



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Primary Years Academy
Address:	1540 N. Lincoln Street
CDS Code:	0121798
District:	Stockton Unified School District
Principal:	Shelley Spessard, Principal
Revision Date:	January 16, 2018
District Governing Board approved:	April 10, 2018

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

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SECTION I: BACKGROUND

Purpose/Intent

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

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

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

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

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

Recommendations and Assurances

Recommendations and Assurances

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)**:

State Compensatory Education Advisory Committee

English Learner Parent Involvement Committee

Special Education Advisory Committee



Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

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

	Signature
	
	Signature
	
	Signature
	Signature
	Signature
	Signature
	Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on January 16, 2018.

Attested:

Shelley Spessard

 Typed Named of School Principal



 Signature of School Principal

March 12, 2018

 Date

Jesus Garcia

 Typed Named of SSC Chairperson



 Signature of SSC Chairperson

March 12, 2018

 Date

Mission

Insert the school site's mission.

Primary Years Academy is empowering compassionate global thinkers that ask questions and take action.

Slogan

Empowering compassionate global thinkers

Ask Questions

Take Action

Be IB!

Vision

Insert the school site's vision.

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

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

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 2017 CAASPP, 62% of PYA 3rd, 4th, & 5th graders scored at the "met or exceeded standard" levels in ELA, and 50% scored at "met or exceeded standard" in math. PYA scored above the state averages of 45% for ELA and 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 328 students in grades K-5. Maximum class size is 20 students in kindergarten, and 27 students in grades 1-3, and 28 students in grades 4-5.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Priority 1

By June 2017, the percentage of all students (grades K-5) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in ELA.

<p>Teacher collaboration/PLCs Teachers collaborate as PLCs (Professional Learning Communities) to align and review the ELA grade level standards, the pacing guide and the integration of the standards into the IB units of inquiry. Collaboration is vertical and horizontal so students receive a complete continuum of standards instruction. This collaboration is evidenced by schoolwide faculty, grade-level and vertical collaboration meeting agendas and notes.</p>	<ul style="list-style-type: none"> ● Teacher Additional Compensation LCFF Supplemental SCE 3000 ● Conference Title I Instructional 4256 ● Substitutes Title I Instructional 3040 ● Consultant LCFF Supplemental SCE 8667
<p>Teacher training for IB Units of Inquiry. All teachers must be trained for the International Baccalaureate Primary Years Program in order for the school to maintain authorization. These professional development days will be evidenced through the certificate of completion received by the IB conference attendees and the CAWS Roundtable registrations and evidenced in the teacher-created Units of Inquiry.</p>	<ul style="list-style-type: none"> ● Conferences LCFF Supplemental SCE 13600 ● Conferences Title I Professional Development 801 ● Substitutes Title I Instructional 5000 ● Teacher Additional Comp Title I Instructional 3668 ● Teacher Additional Comp Title I Professional Development 159
<p>Technical/Instructional Material Support</p>	<ul style="list-style-type: none"> ● Maintenance Agreements LCFF Supplemental SCE 997
<p>Hire teachers if available, to tutor before or after school. Teachers will identify students' intervention needs by analyzing class and benchmark data. Teachers will be given the opportunity to provide up to 10 hours (or more if funding permits) of tutoring in ELA and/or Math to those students whose assessment results</p>	<ul style="list-style-type: none"> ● Teacher Additional Compensation Title I Instructional 2000

<p>demonstrate the need for targeted support. Results will be measured by results Benchmark (MAP) and formative data.</p>	
<p>Purchase supplemental instructional supplies. Classroom supplies and supplemental instructional materials will be purchased as needed as the budget allows for each classroom.</p>	<ul style="list-style-type: none"> • Instructional Materials LCFF Supplemental SCE 6225 • Instructional Materials Title I Instructional 5000
<p>Site Technology/Program Support Administrators, teachers, and students will have access to computers, a variety of technical assistance programs, student information systems and software to supplement CORE instruction, inform data decisions and communicate with students and parents as well as monitor student achievement on the CA Common Core State Standards and prepare students for the SBAC assessment. Such programs include but are not limited to: Illuminate, Synergy, MAP, ST Math, Imagine Learning, Odyssey Compass Learning, Moodle, Schoolloop, libraries, Parent Link and other web-based programs as determined by site.</p>	<ul style="list-style-type: none"> • Equipment Title I Instructional 4399

Priority 2:

By June 2017, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students and shall have no less than 20 percent proficient in Math.

