Activity 2 had will continue with a reduced amount of days for substitute pay. Strategy/Activity 2 will include additional strategy for effective use of conferences. PYA teachers and administrator will various IB and PLC conferences, June 2023. IB Conferences are a vibrant forums where our community of passionate educators gather and engage in robust discussions and share fresh ideas and best practices for education. Strategy/Activity 3 will continue to be implemented as the Instructional Coach will be back on site. Instructional Coach will support both ELA and Math with implementation of effective instructional strategies. Strategy/Activity 5 was restructured to implement a viable intervention plan that includes an instructional assistant to provide targeted intervention utilizing the SIPPS Intervention program. We will reduce the number of Read Naturally licenses for more targeted intervention.

## LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

## Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 2024, decrease number of suspensions for all students from 2.2% to 1.3% . School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2024, decrease number of chronic absences for all students from 34% to 5% or less.

### Identified Need

Professional development was not focused on PLC topics that would strengthen our IB program and student achievement.

Although suspension days have decreased, only 4 days in 2022-2023, student offenses have increased. Caused, attempted, or threatened physical injury are occurring inside and outside of the classroom. The principal and counselor were focused on decreasing student behavior.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Truancy Rate	34%	Chronic Absenteeism will be at 5% or less
Percent of student suspensions	2.2%	1.3%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 2.1.1

##### Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

##### Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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 during virtual and /or 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 2024. 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. 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. 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. Counselor will provide students with social emotional supportive resources that positively impact student learning through counseling and programs such as Second Step. To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% 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. Services Conference/Virtual Workshop Trainings-All conference funds allocated in Goal 1/Strategy 1/Activity 2 Additional Compensation-Including Benefits Counselor-(Elem/HS) add comp 12500 1x12.5 hours x \$60 =\$750 (LCFF)

##### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$750	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

#### Strategy/Activity 2.1.2

##### Students to be Served by this Strategy/Activity

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

Low Income  
Foster Youth

### Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

#### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2.1.3

#### Students to be Served by this Strategy/Activity

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

Low Income  
Foster Youth  
English Learners  
All Students

### Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement \* Incentives/Rewards are not allowable using State and Federal funds. \* State & Federal Programs will verify compliance and alignment with general suggested materials/games/equipment as it relates to reasonableness, necessity, and allocability Rewards are an integral component of PYAs PBIS systems in your school. Our PBIS reward system recognizes and rewards students for being leaders and making positive choices. These rewards keep Our students motivated by reinforcing good behavior and ultimately incentivizing them to keep making good choices everywhere in the school. Weekly incentives will focus on Falcon Feather incentives such as: folders, PYA stickers, Falcon Feather treasure goodies (erasers, stickers, funky/fancy pencils, small toys, candy, ink pins), super recess incentives (balls, jumbo games, jump ropes, jumpers), books, ice cream parties, and popsicle parties. (No funds associated with this strategy.) 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. Incentives: LCFF Supplemental and Concentration Funding LCAP MP 7.2 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. 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. Books & Supplies Instructional Materials 43110- \$1,000 (LCFF)

#### Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$1,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 2.1.4

#### Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

### Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation

#### Proposed Expenditures for this Strategy/Activity

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.



Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

# Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

Administration has attended the district PBIS meetings monthly. PYA counselor assisted with classroom presentations and targeted counseling. Teachers requested assistance from the counselor and through the use of consults. Counselor and administration visited the classrooms to gather data for management suggestions, give challenging students a break, and provide release for teachers to administer on the spot interventions. Falcon Feather behavior incentive was successful. We held SST meetings with students who were chronically absent or tardy and provided tier II and III support. We worked weekly with CWA . Counselor, Admin, and CWA developed plans to support families and identified and removed barriers. Despite success with the counselor providing support in the classrooms, due to not having AP support or a PBIS team, PBIS strategies and implementation suffered. Administration was not able to hold monthly PBIS meetings with the staff or effectively monitor implementation behavior intervention strategies. Without the support of an AP level I and II behaviors have increased.

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

PYA did not implement an effective PBIS team. Without an AP, the team decided to focus on SEL implementation. In Strategy/Activity 1 monies were allocated to attend the PBIS Conference/Virtual webinar, no teachers wanted to attend the conference.

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.

All of the funds associated with Goal 2 were spent according to the SPSA. Strategy/Activity 2 classroom circles were not implemented. This was not an effective strategy as training for circles did not occur and there was no PBIS team in place to implement and monitor. We will continue to offer incentives 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 the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% 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.



LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By May 2024 increase the number of in-person Family Nights (Literacy, Science, Math) from 0 to 2. By May 2024 increase the number of parent volunteers volunteering in the classroom from 52 to 60 parents.

