



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

PRIMARY YEARS ACADEMY

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# School Plan for Student Achievement (SPSA) Template

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

| School Name           | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date         | Local Board Approval Date                      |
|-----------------------|-----------------------------------|--|--|
| Primary Years Academy | 396867660121798                   | Original – 01/16/2018<br>Revision – 05/21/2019 | Original – 04/10/2018<br>Revision – 06/25/2019 |

## Purpose and Description

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

Primary Years Academy is implementing a Schoolwide Program.

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

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Primary Years Academy developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on January 16, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Primary Years Academy and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the December 12, 2017 School Site Council meeting.

In school year 2018-2019, also Year 2, Primary Years Academy initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on:

School Site Council Meetings- 10/16/18, 12/4/18, 3/28/19

Staff/Leadership Meetings- 9/4/18, 11/27/18, 1/8/19, 4/23-25/19, 5/6/19, 5/7/19

IB Parent Meetings- 8/30/18, 9/20/18, 3/1/19, 4/19/19

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

As a result of the stakeholder involvement and data reviews, Primary Years Academy has been able to complete the Decision Making Model (a component of the CNA) in March and April 2019 based on feedback from teachers, parents and students.

## Resource Inequities

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

This section is not applicable for Primary Years Academy.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 2020, 58% of K-5<sup>th</sup> graders will meet proficiency levels on iReady assessments.

By June 2020, 69% of 3<sup>rd</sup>-5<sup>th</sup> graders will meet or exceed standards on CAASPP.

Math SMART Goal:

By June 2020, 59% of K-5<sup>th</sup> graders will meet proficiency levels on iReady assessments.

By June 2020, 57% of 3<sup>rd</sup>-5<sup>th</sup> graders will meet or exceed standards on CAASPP.

## Identified Need

### ELA/ELD:

48% proficient in Reading (MAP)

59% ELA met standards (CAASPP)

### English Learner Progress

Level 4 - Well Developed - 20%

Level 3 - Moderately Developed - 37.1%

Level 2 - Somewhat Developed - 37.1%

Level 1 - Beginning Stage - 5.7%

### Math:

49% proficient in Math (MAP)

47% Math met standards (CAASPP)

## Annual Measurable Outcomes

| ELA/ELD - Metric/Indicator                    | Baseline/Actual Outcome | Expected Outcome  |
|---|-------------------------|-------------------|
| Distance from Standard - ELA<br>(All Student) | 9.1 points above        | 12.1 points above |

| Math - Metric/Indicator                        | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| Distance from Standard - Math<br>(All Student) | 5.5 points below        | 2.5 points below |

## Strategy/Activity 1

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

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

All students will be served.

### Strategy/Activity

Teacher, IB Coordinator and administrator 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.

In the year 2019-2020, we plan on adding an Instructional Coach and an Assistant Principal, each at 0.5 FTE. They will be trained in IB philosophy to ensure that a true integration of new district curriculum and IB philosophy to provide high quality instruction to all of our students.

This involves professional development including IB Conferences, Making Math Real, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities.

(#teachers #hours # certification # of hours coaching provided by IB Coordinator)

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. Collaboration will also take place in the form of Academic Conferences.

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

#### Additional Hourly Pay Calculation:

16 teachers X 12.5 hours X \$60 = \$12,000

1 Program Specialist X 17 hours X \$60 = \$1,020

1 Instructional Coach X 17 hours X \$60 = \$1,020

1 Counselor X 17 hours X \$60 = \$1,020

#### Substitute Pay Calculation:

61 days X \$200 = \$12,200 (Allocating \$12,469)

### 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)                       |
|--|---------------------------------|
| \$11,000 - 52150 (Conferences)<br>\$10,305 - 52150 (Conferences) | Title I - 50643<br>LCFF - 23030 |
| \$12,000 - 11500 (Teacher Additional Comp)                       | Title I - 50643                 |
| \$1,020 - 19500 (Program Spec Additional Time)                   | Title I - 50643                 |
| \$1,020 - 19500 (Inst. Coach Additional Time)                    | Title I - 50643                 |
| \$1,020 - 12500 (Counselor Additional Time)                      | LCFF - 23030                    |
| \$12,469 - 11700 (Teacher Substitute)                            | Title I - 50643                 |

## Strategy/Activity 2

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

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

All Students and Subgroup: English Learners

### Strategy/Activity

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

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

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Mystery Science within their Units of Inquiry. A license will be needed for Mystery Science.