<p>Professional development: 90% of PYA Teachers will attend all district professional development in Math, ST Math, and Compass Learning when offered. Participation rate will be evidenced by the GSMU sign-in data, and faculty meeting agendas and sign-in sheets. Additionally, at least two teachers will attend level 1 IB training in 2016, and two or more teachers will attend Level II or III IB training, or attend IB Roundtable workshops in 2017.</p>	<ul style="list-style-type: none"> • Conference Title I Professional Development 9713 • Substitutes Title I Instructional 6500
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<p>Additionally, teachers will make at least 1 visit to another IB school if it can be arranged.</p>	
<p>Technical Support//Instructional Materials Categorical monies will go to support Math Core Instructional needs through technical/instructional materials, computers, and maintenance agreements. Results are measured by MAP, CELDT, and common formative assessments.</p>	<ul style="list-style-type: none"> ● Instructional Materials LCFF Supplemental SCE 3246 ● Dues/Membership LCFF Supplemental SCE 109
<p>Computer Programs Students use computer programs such as the Envision web site, ST Math, Imagine Learning, Khan Academy, Sum Dog, Odyssey Compass Learning, etc., to gain additional practice with math facts and concept development. Academic progress of students is monitored by formative and benchmark data, including MAP, curricular assessments and computer program summaries, and monitored by the principal and teachers at data meetings and academic conferences.</p>	<ul style="list-style-type: none"> ● Equipment Title I Instructional 4399

Priority 3

By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent.

<p>Technical Support/Instructional Material Categorical monies will go to support ELD instructional needs through technical/instructional materials, computers, and maintenance agreements. Progress is measured by MAP, CELDT, and formative assessment scores.</p>	<ul style="list-style-type: none"> ● Instructional Materials LCFF Supplemental LEP 4931.00 ● Equipment LCFF Supplemental LEP 5000
<p>Leveled Readers Teachers use the EL Leveled Readers in Treasures and in the Social Studies (Wonders) content. Student progress is measured three times per year with MAP, and formative assessments and with the yearly CELDT test.</p>	<ul style="list-style-type: none"> ● Instructional Materials LCFF Supplemental SCE 5000
<p>EL students are paired with fluent English students During non-ELD class time. EL students are often paired with fluent</p>	<ul style="list-style-type: none"> ● Substitutes Title I Instructional 460

<p>English speaking students. Students may also be paired with cross-grade reading buddies. EL student progress is monitored with CELDT, formative and MAP assessments.</p>	
<p>English Learner Parent Advisory Committee (ELPAC)</p> <p>Primary Years Academy had and continues to have an English Language Advisory Committee that holds a minimum of four meetings per year. This committee has a minimum of one representative that serves on the District English Learner Parent Advisory Committee (DELPAC). This member(s) reports back to the site ELPAC committee.</p>	<ul style="list-style-type: none"> • Parent Meeting LCFF Supplemental LEP 100

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Strategies Fully Implemented

- Professional development for all teachers: Compass Learning, ST Math and Common Core Standard, Imagine Learning, Whoo’s Reading, Mystery Science
- New teachers received Level I IB training
- Collaboration time for teachers
- Ongoing Data analysis by teachers
- Level II & III IB training was attended by 8 teachers
- Materials, Resources, and Library Desks for the IB units of Inquiry were purchased

Strategies Not Fully Implemented

- Walk-throughs and monitoring by principal did not occur as often as desired
- Not all FBB students in ELA received intervention instruction in a pullout program
- Limited number of teachers providing tutoring in STEP-UP or from teachers after school.