Identified Need

Low parent participation during virtual/in-person parent meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Flyers/Sign-in Sheets	Family Nights-0	Family Nights-2
Parent Volunteer Calendar	52 Parent Volunteers	60 Parent Volunteers

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Student-led conference and parent conference meetings will be held to inform parents of student performance and to set learning goals. Student-Led Conferences will count towards the 15 hour volunteer requirement. No funds needed for this activity. Provide parents with support and resources that empower them to be engaged in their student's learning such as parent/teacher conferences, communication, activities that support student success in the classroom such as; parent meetings, Literacy Night, STEM Night, etc. Teachers will also collaborate on Leadership Teams to provide clear expectations for parents, family nights, and parent meetings. 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. 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. Additional Compensation-Including Benefits Counselor-(Elem/HS) add comp 12500 1 Counselor X 5.5 hours X \$60 = \$330 (Title I)

Proposed Expenditures for this Strategy/Activity

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.

Amount(s)	Source(s)
\$330	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students  
English Learners  
Foster Youth  
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 3.1.3****Students to be Served by this Strategy/Activity**

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

Low Income  
Foster Youth  
English Learners  
All Students

**Strategy/Activity**

Supplemental Curriculum, Materials, and Programs to Support Improvement 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 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. \* Incentives/Rewards/Gifts/Banquets/Appreciation "events"/entertainment are not allowable using State and Federal funds. Books and Supplies Parent Meeting 43400- \$1,050 (Title I Parent) Parent Meeting 43400: \$500 (LCFF); \$200 (Title I) Non-Instructional Materials/Supplies 43110 \$800 (LCFF)

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
\$1,050	50647 - Title I - Parent
\$500	23030 - LCFF (Site)
\$200	50643 - Title I
\$800	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 3.1.4****Students to be Served by this Strategy/Activity**

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

Low Income  
Foster Youth  
English Learners  
All Students

**Strategy/Activity**

Other Services and Operational Costs Associated with Plan Implementation 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 Services Duplicating 57150 \$112 Title I Parent Meeting; \$500 LCFF

**Proposed Expenditures for this Strategy/Activity**

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.

Amount(s)	Source(s)
\$112	50647 - Title I - Parent
\$500	23030 - LCFF (Site)

# Annual Review

**SPSA Year Reviewed: 2022-2023** 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.

Student-Led Conferences occurred in person. Not all parents attended the event. We offered our monthly IB Family meetings virtually and in-person. The morning meeting was held virtually with Spanish translation. Parent attendance was minimal. The same parents attend whether in-person or virtual. 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 held Back to School Night in August. PYA moved to a new site in April and held an in-person Open House in April. Our School Site Council met the required times to review the School Plan for Student Achievement (SPSA) and other site needs. SSC assumed the duties of ELAC. PYA PTA hosted monthly activities based on the IB Learner Profile Traits.

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

This year we saw an increase in the number of parent volunteers. Most volunteers wanted to volunteer for field trips as opposed to helping in the classroom. In Strategy/Activity 3 PYA did offer in-person meetings. We did have the opportunity to purchase snacks for our meetings. We did not hold a parent volunteer reception due to PYA moving sites mid-year. Parents who did volunteer was recognized in the weekly newsletter, received an award, and a PYA lanyard. We did not have any parents that attended C.A.B.E.

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.

Strategy/Activity 1 Student-Led Conferences will be held both virtually and in-person to get more parents involved. Parents will be given credit towards their 15 volunteer hours for attending. In Strategy/Activity 3 we will continue to implement this current strategy for the 2022-2023 school year. We still see a need to increase parent/guardian attendance at our IB meetings. We will add incentives such as, raffles, free dress days, Falcon Feathers, or volunteer hours to bolster attendance.

# 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	\$70,467.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$114,667.00

## 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 (\$)
50643 - Title I	\$69,305.00
50647 - Title I - Parent	\$1,162.00

Subtotal of additional federal funds included for this school: \$70,467.00

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 (\$)
23030 - LCFF (Site)	\$44,200.00

Subtotal of state or local funds included for this school: \$44,200.00

Total of federal, state, and/or local funds for this school: \$114,667.00

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

Acronym	Description
AB	Assembly Bill
ACE	<a href="#">American Council on Education</a> (Outside CDE Source)
ACSA	<a href="#">Association of California School Administrators</a> (Outside CDE Source)
ACT	<a href="#">American College Testing</a> (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	<a href="#">Audits and Investigations Division</a> – CDE
AIECE	<a href="#">American Indian Early Childhood Education</a>
AMARD	<a href="#">Analysis, Measurement, and Accountability Reporting Division</a> – CDE
AP	<a href="#">Advanced Placement</a>
API	<a href="#">Academic Performance Index</a>
ARP	<a href="#">American Rescue Plan Act of 2021 (Stimulus 3)</a>
APR	<a href="#">Accountability Progress Reporting</a>
ATSI	<a href="#">Additional Targeted Support and Improvement</a>
AVID	<a href="#">Advancement Via Individual Determination</a>

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CalSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CalWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

