



## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Primary Years Academy</b>	396867660121798	10/01/2024	11/12/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Primary Years' approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

Barriers to parent engagement such as emotional, linguistic, physical, and/or cultural differences are identified, and the school implements strategies to overcome these barriers by providing interpretation at all parent meetings. Ongoing efforts to partner with parents of low-performing students are evident. School communication is provided to parents in their native language or communicated through interpreters. Ongoing efforts are prioritized to partner with parents of underperforming students.

Based on our data and root cause analysis, we have determined that our Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in reading comprehension.

Students with certain disabilities may be particularly at risk for suspension and may require intentionally planned support at a tier II level. These students may struggle with self-regulation and may have difficulty following rules and norms, which can lead to behavior dysregulation in the school setting. However, research suggests that suspensions are not an effective way to address these underlying issues and may even exacerbate them.

## **Educational Partner Involvement**

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Primary Years' goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 19th, 2023
- October 17th, 2023
- December 19th, 2023
- February 20th, 2024
- March 5th, 2024
- April 16th, 2024
- May 7th, 2024
- October 1, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

Title I Parent Meeting 2023-2024

- August 2, 2023

Title I Parent Meeting 2024-2025

- July 31, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on February 6, 2024, May 7, 2024
- Leadership Meeting on February 20, 2024
- Faculty Meeting on October 1, 2024
- Leadership Meeting on September 17, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Primary Years Academy, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

<b>Student Group</b>	<b>ELA</b>	<b>Math</b>	<b>Suspension Rate</b>	<b>Absenteeism Rate (ELEM)</b>	<b>Graduation Rate (HS)</b>	<b>College Career (HS)</b>
<b>English Learner</b>	population too small, no indicator	population too small, no indicator	X	X	X	N/A
<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
<b>Homeless Youth</b>	X	X	population too small, no indicator	X	X	N/A
<b>Students with Disabilities</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	X	N/A	N/A
<b>American Indian/ Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

Resource Inequities;

PYA has identified several resource inequities that revolve around the International Baccalaureate PYP and MYP programs:

1. Not all students have access to highly trained and experienced IB teachers. We have one new Spanish teacher and four experienced teachers who are not trained in IB. The four experienced teachers have attended at least one IB conference prior to starting at PYA. MYP program has one new teacher and new to IB and one experienced teacher not new to PYP program but new to MYP program. This inconsistency can result in some students receiving a more rigorous, engaging, and conceptually deep education than others. In the MYP, the presence of a new teacher and an experienced teacher who is new to the MYP program may create challenges in delivering the interdisciplinary, inquiry-driven learning experiences that the program requires. Students may be less prepared for the personal project, reflective practices, and inquiry-based assessments that are fundamental to their success in the IB program.
2. PYA families have limited knowledge about the IB PYP/MYP programs and the rigor and commitment it requires for student achievement. Some families are not able to provide academic support at home which may create additional challenges in understanding and navigating the demands of IB. Families who are unable to provide academic support at home due to language barriers, limited educational backgrounds, or unfamiliarity with the IB curriculum may struggle to help their children with assignments

or study habits. This can create significant challenges, particularly for students who are navigating the demands of IB without structured support from home, potentially widening the achievement gap between students who receive family assistance and those who do not.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	5.8 points below standard	28 points below standard (orange)				
Foster Youth						
English Learner						
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	16.3 points below standard (orange)		2.1% suspended at least one day (orange)	28.3% chronically absent (orange)		
Student with Disabilities						
African American						
American Indian/ Alaskan Native						
Asian						
Filipino						
Hispanic		38.2 points below standard (orange)				
Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

There are no major gaps were observed between student groups on the CA Dashboard Indicators for Primary Years Academy.

Barriers to parent engagement such as emotional, linguistic, physical, and/or cultural differences are identified, and the school implements strategies to overcome these barriers by providing interpretation at all parent meetings. Ongoing efforts to partner with parents of low-performing students are evident. School communication is provided to parents in their native language or communicated through interpreters. Ongoing efforts are prioritized to partner with parents of underperforming students.