Specific Actions Eliminated or Modified

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

Barriers to Full or Timely Implementations of the Strategies

- PYA did not receive a full-time intervention teacher. Midway through the school year a retired teacher was hired to come two days a week to provide reading intervention.
- Funding is not available to hire a library/media teacher. Additionally, PYA does not have its own Library or have full access to the site library.
- Funding is not available to send every staff member to continue IB training each year.
- The Step -Up student data is not in Illuminate, so it is difficult to collect and compare data on those students.
- The district was unable to hire enough teachers in order to provide a coach for PYA 2016-2017.
- After-school tutoring was limited due to a lack of availability of teachers to tutor in the STEP-Up tutoring programs. Not all parents were able or willing to have their children attend after-school
- PYA did not have the 50% Assistant Principal Position Filled
- Limited mathematics tutoring was available after-school due to the lack of available teachers.
- PYA shares campus facilities with another school. The lack of storage space, custodial space, overcrowding of common areas, and parking lot creates logistical and other issues for staff and students.
- Busing is not available for specialty schools.

Actions Taken to Mitigate Barriers

- Most teachers differentiated student work and instruction through the use of centers during class time to address needs of students.
- Compass learning, ST Math, Prodigy, Whoo's Reading, Zearn, Khan Academy, and Imagine learning computer programs were used for intervention in the classrooms.
- Teachers referred students to after school intervention programs for daily STEP-Up tutoring.

Impact

- Approximately 38% of PYA's 3rd- 5th grade students did not meet standards on the ELA CAASPP exam in 2017
- Approximately 50% of 3rd- 5th grade PYA students scored below grade level standards in mathematics on the CAASPP

Data Used

- MAP 2016-2017
- CAASPP 2017

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies that Were Effective in Improving Achievement:

- Evidence of Direct or Indirect Impact of the Strategies
- Core grade level instruction in math – 57% of all PYA K-5 students achieved their Mathematics MAP growth goals in the Spring of 2017.
- Core grade level instruction in ELA skills- 55% of all PYA K-5 students achieved their MAP growth goal in the Spring of 2017.
- IB units of Inquiry/integrated ELA at all grades:

Strategies that Were Ineffective or Minimally Effective in Improving Student Achievement:

- It is unknown if the tutoring in STEP-Up was an effective strategy. Student participation in STEP-Up tutoring is not entered into Illuminate and thus cannot be cross referenced with assessment data. Assessments given are curriculum based, rather than norm referenced.
- Not all students receive the same amount or degree of intervention within the classroom
- It is unknown if student time on ST Math and Compass learning computer programs has influenced gains in MAP or CAASPP scores.

Recommendations Based on the Analysis of this practice

- Discuss with Research and Development Dept. the possibility of cross-referencing STEP-Up attendance, with the MAP and CASSPP scores
- Discuss with Research and Development how to gauge the impact of ST Math, Compass Learning and Imagine learning on MAP and CASSPP scores.
- Provide teacher professional development on effective data analysis, formative assessments and PLCs.
- Provide teacher professional development on effective implementation of the computer intervention programs.
- Provide professional development on teaching Mathematical Practices in grades k-5

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
 - How were advisory committees involved in providing advice to the SSC?
 - How was the plan monitored during the school year?
 - What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?
- The School plan was reviewed and discussed at the 10/17/17 and 11/28/17, and 12/12/17 School Site Council meetings
 - The English Language Advisory Committee gave input on the Single plan for Student Achievement on 12/1/17.
 - The 2017 - 2020 school plan was approved on 12/12/17. The School Plan was discussed with the PYA teaching staff at the 11/7/17 and 11/28/17 faculty meetings.
 - Administration and Leadership reviewed the Single Plan and Monitored it throughout the year.
 - Use of the implementation checklist may be useful to track progress toward goals. This could be reviewed each trimester by all stakeholder leadership teams.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Goals that Were Met

Parent Involvement goals have been met , and parent surveys indicate overall satisfaction with the school

- The number of suspensions was reduced by 3.3% from 2015-2016 to 3% in 2016-17. No students were expelled from PYA.
- Two new teachers received Level I IB training, and 6 additional teachers received Level II or III training in the 2015-16 school year. Teachers have a minimum of 3 hours of collaboration time per week
- Most FB or FBB students receive teacher tutoring in the STEP-UP program
- SST meetings were held monthly
- Counselor taught anti-bullying and conflict resolution lessons to every class.
- EL students receive ELD instruction daily. EL and RFEP students are monitored and catch up plans are developed as needed
- All teachers attended CC and UOS training twice this year. All teachers were trained in ST Math, Odyssey and Illuminate

Goals that Were Not Met

- Overall, PYA students did not meet the growth goals for MAP Math and ELA scores.
- 42% of EL students were redesignated in 2015-16, surpassing the state’s required goal of 24%.