Teachers will enhance integrated/designated ELA/ELD curriculum through: Books from their classroom libraries, leveled readers, Interactive KWL, Quick Writes, Text Type Chart, Close Read, Notice and Note, Sentence Pattern Chart, Split Dictation, Text-Based Can-Have-Are-Chart, Jointly constructed sentences and paragraphs, Journal Writes, Signal Word Chart, Test Organization Matrix (TOM), Pictorial Input Chart, Text Reconstruction, Unpacking sentences, Text Puzzles, Comparing Paragraphs, Verb Chant, Note Making, Content Links, Ticket Out the Door, Running Dictation, Sentence Combining, Literacy Stations, Noodle, Expert Groups, Give One, Get One, Rate Your Knowledge, Vanishing Text, Observation Chart, and Interactive Notebooks.

Applicable supplemental instructional materials include: novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

**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)       |
|------------------------------------|-----------------|
| \$8,300 (Instructional Materials)  | 43110 (LCFF)    |
| \$1,420 (Maintenance Agreement)    | 56590 (LCFF)    |
| \$10,000 (Instructional Materials) | 43110 (Title I) |
| \$1,271 (Equipment)                | 43400 (LCFF)    |
| \$4,443 (License Agreement)        | 58540 (Title I) |
| \$1,200 (Instructional Materials)  | 43110 (LCFF)    |
| \$1,200 (Instructional Materials)  | 43110 (Title I) |
| \$4250 (Books)                     | 42000 (Title I) |

### Strategy/Activity 3

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

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

Subgroup: Preschool, Transitional Kindergarten

#### 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)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

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

### Analysis

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

#### Implementation

- 1.1 12 Teachers, 1 IB Coordinator and 1 Administrator attended International Baccalaureate Courses. The skills and strategies learned were presented to the whole staff at staff meetings and our retreat. We determined that we need more time for teachers and the administrator to share their knowledge for maximum benefit. Due to the sub shortage, this was difficult to complete last year. 3 Teachers participated in Close Reading Training with Stockton Unified Language Development Department. Teachers are implementing strategies learned on a daily basis. 13 Teachers, 1 IB Coordinator and 1 Administrator attended the Making Math Real Overview Course. 2 Teachers attended the Making Math Real 9 Lines course. MMR is used daily to teach math abstractly and concretely. Follow up training is necessary to go further with the strategies. 1 Teacher, 1 IB Coordinator, and the School Counselor attended Tier 3 training at the SJCOE Tier 3 interventions are used as necessary to help support student behavior. 2 Teachers attended Growth Mindset Training at the County Office of Education. Deepened understanding of teachers who attended. Growth Mindset is used by all staff to encourage growth and student achievement. 1 Administrator attended 504 Plan Training at SJCOE. Developed deeper understanding of 504 Plan to help ensure students needs and goals are met. We participated in IB Evaluation. We received two Matters to be Addressed and several commendations on our performance.
- 1.2 Teachers were allotted 2 hours a week to collaborate during the school day while students are in Spanish and Art. Teachers collaborate vertically and horizontally in their Professional Learning Communities 90 minutes every other week. Staff participated in a 15-hour collaborative retreat. All Teachers participated in 18 hours of collaboration on developing Math Programs of Inquiry. 1 Teacher participated in the History/Social Science Curriculum Review Committee. Each grade level and specialty teacher developed an IB Stand Alone Unit for math. 4 Teachers developed a Family Life Unit of Inquiry and submitted it for approval.
- 1.3 Who's Reading Licenses were purchased for all students. 130 Read Live Naturally Licenses were purchased. 1 Site Level Mystery Science License was purchased. Instructional Materials were purchased to support instruction in Math, ELA, Science, Social Studies, and IB Units of Inquiry. Materials included but were not limited to; Classroom supplies, Leveled Readers, manipulatives, and books. These items supported student achievement. We had a 7% growth in Math according to SBAC. Our scores increased from 40% to 47%. In the area of ELA, we had a 5% growth. Our scores increased from 54% to 59%.