Based on our data and root cause analysis, we have determined that our Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in reading comprehension.

Students with certain disabilities may be particularly at risk for suspension and may require intentionally planned support at a tier II level. These students may struggle with self-regulation and may have difficulty following rules and norms, which can lead to behavior dysregulation in the school setting. However, research suggests that suspensions are not an effective way to address these underlying issues and may even exacerbate them.

As a result, the following strategies were identified to address the needs of Primary Years Academy students:

- Use PLC's to focus on learning outcomes by reviewing data to identify learning needs of all students
- Use PLC's to focus on results by creating a list of assessments, outcomes, and strategies for improvement
- Job-embedded learning where teachers can share strategies and experiences with a team to improve their teaching skills

The comprehensive needs assessment was a critical process helping PYA identify areas for improvement and inform decision-making to address challenges effectively.

1. PYA formed a diverse team of stakeholders, including administrators, teachers, parents, and community members, to oversee the needs assessment process.
2. Administration and Leadership team collected data from various sources, such as student performance data, surveys, classroom observations, and existing reports, to gain a comprehensive understanding of the current state of PYA.
3. The data was analyzed and strengths and weaknesses were identified: academic achievement, school climate, student behavior, resources, and professional development.
4. The team prioritized the identified needs based on their impact on student learning and school improvement goals.

The results of the needs assessment were shared with the School Site Council members and school staff.

Throughout the year there is an analysis of our current instructional program with a variety of stakeholders during School Site Council meetings, teacher instructional planning days, Leadership meetings, PLC Coaching PDs, CARE/SST meetings, and PBIS Team Meetings. We conducted the 5 Whys for the root cause analysis with Leadership and staff. Site collaborates with educational partners through School Site Council/Leadership Team/PBIS Team. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA consisted of the 5 Why's, and a Fishbone activity with the PYA staff in January 2024. School Site Council collaboration, feedback, and review sessions inform decision making and planning for potential SPSA modifications and improvement.

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>Goal for ELA/ELD: (Must be a SMART Goal)</p> <ol style="list-style-type: none"> <li>All students in grades K-5 will increase the percentage of met/exceed proficiency from 45.6% to 48% as measured by winter2024 iReady ELA diagnostic.</li> <li>By i-Ready Diagnostic 3 growth report 55% of students in ELA will achieve annual typical growth goals.</li> </ol> <p>School Goal for English Learners: (Must be a SMART Goal)</p> <ol style="list-style-type: none"> <li>ELPAC: To obtain a more accurate measure of English Learner progress by June 2025 66% of students will make progress towards English proficiency.</li> </ol> <p>School Goal for Math: (Must be a SMART Goal)</p> <ol style="list-style-type: none"> <li>All students in grades K-5 will increase the percentage of met/exceed proficiency from 31.2% to 40% as measured by winter i-Ready Math diagnostic.</li> <li>By June 2024, per iReady Diagnostic 3 growth report 50% of students in Math will achieve annual typical growth goals.</li> </ol>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have determined that Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in ELA and Math. SIPPS is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level (Platooning). Small group instruction in Math was identified for intervention time.

ELA/Math intervention groups, where students are intended to get more nuanced instruction, are not dynamic, SIPPS is being implemented in K-3 only but not with fidelity to the program. 3-5 writing program is not strong. Teachers do not meet to talk about the intervention groups. PLC collaboration happens around ELA core only. Teachers need more time to collaborate around intervention in Math.

Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).

Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Student Growth Goal Met	ELA 51.3% Math 47.2%	ELA 55% Math 50%
English Learner Progress Indicator	61.5% of students making progress towards English proficiency	66% of students making progress towards English proficiency
Percent of students performing at grade level or above	Winter ELA 45.6% of students meet or exceed standards. Winter Math 31.2% of students meet or exceed standards	Winter ELA 48% of students meet or exceed standards. Winter Math 40% of students meet or exceed standards