- Not all EL students meet their MAP goals or MAP proficiency rates.
- Intervention curriculum and tutoring was not available to all EL students.
- Not all EL students are getting the 60- 90 minutes of ST math and 60 minutes of Odyssey each week
- Additional data analysis by teachers is necessary to pinpoint student need

Recommendations for future steps to meet goals:

- Continued teacher training on PLCs, and the development of Math and English Language Arts Projects of Inquiry utilizing Units of Study, Common Core Math and ELA Standards. Staff will work diligently to insure that ELD Standards, NGSS, Social Study Standards, and VAPA Standards are purposefully integrated using data analysis.
- Development of Math and English Language Arts Projects of Inquiry utilizing Units of Study, Common Core Math and ELA Standards. Staff will work diligently to insure that ELD Standards, NGSS, Social Study Standards, and VAPA Standards are purposefully integrated using data analysis.
- Teachers will refine formative and summative UOI assessments so that they can be better used as a diagnostic tool for instruction, grouping and/or platooning

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Primary Years Academy

Suspension Rates

Suspension Rates in the year 2016-2017 declined significantly by -3.3% according to the California Dashboard

Data Used

- Annual Primary Years Academy survey of parents
- Suspension and attendance data
- SSTs and IEPs addressing behavior
- Behavior Intervention Plans
- Synergy conference data
- Valley Community Counseling Referrals
- PBIS qualitative and quantitative data protocols
- Data was reviewed by School Site Council, Leadership, Staff, The Safety Committee, and the English Language Advisory Committee (ELAC)

Actions To Be Taken to Build Upon and Maintain Success

- PYA will continue to work to lower suspension rates by:
- PYA Positive Behavior Management Systems (PBIS) team will hold monthly meetings
- The PBIS Team consists of the IB Coordinator, School Counselor, Administrator, 1 classroom teacher, and our VAPA Art Teacher
- The PBIS Team reviews qualitative and quantitative data regularly to evaluate student behavior
- The Principal presented our school wide PBIS plan to each class during the first month of the school year.
- PYA is implementing restorative practices.
- Students are given Falcon Feathers when they make positive choices. Students turn these into the office and we have a raffle for prizes every Friday morning at flag salute
- PYA uses a Multi Tiered System of Support (MTSS for behavior) to provide tiered interventions
- SAP Documentation (CARE/SST/BIP)
- Online Resources are available to support teachers and staff in behavior management
- De-escalation Techniques are utilized by staff
- Data Tracking Forms are completed using the (Positive Environment Network of Trainers (PENT) manual
- SARB Documentation
- Bullying Protocols are followed with fidelity

English Learner Progress

English Learner Progress increased significantly by +11.2% according to the California Dashboard

Data Used

- Annual Primary Years Academy survey of parents
- CELDT Scores
- Common Formative Assessments
- CAASPP
- Measure of Academic Progress (MAP) Data
- Synergy conference data
- English Language Development Monitoring Forms
- Reclassified English Proficient Monitoring Forms
- Data was reviewed by School Site Council, Leadership, Staff, The Safety Committee, English Language Advisory Team (ELAT), and the English Language Advisory Committee (ELAC)

Actions To Be Taken to Build Upon and Maintain Success

- Review and follow the District's Master Plan for English Learners
- Continue to use the English Learner Program Implementation tool each trimester
- Professional Development on the English Language Proficiency Assessments for California (ELPAC)
- Meet quarterly with the English Language Advisory Committee (ELAC) to ensure they are advising the principal and staff on programs and services for English learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA), assist in the development of a comprehensive needs assessment, discuss how students can become reclassified, discuss the importance of attendance, and provide support for school enrichment
- Incorporate English Language Learner standards into International Baccalaureate (IB) Transdisciplinary Units
- Provide professional development on effective strategies for English Language Learners
- Teachers will ensure the 10 to 2 ratio. Teachers will instruct for a maximum of ten minutes and allow two minute for student dialogue
- Teachers will develop, implement, and evaluate Common Formative Assessments (CFUs) to assess with the acquisition of the English Language
- English Learners receive 30 minutes of designated ELD instruction daily and the remainder of the day they receive integrated ELD instruction