#### Effectiveness

We had a 7% growth in Math according to SBAC. Our scores increased from 40% to 47%. Our goal was to increase from 40% to 50%. We fell short by 3%.

We increased by in the area of ELA we had a 5% growth. Our scores increased from 54% to 59%. Our goal was to increase from 54% to 64%. We fell short by 5%.

In 2017-2018 we reclassified 18%. This number decreased from 41% in 2016-2017. This is attributed to the change from CELDT to ELPAC and the test being administered in the Spring.

#### Strategies Fully Implemented

Professional Development for all Teachers was provided. Teachers learned new instructional strategies and incorporated their learning into the IB approaches to learning. We believe that the professional development gave teachers confidence, networking opportunities, and ideas to enhance teaching and learning.

Collaboration Time was kept intact to provide time for teachers to review data and respond to what students will learn, how will they learn it, how will we know if they have learned it, and what do we do with students to promote growth.

Teachers provided resources days to continue to develop units and lessons to best support differentiated teaching and learning to support all students' learning.

Teachers, IB Coordinator, and Administrator visited sites within and out of Stockton Unified with similar demographics and programs.

Ongoing Data Analysis through Data Planning Cycle during PLC meetings

Materials and resources for IB, Math, ELA, Science and Social Studies were purchased.

Licenses were purchased for Mystery Science, Read Live Naturally, Whoo's Reading.

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

#### Material Changes

We received a carryover funding of \$23,482: School Site Council allocated \$2,000 to books, \$18,000 to instructional materials and supplies, \$3,482 to conferences.

We added 130 Read Live Naturally Licenses and A Site License for Whoo's Reading.

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

#### Future Changes

Based on our data analysis, School Site Council proposed a change to goal 2.2 to include Collaboration with consultants utilizing Energy Bus and Summit Solutions.

- 1.1 After looking at the need to share knowledge obtained from IB conferences, we set up 3 meetings after school for teachers to collaborate. This alleviated the need for substitute teachers. During these meetings, we applied what we learned from the conferences directly to our Program of Inquiry (overview of all Units of Inquiry GK-5). We went through the Program of Inquiry and adjusted the content to align with IB's concept-based model. We also discussed the rigor and relevance of each Unit of Inquiry and adjusted for depth of knowledge. Teachers took back information to make adjustments to their grade level Units of Inquiry. To address the two areas of need from our evaluation, we hired a part-time Librarian/Media Assistant and our IB Coordinator is now having scheduled meetings with grade levels during collaboration. This further ensures that we are keeping with IB philosophy of a concept-based curriculum providing real-life application for each subject area; English Language Arts, Math, Social Studies, Science, Art and Physical Education. Those teachers that attended the Making Math Real 9 Lines training are now implementing the strategies in their classrooms and in afterschool tutoring.
- 1.2 Teachers continue to collaborate during the school day while students are in Spanish and Art and every other week in their PLC. The staff retreat this year will be aligned around training on new roll out of Primary Years Program modifications. Teachers will continue to work on development and implementation of Math Programs of Inquiry during their collaboration times this year.
- 1.3 After looking at data, licenses were purchased only for G2 and G5, as they felt it benefited readers at their grade levels. Due to adding a class to G1, 140 licenses were purchased to support needs in ELA. This program is also being used in afterschool tutoring as well. We are continuing to use Mystery Science in conjunction with PLTW to support instruction in NGSS. Eureka Math curriculum was ordered through our reprographics department to support instruction of CCSS in Math and our Units of Inquiry. These items supported student achievement. We had a 7% growth in Math according to SBAC. Our scores increased from 40% to 47%. In the area of ELA, we had a 5% growth. Our scores increased from 54% to 59%.