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Integrate Career and Technical Education through IB PYP Units of Inquiry Teachers will use the PYP's transdisciplinary themes to incorporate career and technical education concepts into inquiry-based learning activities. The strategy will involve structured, age-appropriate exploration of various careers and technical skills within the context of IB's framework, promoting real-world connections to the subjects being taught.</p> <p>School counselors can help students explore their interests and strengths, and connect them with career fields that match those attributes. The school counselor will Increase students' early exposure to Career and Technical Education (CTE) pathways by leveraging Xello's career exploration tools, integrating career awareness into social-emotional learning, and supporting students in setting future academic and career goals.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career &amp; Technical Education: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

<p>1.1.2</p>	<p><b>College Readiness</b></p> <p>Teachers will embed college readiness concepts into the IB PYP curriculum by incorporating discussions, activities, and projects that promote self-management, research skills, goal-setting, and a global mindset. This strategy will align with the IB Learner Profile attributes (e.g., being inquirers, thinkers, communicators) and transdisciplinary themes, helping students understand the importance of lifelong learning and the possibilities that higher education can offer.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>1.1.3</p>	<p><b>A-G High School Courses</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.4	<p><b>Bilingual Instructional Support</b></p> <p>A Bilingual Instructional Assist (District Funded) will work alongside teachers to support English Learners. The bilingual assist will provide in-class support, facilitate small-groups, and bridge communication between students, teachers, and families, ensuring that students receive both academic and linguistic assistance tailored to their needs. The bilingual instructional assistants will be assigned to classrooms with a high number of English Learners to provide direct support in both the students' home languages and English. This includes small group instruction, translation of key concepts, and language modeling during lessons.</p> <p>English Learner Support : Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>	English Learners	#[Enter amount here]	[Specify the funding source(s)]
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1.1.5	<p><b>English Learner Professional Development</b></p> <p>EL Coordinator will enhance teachers' capacity to support English Learners (ELs) by providing targeted professional development. Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Schedule regular professional development workshops throughout the school year focused on effective strategies for teaching ELs.</p> <p>Be part of and attend all California Reading &amp; Literature Project (CRLP) Trainings</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: Program Specialist/IB Coordinator Additional Compensation (EL) 2 hours = \$224</p>	English Learners	\$224	0100 - LCFF/S&C (site)
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<p>1.1.6</p>	<p><b>English Learner Programs and Supports</b></p> <p>Ongoing Instructional Support Plan: English Language Learners Program Specialist/IB Coordinator and teachers will ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. EL Site Coordinator will administer local assessment &amp; ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress.</p> <p>Coordinator will receive additional compensation to review and share data.</p> <p>Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)</p> <p>Integrated ELD: Train teachers to embed language development strategies into everyday instruction across all subjects. Use methods like sentence frames, graphic organizers, and content-based vocabulary instruction to support ELs in accessing grade-level content while simultaneously developing their English skills.</p> <p>Designated ELD: Provide daily designated ELD sessions where ELs receive focused language instruction based on their proficiency levels. These sessions will target key language skills, such as listening, speaking, reading, and writing, through interactive and student-centered activities.</p> <p>Ensure that ELs have access to high-quality, differentiated core instruction in the general classroom. Implement strategies like cooperative learning, visual supports, and thematic learning to make content comprehensible and engaging for ELs.</p> <p>Extended day tutoring will be offered to English Learners. English Learners will have one teacher intervention tutor 2 times a week for four weeks prior to ELPAC (English Language Proficiency Assessment for California) Testing to provide third-fifth graders additional support leading up to ELPAC testing.</p> <p>Title I Funding Allocation:</p>	<p>English Learners</p>	<p>\$408</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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	No additional site Title I funding has been allocated for this strategy.			
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LCAP 1.6 English Learner Programs and Supports:  
Extended Day Teacher EL: 1 teacher X 4 sessions = \$408