English Language Arts

Overall, students in grades 3-5 increased their California Assessment of Student Performance and Progress in the area of English Language Arts by +8.3%

Data Used

- Common Formative Assessments
- CAASPP
- Measure of Academic Progress (MAP) Data
- Data was reviewed by School Site Council, Leadership, Staff, The Safety Committee, English Language Advisory Team (ELAT), and the English Language Advisory Committee (ELAC)

Actions To Be Taken to Build Upon and Maintain Success

- All IB Units of Inquiry will have English Language Arts Standards embedded
- K-5 students receive the mandated number of instructional minutes.
- High quality Implementation of the State Adopted ELA standards
- Teachers collaborate as Professional Learning Communities 2 hours a week during the school day with their grade level teams and 90 minutes every other Tuesday with a variety of PLCs including but not limited to grade level teams, vertical grade level teams, and various other combinations.

- Student Assistance Program (SAP), CARE and Student Study Team (SST).
- Multi Tiered System of Support for Academics and Behavior
- Students work in small groups based on academic level and performance on Common Formative Assessments (CFA)
- Students will have access to the following computer programs: Prodigy, Read Naturally, Compass Learning, Whose Reading, and Odyssey
- Step Up after school tutoring and Academic Hour for students who are 1 to 2 grade levels behind in ELA.
- After School homework help
- A proposal for an intervention teacher was submitted and we are awaiting a response.
- Purchase supplemental instructional material as needed and as budget allows
- Teachers will attend IB training bi-yearly

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

Mathematics

Overall, students in grades 3-5 declined -6.8 points in the area of Mathematics according to the California Dashboard.

Data Used

- Common Formative Assessments
- CAASPP
- Measure of Academic Progress (MAP) Data
- Data was reviewed by School Site Council, Leadership, Staff, The Safety Committee, English Language Advisory Team (ELAT), and the English Language Advisory Committee (ELAC)

Actions To Be Taken to Build Upon and Maintain Success

- Teachers will work to integrate more math into IB Units of Inquiry.
- K-5 students receive the mandated number of instructional minutes.
- High quality Implementation of the State Adopted Common Core Math Standards
- Teachers collaborate as Professional Learning Communities 2 hours a week during the school day with their grade level teams and 90 minutes every other Tuesday with a variety of PLCs including but not limited to grade level teams, vertical grade level teams, and various other combinations.
- Student Assistance Program (SAP), CARE and Student Study Team (SST).
- Multi Tiered System of Support for Academics and Behavior
- Students work in small groups based on academic level based on Common Formative Assessments (CFA)
- Students will have access to the following computer programs: Zearn, Khan Academy, Sum Dog, ST Math
- Step Up after school tutoring and Academic Hour for students who are 1 to 2 grade levels behind in Math
- After School homework help
- A proposal for an intervention teacher was submitted and we are awaiting a response.
- Purchase supplemental instructional material as needed and as budget allows for
- Teachers will attend IB training bi-yearly

- All teachers will attend the Making Math Real Overview
- Manipulatives have been purchased by curriculum and distributed to all teachers
- Each teacher has committed to math facts practice daily

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

English Language Arts

Student Groups in the Orange and Red Category

Socioeconomically Disadvantaged (orange)