## Goal 2 – School Climate

### Suspension –

By June 2020, decrease number of suspensions for all students from 6.1% to 5.1% to place us in yellow on California Dashboard.

### Attendance/Chronic Absenteeism –

By June 2020, decrease number of chronic absences for all students from 6.6% to 3.6% to maintain green status.

## Identified Need

### Suspension –

In the 2017-2018 school year, we saw a significant increase in suspensions placing us in red on the California Dashboard.

Student groups with significant increases were Multiple Races, Filipino, African American, Socio-economically disadvantaged students and English Learners.

### Attendance/Chronic Absenteeism –

In the 2017-2018 school year, we saw a decrease in Chronic Absenteeism in all students. However, specific subgroups saw an increase- Multiple Races, African American, Students with Disabilities, and English Learners. In 2018-2019, we are maintaining at 7% Chronic Absenteeism overall.

## Annual Measurable Outcomes

| Metric/Indicator                   | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|-------------------------|------------------|
| Suspension (All Students)          | 6.1%                    | 5.1%             |
| Chronic Absenteeism (All Students) | 6.3%                    | 3.6%             |



## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

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

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

To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 90% attendance. Staff will work to identify and remove barriers that restrict these students from coming to school. We will build a list of resources, in conjunction with Child Welfare and Attendance, that can be shared with families during SSTs.

Observation Pre/post assessments # suspensions # discipline referrals

# tardies # absences excused and unexcused #survey results

### 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)

See Goal 1, Strategy 1

See Goal 1, Strategy 1

**Strategy/Activity 2**

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

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

All students

**Strategy/Activity**

To support students with social emotional learning, counselor will purchase games/equipment to teach students social skills during recess times. Students will practice conflict resolution and restorative practice in real time. This will decrease suspension rates and increase a positive school climate.

**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 - 43200 (Non-Instructional Materials)

Title I - 50671

## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

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

### Analysis

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

#### Implementation

- 1.1 Chronic Absenteeism decreased from 9% to 8%. We had a representative from Child Welfare and Attendance assigned to our site to help meet with families about attendance. Counselor met with students with chronic absenteeism on individual basis and developed goals and tracked attendance on a worksheet. Staff welcomed students back in a welcoming fashion. We have held attendance meeting with parents. These meetings have given us the opportunity to connect parents with services and supports. Students were given perfect attendance certificates each trimester.
- 1.2 Teachers taught the IB Learner Profile Traits throughout their Units of Inquiry. Staff pass out “Falcon Feathers” to students that exhibit the Learner Profile Traits. We have a raffle and award 8 students each week at our Friday Morning Flag Salute. We have taught schoolwide expectations for each area on campus and have created posters. We established a CARE Team that meets one to two times a month. We contracted with Community Hospice. We formed a Student Council Leadership Group. We added a reflection for students and parents to complete that attaches to the report card. We participated in an IB Evaluation. We held monthly assemblies to honor a student from each class that exhibited the monthly Learner Profile Trait. This improved school climate and gave students the opportunity to be recognized for their actions. Our PBIS Team met once a month for the first three months. After that we had a difficult time scheduling meetings due to the sub-pool. This affected our momentum. Summit Solutions held a school-wide Growth Mindset Assembly and did follow up workshops for grades 3-5. According to the PBIS Falcon Climate Survey: I have been bullied on campus in the last 30 days: reduced from 20% to 13% I feel a part of the school: decreased from 86% to 83%. At my school there is a teacher or other adult who really cares about me: decreased from 90% to 88%. In and Out of school suspensions totaled 30 days in 2017-2018 which is up from 6.65 days suspension in 2016-2017. The Principal was new to the site.

#### Effectiveness

- 1.1 According to the California Dashboard, we had a 1.6% decrease in Chronic Absenteeism. We will continue to monitor and support families in ensuring students are at school and on time. We will also continue to work with CWA and develop attendance incentive.
- 1.2 Being the first year of implementing a new and revised PBIS system in the 2017-2018 school year, new behavioral expectations were put into place and students had to learn and model these expectations as well as staff learning and teaching the expectations. As a result, discipline infractions increased, as so did positive reinforcement practices. PBIS practices and procedures has allowed on focus on reducing bullying and restorative practices. Although there was a decrease in students feeling like they were part of the school, there was an increase in schoolwide, student-led activities, created by Student Council Leadership group. Some examples

are assemblies for Learner Profile Traits, Family Dance, UNICEF drive, spirit weeks, Unity Day and Cultural Awareness.