1.1.7	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>-1.1.7.A- Enhance interdisciplinary learning and student engagement through collaborative planning and professional development. Foster partnerships between teachers, and ELOP to create a more IB centered educational experience.</p> <p>Collaboration Collaboration PLCs/Collaboration Spanish and Music Teachers will collaborate with core teachers to align Spanish and Music to the District adopted ELA/ELD, Social Studies curriculum, and IB Framework to support literacy through music and second language comprehension strategies. Collaboration is horizontal and vertical. This ensures students are exposed to the entire IB Learning Continuum.</p> <p>Collaboration will also utilize the teaching and learning platform Toddle as a learning management systems for all IB student work and progress. Administrator, Program Specialist/IB Coordinator, Instructional Coach, and Teachers continue to collaborate during the school day while students are in Spanish and Music class and every other week in their PLCs. The Toddle program is real-time collaborative planning that ensures teachers stay true to the IB PYP (Primary Years Program) program.</p> <p>Administrator, Program Specialist/IB Coordinator, Instructional Coach, and Teachers will collaborate around incorporating the district adopted Benchmark and Ready curriculum within their Units of Inquiry. PLCs/Collaboration will also take place in the form of Academic conferences.</p> <p>Professional Development Principal and Program Specialist/IB Coordinator will plan teacher PD's. Administrator will provide time and support for the Program Specialist/IB Coordinator and Teachers to implement and attend Professional Development opportunities.</p> <p>Title I Funding Allocation: Program Specialist Additional Compensation: 20 hours = \$2,240 Instructional Coach Additional Compensation: 20 hours =\$2,320 Teacher Additional Compensation: 15 Teachers (13 CORE, 1 Spanish, 1 Music) 17 total hours = \$23,562 Intervention Teacher Additional Compensation: 17 hours= \$1,853</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	<p>\$9,000</p> <p>\$23,562</p> <p>\$2,320</p> <p>\$1,853</p> <p>\$2,240</p> <p>\$3,230</p> <p>\$426</p> <p>\$10,000</p> <p>\$2,969</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
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License Agreements: \$3,230 (Toddle PYP One-year subscription \$2,890 and Toddle MYP One-year subscription \$ 340)

-1.1.7.B-

Standards based lesson design and delivery, and development of common instructional practices, differentiation/Small group instruction/intervention, high quality lessons integrating IB framework, CCSS, i-Ready, and Benchmark Curriculum. Professional Development will be ongoing for Benchmark, IB Framework, SIIPs, NGSS, and Ready Math during weekly PLC's and classroom demonstrations. Additional professional development (Learning sessions) to enhance instructional practices. Professional development includes IB Conferences and/or any conferences, conferences aimed at supporting the learning needs of all subgroups, after school PD, collaboration, and professional learning communities. Conferences consist of: IB conferences, conferences, and virtual workshops that support the IB PYP framework or instructional learning (SEL, PBIS, classroom management).

Substitutes will be utilized to conduct Academic Conferences and PLC trainings when needed.

Provide teachers with professional learning opportunities: i) conferences, ii) consultants iii) data analysis iv) coaching, v) additional collaboration outside of instructional hours around effective primary instruction.

Conferences: alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum, IB Units of inquiry, PBIS, SEL) - (July 2024-June 2025) - (Administrator, Program Specialist/IB Coordinator, Instructional Coach, Counselor, teachers, Library Media Assist, Instructional Assistant.)

Title I Funding Allocation:

Teacher Substitutes: \$2,969

Conference/Virtual Workshop Trainings: \$10,000

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support

Teacher Substitutes: \$426

Conference/Virtual Workshop Trainings: \$9,000



1.1.8	<p><b>School Site Administrators Leadership Professional Development</b></p> <p>School Site Administrator will: Conduct regular instructional rounds and classroom observations to support and coach teachers in real-time. Facilitate professional learning communities (PLCs) where teachers collaborate and reflect on practices to enhance instruction. Encourage data-driven goal setting for both individual teachers and grade-level teams. Organize peer observations among teachers and provide feedback focused on growth and innovation in instructional practices. Lead the development of the school's strategic plan with input from staff, students, and community members, ensuring it aligns with district goals and student needs.</p> <p>Monitor the implementation of the plan and make adjustments as necessary, holding regular progress check-ins with staff. Utilize data to assess the effectiveness of current programs and interventions, adjusting strategies to improve student outcomes.</p> <p>Personal Development:  * Attend leadership workshops on fostering team culture and creating structures for continuous improvement.  * PLC Coaching-Solution Tree  * Attend seminars or conferences on diversity, equity, and inclusion (DEI) in educational leadership, and work with staff to design equitable school practices (CAAASAA, CABE, ACSA, PLC).</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development  No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
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<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Use PLC's (Professional Learning Communities) to ensure effective alignment and implementation of ELA, Math, NGSS, and ELD standards with the IB Units of Inquiry.</p> <p>PYA will use PLC's (Professional Learning Communities) to ensure effective alignment and implementation of ELA, Math, NGSS, and ELD standards with the IB Units of Inquiry. Administration and Instructional coaches will provide intensive, targeted support and coaching to teachers to ensure high quality first instruction. Instructional Coaches will be provided time and funding for coaches to be able to work directly with teachers.</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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1.1.10	<p><b>Data Analysis and Evaluation</b></p> <p>Use formative assessments throughout the school year to monitor student progress toward academic goals and identify areas of need for intervention.  * Implement summative assessments at key points (e.g., mid-year, end-of-year) to evaluate overall student achievement and the effectiveness of the strategies implemented.  Regularly review formative assessment data to make timely adjustments to instruction, intervention programs, or professional development.  * Compare summative assessment results with baseline data to measure overall growth and achievement at the end of each evaluation cycle.  * Use technology platforms that allow data to be disaggregated by student groups, grade levels, and specific initiatives outlined in the SPSA.  Schedule formal mid-year and end-of-year SPSA reviews to assess overall progress toward goals and determine whether the school is on track to meet its objectives (Academic Conferences).  * Use the mid-year review to make necessary course corrections or adjustments to strategies that are not producing the desired outcomes.  Continuously monitor how the SPSA budget is being spent, ensuring that resources are allocated efficiently and aligned with student needs.  * * Reallocate resources as needed based on data trends and feedback on the effectiveness of current strategies..</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation  No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
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<p>1.1.11</p>	<p><b>Access to Foundational &amp; Outdoor Learning Spaces</b></p> <p>PYA will utilize their outdoor learning spaces to enhance students' social-emotional well-being by providing opportunities for physical activity, mindfulness, and collaboration in outdoor settings, improve student engagement and academic performance by integrating outdoor spaces into core subjects such as science, math, and literacy. The outdoor learning spaces will be used to decrease behavior incidents by using outdoor spaces for breaks and structured activities that reduce stress and anxiety. Teachers will collaborate to align outdoor learning with state standards and curriculum objectives in subjects such as science, math, literacy, and social studies.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>1.1.12</p>	<p><b>Acceleration of Learning</b></p> <p>Accelerated learning focuses on providing targeted interventions and opportunities for advanced learners or students who need to quickly catch up in specific subject areas.</p> <p>Use data such as state assessments, classroom performance, and teacher recommendations to identify students who could benefit from accelerated learning. This may include both high achievers and students who need to close learning gaps rapidly. Use formative assessments and diagnostic tools to pinpoint specific areas where students require enrichment or need to accelerate their learning.</p> <p>Teachers will leverage online platforms or adaptive learning software that tailors instruction to each student's learning level, such as i-Ready. Use flexible grouping to allow students to work with peers at similar levels for specific subjects (e.g., math, reading) where they need acceleration or enrichment. Implement differentiated instruction, where students receive tasks or challenges that match their current knowledge and skills but push them to deepen understanding and achieve mastery faster.</p> <p>Track performance on standardized tests and benchmarks to measure growth and ensure students are on track to meet or exceed grade-level standards. Implement regular reflection and feedback opportunities where students set learning goals and review their progress toward accelerated learning objectives.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>1.1.13</p>	<p><b>Literacy and Library Supports</b></p> <p>Library Media Assist (.375 FTE District Funded) helps to support ELA/ELD by helping to identify struggling readers, providing them with age and skill-appropriate materials, undertaking skill scaffolding supporting choice, supporting students with special needs, providing one-to-one matching, promoting access to books, enhancing the social position of books and reading, reading aloud to students, facilitating silent reading, and preparing students for high-stakes literacy testing.</p> <p>Purchase library books to help the LMA provide age and skill-appropriate materials, to ensure that the library is stocked with a diverse collection of books that reflect the cultural backgrounds, interests, and reading levels of all students. Foster a school-wide culture that promotes reading for pleasure and learning, making literacy a central part of the school experience.