Steps to Address Performance Gaps for Socioeconomically Disadvantaged Subgroup

- Student Led conferences will take place three times a year
- Consistent communication will take place between the teacher, student, and family about academic progress, resources, school and community events, and ways to be prepared for career and college
- K-5 students receive the mandated number of instructional minutes.
- High quality Implementation of the State Adopted Common Core Math Standards
- Teachers collaborate as Professional Learning Communities 2 hours a week during the school day with their grade level teams and 90 minutes every other Tuesday with a variety of PLCs including but not limited to grade level teams, vertical grade level teams, and various other combinations.
- Student Assistance Program (SAP), CARE and Student Study Team (SST).
- Multi Tiered System of Support for Academics and Behavior
- Students work in small groups based on academic level based on Common Formative Assessments (CFA)
- Students will have access to the following computer programs:
- Step Up after school tutoring and Academic Hour for students who are 1 to 2 grade levels behind in ELA
- After School homework help
- A proposal for an intervention teacher was submitted and we are awaiting a response.
- Purchase supplemental instructional material as needed and as budget allows for
- Teachers will attend IB training bi-yearly
- All teachers will attend the Making Math Real Overview
- Manipulatives have been purchased by curriculum and distributed to all teachers
- Referrals will be made to our Homeless Liaison/Social Worker for our homeless families
- Health referrals will be made to our school nurse for students that have medical concerns and need support
- Interpreters and translator will be made available at all parent events and when information needs to be conveyed to families.
- Time will be provided after school for students without internet access to access the internet and Google Classroom
- Referrals will be made to Valley Community Counseling and Community Hospice to provide support for students that have experience trauma and bereavement
- PYA will work with Child Welfare and Attendance to support families that need support getting their child to school everyday

Mathematics

Socioeconomically Disadvantaged (red)

Hispanic (orange)

- Student Led conferences will take place three times a year
- Consistent communication will take place between the teacher, student, and family about academic progress, resources, school and community events, and ways to be prepared for career and college
- K-5 students receive the mandated number of instructional minutes.
- High quality Implementation of the State Adopted Common Core Math Standards
- Teachers collaborate as Professional Learning Communities 2 hours a week during the school day with their grade level teams and 90 minutes every other Tuesday with a variety of PLCs including but not limited to grade level teams, vertical grade level teams, and various other combinations.
- Student Assistance Program (SAP), CARE and Student Study Team (SST).
- Multi Tiered System of Support for Academics and Behavior
- Students work in small groups based on academic level based on Common Formative Assessments (CFA)
- Students will have access to the following computer programs:
- Step Up after school tutoring and Academic Hour for students who are 1 to 2 grade levels behind in Math
- After School homework help
- A proposal for an intervention teacher was submitted and we are awaiting a response.
- Purchase supplemental instructional material as needed and as budget allows for
- Teachers will attend IB training bi-yearly
- All teachers will attend the Making Math Real Overview
- Manipulatives have been purchased by curriculum and distributed to all teachers
- Referrals will be made to our Homeless Liaison/Social Worker for our homeless families
- Health referrals will be made to our school nurse for students that have medical concerns and need support
- Interpreters and translator will be made available at all parent events and when information needs to be conveyed to families.
- Time will be provided after school for students without internet access to access the internet and Google Classroom
- Referrals will be made to Valley Community Counseling and COmmunity Hospice to provide support for students that have experience trauma and bereavement
- PYA will work with Child Welfare and Attendance to support families that need support getting their child to school everyday

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

The plan was developed by our School Site Council, PTSA, English Language Advisory Committee, Teachers, Support Staff and Administration and was discussed on the following dates,

School Site Council reviewed and discussed the plan at the 10/17/17 and 11/28/17, and 12/12/17 School Site Council meetings

- The English Language Advisory Committee gave input on the Single plan for Student Achievement on 12/1/17.
- The 2017 - 2010 school plan was approved on 12/12/17. The School Plan was discussed with the PYA teaching staff at the 11/7/17 and 11/28/17 faculty meetings.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 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, and professional learning communities.	# teachers # hours # certification # of hours coaching provided by IB Coordinator	Every 12 Weeks	\$10,234 \$24,333 (Conference)	LCFF Title I	52150
1.2 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.	# teachers # hours # Units of Inquiry # Stand Alone Planners Pre/Post Assessments	Every 12 Weeks	\$10,000 \$10,000 (Teacher Additional Comp) \$10,000 \$9,300 (Teacher Substitute Pay) \$1,049 (Field Trip - District Trans) \$60 (Pupil Fees)	LCFF Title 1	11500 11700 57250 58920
1.3 Academic Student Achievement-English Language Arts, Math and English Learners	Purchase supplemental instructional supplies and maintenance agreements. Classroom	Observations Pre/Post Assessments	Every 12 weeks	\$3,000 (Books) \$20,984 \$15,063	LCFF Title 1	43110 42000 56590 44000