CARES	<a href="#">Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)</a>
CARS	<a href="#">Consolidated Application and Reporting System</a>
CASBO	<a href="#">California Association of School Business Officials</a> (Outside CDE Source)
CBEDS	<a href="#">California Basic Educational Data System</a>
CBEST	<a href="#">California Basic Educational Skills Test</a> (Outside CDE Source)
CCC	<a href="#">California Community Colleges</a> (Outside CDE Source)
CCCCO	<a href="#">California Community Colleges Chancellor's Office</a> (Outside CDE Source)
CCEE	<a href="#">California Collaborative for Educational Excellence</a> (Outside CDE Source)
CCI	<a href="#">College/Career Indicator</a>
CCR	<a href="#">California Code of Regulations</a>
CCSESA	<a href="#">California County Superintendents Educational Services Association</a> (Outside CDE Source)
CCSS	<a href="#">Common Core State Standards</a>
CCSSO	<a href="#">Council of Chief State School Officers</a> (Outside CDE Source)
CCTD	<a href="#">Career and College Transition Division</a> – CDE
CDC	<a href="#">Centers for Disease Control and Prevention</a> (Outside CDE Source)
CDE	<a href="#">California Department of Education</a>
CDS Code	<a href="#">County/District/School Code</a>
CEI	<a href="#">Community Engagement Initiative</a> (Outside CDE Source)
CFIRD	<a href="#">Curriculum Frameworks, and Instructional Resources Division</a> – CDE
CFR	<a href="#">Code of Federal Regulations</a> (Outside CDE Source)
CFT	<a href="#">California Federation of Teachers</a> (Outside CDE Source)
CHKRC	<a href="#">California Healthy Kids Resource Center</a> (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	<a href="#">California High School Proficiency Examination</a>
CLAD	<a href="#">Crosscultural, Language, and Academic Development</a> (Outside CDE Source)
CMD	<a href="#">Clearinghouse for Multilingual Documents</a>
CMT	<a href="#">California Department of Education Monitoring Tool</a>

CNIPS	<a href="#">Child Nutrition Information Payment System</a>
COE	County Office of Education
CPS	Child Protection Services
CSB	<a href="#">California School for the Blind</a>
CSBA	<a href="#">California School Boards Association</a> (Outside CDE Source)
CSEA	<a href="#">California State Employees Association</a> (Outside CDE Source)
CSI	<a href="#">Comprehensive Support and Improvement</a>
21CSLA	<a href="#">21st Century California School Leadership Academy</a>
CSU	<a href="#">California State University</a> (Outside CDE Source)
CTA	<a href="#">California Teachers Association</a> (Outside CDE Source)
CTC	<a href="#">Commission on Teacher Credentialing</a> (Outside CDE Source)
CTE	<a href="#">Career Technical Education</a>
CYA	<a href="#">California Youth Authority</a> (Outside CDE Source)

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

Acronym	Description
EANS	<a href="#">Emergency Assistance to Non-public schools</a>
EC	<a href="#">Education Code</a> (Outside CDE Source)
ED	<a href="#">U.S. Department of Education</a> (Outside CDE Source)
EDGAR	<a href="#">Education Department General Administrative Regulations</a> (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	<a href="#">Educator Excellence and Equity Division</a> – CDE
EL	<a href="#">English learner</a>

ELA	English-language Arts
ELCD	<a href="#">Early Learning and Care Division</a> – CDE
ELD	<a href="#">Expanded Learning Division</a> – CDE
ELPAC	<a href="#">English Language Proficiency Assessments for California</a>
ELPI	<a href="#">English Learner Progress Indicator</a>
EL Roadmap	<a href="#">English Learner Roadmap Policy</a>
ELSB	<a href="#">Early Literacy Support Block</a>
ELSD	<a href="#">English Learner Support Division</a> – CDE
ESEA	<a href="#">Elementary and Secondary Education Act of 1965</a> (Outside CDE Source)
ESSA	<a href="#">Every Student Succeeds Act</a>
ESSER	<a href="#">Elementary and Secondary School Emergency Relief Fund</a>
ETS	<a href="#">Educational Testing Service</a> (Outside CDE Source)
EWIG	<a href="#">Educator Workforce Investment Grant</a>

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>



GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

## H

Acronym	Description
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## I

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

## J

Acronym	Description
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## K

Acronym	Description
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## L

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

## M

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

Acronym	Description
NBCT	<a href="#">National Board Certified Teacher</a>
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	<a href="#">National Education Association</a> (Outside CDE Source)
NGSS	<a href="#">Next Generation Science Standards</a> (Outside CDE Source)
NPS	Non-Public School
NSBA	<a href="#">National School Boards Association</a> (Outside CDE Source)
NSD	<a href="#">Nutrition Services Division</a> – CDE

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	<a href="#">Statewide Student Identifier</a>
SSO	<a href="#">(Statewide) System of School Support</a>
SSPI	<a href="#">State Superintendent of Public Instruction</a>
SSSSD	<a href="#">State Special Schools and Services Division</a>
STAR	<a href="#">Standardized Testing and Reporting Program</a>
STEM	<a href="#">Science, Technology, Engineering, and Mathematics</a>
SWD	Students with Disabilities
SWP	<a href="#">Schoolwide programs</a>

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)