</p> <p>Provide students with opportunities to increase reading proficiency through literacy programs via license agreements, web-based reading, early literacy, math, and Spanish programs to accelerate achievement and develop confident learners. Web-based licenses will be needed.</p> <p>Ongoing Instructional Support Plan: ELA/Math Administrator, Program Specialist/IB Coordinator, and Instructional Coach will provide an effective balanced approach to literacy, IB instruction, and provide teachers with professional learning opportunities to support IB and core instruction with all grade levels.</p> <p>To foster a positive academic environment to promote the love of reading and improve students reading fluency and comprehension skills through books, staff, intervention resources and activities:</p> <p>Applicable supplemental instructional materials include:</p> <p>Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, Headphones, Literacy Station and facilitate support with students while the teacher works one-on-one with students, novels/books, white boards, clipboards, dry erase markers, flashcards, games, TPR, Copy paper, folders/sleeves, pencils, construction paper, color printer, color printer ink, printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" &amp; 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless)</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$1,000</p> <p>\$1,200</p> <p>\$9,000</p> <p>\$2,562</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>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.</p> <p>Any material that allow teachers to incorporate a variety of teaching strategies and gives the students opportunities to acquire knowledge and skills will be used to enhance the ELA/ELD, Math, Social Studies, Science, and IB frameworks curriculum. Students take ownership of their learning by using planners to organize dates, set challenging goals, practicing fluency, and pursuing person inquires.</p> <p>Students will utilize butcher paper to complete IB collaborative projects. Posters visually support significant course projects</p> <p>Instructional posters based on Benchmark curriculum. Enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Mystery Science within their Units of Inquiry. K-2 Leveled readers, Interactive KWL, Close Read, and Literacy Stations. 3-5 Quick Writes, Close Read, JournalWrites, Text Reconstruction, Unpacking sentences, Note Making, Ticket Out the Door, Literacy Stations, Give One, Get One, Vanishing Text, and Interactive Notebooks.</p> <p>5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals.</p> <p>Title I Funding Allocation:  Books and Reference Materials: \$1,000  Instructional Materials and Supplies: \$9,000</p> <p>LCAP 1.13 Literacy and Library Supports:  Instructional Materials and Supplies: \$2,562  Non-Instructional Materials and Supplies: \$1,200</p>			
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID):  No additional site LCFF is being allocated for this strategy.</p>	<p>[[Identify either All Students or one or more specific student groups]</p>	<p>[\$[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>1.1.15</p>	<p><b>Recapturing Learning Loss</b></p> <p>Support Staff Salary for Plan Implementation and Additional Instructional Supports Instructional Assistant (0.44 FTE) will assist with students one year or more below level needing Tier 2 and students with special needs (students with disabilities) support in ELA, Math, interventions and instructional supports. An Instructional Assistant provides strategic intervention support for students at-risk through intervention in ELA and math. There are established intervention settings and times including push-in and pull-out services.</p> <p><b>**In the event an Instructional Assist funds are unspent, funds will be reallocated to purchase computer hardware/software: iPads, Kindle reading devices, ViewSonic and Mobile Trolley cart, die cut machine, poster maker supplies, paper and toner, printers, and doc cameras.</b></p> <p>School site will seek additional SIIPS site level PD to maximize program usage. Teachers and Instructional Assist. will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games. The instructional assist. helps teachers use data and implement supplementary programs and web-based reading &amp; math software to support differentiation, small group instruction, and target underrepresented and underserved students for additional support. SIPPS early literacy foundational reading supplemental curriculum will support Tier 2 and Tier 3 support for phonics instruction and phonemic awareness. It will also support intervention and small group support needs of all subgroups</p> <p><b>Universal Access:</b> To support Universal Access, teachers will be provided with materials and supplies to support all students achieve academic success. UA will provide students not quite mastering standards focused support. Measures: Formative assessments, Summative assessments.</p> <p>Students identified as needing intervention supports in reading and writing will receive small group/one-on-one intervention instruction during the school day Intervention instruction will focus on addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web-based reading &amp; math software. Teachers will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIPPS, Benchmark interactive games, Math Olympiads, Math Madness, and i-Ready Pathways. The focus will be on foundational skills. Teachers will utilize the web based reading, early literacy, and math intervention programs to accelerate achievement and develop confident learners. Web based licenses will be needed.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$13,625</p> <p>\$2,438</p> <p>\$13,625</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p>
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	<p>Extended day will be offered to PYA students in grades 3-5 and students with disabilities to prepare for SBAC. PYA will have three teachers tutor two times a week four weeks prior to state testing. Extended day SBAC: 3 teachers X 8 sessions X \$70= \$1,680 In the event there are no teachers interested in tutoring, the funds will be reallocated to allocated to conferences. No Title I funds will be allocated at this time.</p> <p>Ready Naturally One-year subscription</p> <p>Title I Funding Allocation: Instructional Assistant Salary &amp; Benefits (0.22): \$13,625 Teacher Additional Comp for Extended Day SBAC: \$0 No Title I funds will be allocated at this time.</p> <p>LCAP 1.15 Recapturing Learning Loss: Instructional Assistant Salary &amp; Benefits (0.22): \$13,625 License Agreements/Subscriptions: \$2,438</p>			
1.1.16	<p>Outdoor Education/Science Camp</p> <p>Students will have the opportunity to attend an outdoor education/science camp.</p> <p>At the science camp, students will work in groups to conduct an ecosystem field investigation in a nearby natural environment (e.g., a forest, wetland, or meadow). Students will explore and investigate local ecosystems through hands-on learning, enhancing their understanding of ecological principles, biodiversity, and human impact on the environment. Facilitate discussions on biodiversity, the roles of different organisms in an ecosystem, and the effects of environmental changes or human activities on the ecosystem.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\${Enter amount here}	[Specify the funding source(s)]