	<p>supplies and supplemental instructional materials will be purchased as needed and as budget allows for each classroom, including web-based programs, etc.</p>			<p>(Instructional Materials) \$3,000 \$3,000 (Equipment) \$1,000 (Maintenance Agreement) \$2,084 \$1,644 (License Agreement)</p>		
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Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
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, and professional learning communities.	# teachers # hours # certification # of hours coaching provided by IB Coordinator	Every 12 Weeks	\$10,234 \$24,333 (Conference)	LCFF Title I	52150
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.	# teachers # hours # Units of Inquiry # Stand Alone Planners Pre/Post Assessments	Every 12 Weeks	\$10,000 \$10,000 (Teacher Additional Comp) \$10,000 \$9,300 (Teacher Substitute Pay) \$1,049 (Field Trip - District Trans) \$60 (Pupil Fees)	LCFF Title 1	11500 11700 57250 58920
3.3 Academic Student Achievement-English Language Arts, Math and English Learners	Purchase supplemental instructional supplies and maintenance agreements. Classroom	Observations Pre/Post Assessments	Every 12 weeks	\$3,000 (Books) \$20,984 \$15,063	LCFF Title 1	43110 42000 56590 44000

	<p>supplies and supplemental instructional materials will be purchased as needed and as budget allows for each classroom, including web-based programs, etc.</p>			<p>(Instructional Materials) \$3,000 \$3,000 (Equipment) \$1,000 (Maintenance Agreement) \$2,084 \$1,644 (License Agreement)</p>		
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Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
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 Making Math Real, CCSS for ELA, ELD, Math, NGSS, and Social Studies, and professional learning communities.	# teachers # hours # certification # of hours coaching provided by IB Coordinator	Every 12 Weeks	\$10,234 \$24,333 (Conference)	LCFF Title I	52150
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.	# teachers # hours # Units of Inquiry # Stand Alone Planners Pre/Post Assessments	Every 12 Weeks	\$10,000 \$10,000 (Teacher Additional Comp) \$10,000 \$9,300 (Teacher Substitute Pay) \$1,049 (Field Trip - District Trans) \$60 (Pupil Fees)	LCFF Title 1	11500 11700 57250 58920
3.3 Academic Student Achievement-English Language Arts, Math and English Learners	Purchase supplemental instructional supplies and maintenance agreements. Classroom	Observations Pre/Post Assessments	Every 12 weeks	\$3,000 (Books) \$20,984 \$15,063	LCFF Title 1	43110 42000 56590 44000

	<p>supplies and supplemental instructional materials will be purchased as needed and as budget allows for each classroom, including web-based programs, etc.</p>			<p>(Instructional Materials) \$3,000 \$3,000 (Equipment) \$1,000 (Maintenance Agreement) \$2,084 \$1,644 (License Agreement)</p>		
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LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 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	# tardies # absences excused and unexcused #survey results	Monthly	\$5000	Mandated Cost	43200 58300
1.2 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.	Observation Pre/post assessments # suspensions # discipline referrals	Monthly	\$2000	Title 1 LCFF	1000 3000

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 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	# tardies # absences excused and unexcused #survey results	Monthly	\$5000	Mandated Cost	43200 58300
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.	Observation Pre/post assessments # suspensions # discipline referrals	Monthly	\$2000 (???) \$TBD (Salary/Benefits - Counselors)	Title 1 LCFF	1000 3000

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Attendance	Attendance Incentives: Certificates and Awards for perfect attendance, no tardies at the trimesters. The top-grade level with the highest attendance	# tardies # absences excused and unexcused #survey results	Monthly	\$5000	Mandated Cost	43200 58300

	percentages will earn a trophy and other incentives. Assemblies					
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.	Observation Pre/post assessments # suspensions # discipline referrals	Monthly	\$2000 (???) \$TBD (Salary/Benefits - Counselor)	Title 1 LCFF	1000 3000

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>1.1 Parents, Students, Staff, and Community</p>	<p>PYA will hold IB Parent Meetings, Meetings (including Open House), and School Site Council Meetings monthly 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># attendees # survey responses # email confirmations of delivery #attendees at events # of phone call confirmations # of parent meetings # of parents attending</p>	<p>Every 12 weeks</p>	<p>\$150 (Non-Instructional Materials) \$916 \$11 (Parent Meeting) \$125 (Consultants-Non-Instructional)</p>	<p>Title 1</p>	<p>43200 43400 58320</p>