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

#### Material Changes

1.1 None.

1.2 None.

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

#### Future Changes

We plan to hold monthly PBIS meetings with our PBIS team

We are meeting with all parents of students that have missed 10% of their school days.

We are working with Summit Solutions to hold assemblies on growth mindset and social emotional learning.

Our counselor teaches courses on Social Emotional Learning to all grade levels.

Students in Kindergarten and 1st grade are getting 1 hour a week of instruction on Kelso's Choices.

We have increased our counselors position from .40FTE to 1FTE.

We have implemented IB Behavior Reflection Sheets when students have discipline issues.

## Goal 3 – Meaningful Partnerships

By June 2020, increase parent volunteers in daily classroom activities by 1 per grade level for a total of 6 parent volunteers.

### Identified Need

Although a minimum of 15 hours of volunteering is written into our school compact, we have few families that are committed to this goal. Attendance at parent informational meetings can be increased. We have offered our monthly IB Family meetings at the two different times that were indicated by parent surveys. Ultimately, we stopped offering the evening session as attendance dropped completely. PTA involvement revolves around the same volunteers. Classroom volunteers are also at a minimum, as well. A baseline is not available at this time as we have not kept track of the number of volunteers.

### Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome    |
|------------------|-------------------------|---------------------|
| Volunteer Log    | 2 parent volunteers     | 6 parent volunteers |

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

PYA will hold IB Parent Meetings, 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.

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

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

### Proposed Expenditures for this Strategy/Activity

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)       |
|--------------------------|-----------------|
| \$280 (OTHER Classified) | 29101 (Title I) |
| \$500 (Duplicating)      | 57150 (Title I) |
| \$194 (Duplicating)      | 57150 (Title I) |
| \$700 (Parent Meeting)   | 43400 (Title I) |

## Strategy/Activity 2

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

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

All students

### Strategy/Activity

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

### 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 (Duplicating)

57150 (Title I)

\$194 (Duplicating)

57150 (Title I)

# Annual Review – Goal 3

## SPSA Year Reviewed: 2017-2018

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

### Analysis

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

#### Implementation

1.1 We held our Annual Open House on January 30, 2018. We held four English Language Advisory Committee Meeting this year and provided translation. We held two parent IB Meetings each month and provided translation. We had a record number of volunteers supporting teachers and students in the classroom. We have a well-run PTA. Our School Site Council met monthly to review curriculum, policies, Single Pan for Student Achievement (SPSA). We partnered with the following agencies: Valley Community Counseling, Community Hospice, YMCA, Jacoby Center, Wow Museum, Stockton Area Water Suppliers, Summit Solutions, International Baccalaureate Organization, California Area World Schools, County Office of Education

#### Effectiveness

1.1 Our parent survey sent out in May indicates that 93% of PYA parents and families that participated in the survey feel they were involved as stakeholders in the IB evaluation process. We planned our IB meetings at times that parents and families indicated would be best on our parent surveys. However, attendance for our IB meetings for the evening dwindled over the year. We eventually cancelled all of those evening meetings and concentrated on our morning meetings. We also tied in student demonstrations at the meetings to increase parent participation. We had a translator to assist at the meetings. Our Open House was well attended by prospective parents and families. School Site Council and ELAC Meetings were actively attended by board members and extra participants.

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

#### Material Changes

1.1 None.

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

#### Future Changes

1.1 We see a need to work on parent/guardian attendance at our meetings. We will try incentives 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 | \$60,476 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0      |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$83,992 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I          | \$60,476        |

Subtotal of additional federal funds included for this school: \$60,476

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF                    | \$23,516        |

Subtotal of state or local funds included for this school: \$23,516

Total of federal, state, and/or local funds for this school: \$83,992