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>2.1 Parents, Students, Staff, and Community</p>	<p>PYA will hold IB Parent Meetings, Meetings (including Open House), and School Site Council Meetings monthly 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># attendees # survey responses # email confirmations of delivery #attendees at events # of phone call confirmations # of parent meetings # of parents attending</p>	<p>Every 12 weeks</p>	<p>\$150 (Non-Instructional Materials) \$916 \$11 (Parent Meeting) \$125 (Consultants-Non-Instructional)</p>	<p>Title 1</p>	<p>43200 43400 58320</p>

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
<p>3.1 Parents, Students, Staff, and Community</p>	<p>PYA will hold IB Parent Meetings, Meetings (including Open House), and School Site Council Meetings monthly 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># attendees # survey responses # email confirmations of delivery #attendees at events # of phone call confirmations # of parent meetings # of parents attending</p>	<p>Every 12 weeks</p>	<p>\$150 (Non-Instructional Materials) \$916 \$11 (Parent Meeting) \$125 (Consultants-Non-Instructional)</p>	<p>Title 1</p>	<p>43200 43400 58320</p>

Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Lisa Reece	2017	2019				Parent
Kecia Fiori	2016	2018				Parent
Jesus Garcia	2016	2018				Parent
Helen Perez	2016	2018				Parent
Amanda Hernandez	2017	2019				Parent
Sandeep Kaur	2017	2019				Parent
Reina Gonzales	2016	2018		Teacher		
Madeline Tath	2017	2019		Teacher		
Gene Shafer	2016	2018		Teacher		
Hina Lee	2016	2018			Other School Staff	
Shelley Spessard	2017	N/a	Principal			
Numbers of members of each category:			1	3	1	6

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

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: PRIMARY YEARS ACADEMY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			10,000		\$ 10,000.00	Goal 1 - 2
11700	Teacher Substitute			10,000		\$ 10,000.00	Goal 1 - 2
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach					\$ -	
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 20,000.00	\$ -	\$ 20,000.00	
Books & Supplies							
42000	Books			3,000		\$ 3,000.00	Goal 1 - 3
43110	Instructional Materials			20,984		\$ 20,984.00	Goal 1 - 3
43200	Non-Instructional Materials		150			\$ 150.00	Goal 3 - 1
43400	Parent Meeting		927			\$ 927.00	Goal 3 - 1
44000	Equipment			3,000		\$ 3,000.00	Goal 1 - 3
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 1,077.00	\$ 26,984.00	\$ -	\$ 28,061.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference			10,234		\$ 10,234.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			2,084		\$ 2,084.00	Goal 1 - 3
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional		125			\$ 125.00	Goal 3 - 1
	Sub-total-Services		\$ 125.00	\$ 12,318.00	\$ -	\$ 12,443.00	
	Total		\$ 1,202.00	\$ 59,302.00	\$ -	\$ 60,504.00	
	Differential		-	-		-	
	2016-17 Carryover		11	16,119		16,130	
	Revised 2017-18 Allocation		1,191	43,183		44,374	
			1,202	59,302		60,504	

SCHOOL NAME: PRIMARY YEARS ACADEMY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030 Instructional-SC E/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		10,000		\$ 10,000.00	Goal 1 - 2
11700	Teacher Substitute		9,300		\$ 9,300.00	Goal 1 - 2
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 19,300.00	\$ -	\$ 19,300.00	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials		15,063		\$ 15,063.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment		3,000		\$ 3,000.00	Goal 1 - 3
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 18,063.00	\$ -	\$ 18,063.00	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans		1,049		\$ 1,049.00	Goal 1 - 2
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		1,000		\$ 1,000.00	Goal 1 - 3
56530	Equipment Repair				\$ -	
52150	Conference		24,333		\$ 24,333.00	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement		1,644		\$ 1,644.00	Goal 1 - 3
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees		60		\$ 60.00	Goal 1 - 2
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 28,086.00	\$ -	\$ 28,086.00	
	Total		\$ 65,449.00	\$ -	\$ 65,449.00	
	Differential		-		-	
	Allocations		65,449		65,449	