1.1.17	<b>Preschool Transition To Kindergarten</b>  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.	English Learners, Foster Youth, Low Income, Students with Disabilities	\$[Enter amount here]	[Specify the funding source(s)]
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Primary Years Academy teachers attended three district PDs. This year, PYA only hosted one PD day that focused on creating an IB Math UOI and PLC alignment. During the other two PD days, teachers picked their area of interest or attended LETRS training. Academic conferences were conducted after school due to sub shortage. Teachers were able to focus on creating action plans for student intervention. Program Specialist and Instructional Coach held after school PDs that focused on EL strategies, ELA PLC, and CAASPP. They provided teachers with support in the data cycle, ELA and the IB units of inquiry and collaboration. Teachers used Toddle to collaborate and create authentic IB learning experiences. Through teacher collaboration we focused on platooning groups for SIPPS. During Music and Spanish intervention days, teachers had one hour a week dedicated to work with at least three intervention groups. Teachers who attended conferences presented the information during staff meetings. The Library Media Assist. was able to attend a conference to address her role in the IB program. Six teachers are attending summer IB conferences to enhance their IB skills. The leadership team obtained PLC training, four days of on site coaching and eight days of PLC Academy training.

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

PYA budgeted for an Instructional Assistant. After two rounds of advertisement and interviews, a candidate was selected in January 2024. The funds that were allocated for the Instructional Assistant from July to December were reallocated to purchase a new lamination machine. School Site Council approved the purchase of the lamination machine December 19, 2024. The Instructional Assistant was out of the country and did not start the hiring packet until the end of February 2024. The funds from January through February were reallocated to teacher additional compensation and conferences.

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

PYA will use the IB Instructional Action Plan that has been developed throughout this year as a guide to improve student learning. PYA Leadership/Guiding Coalition and administrator will continue to be trained by our PLC coach Kendra Bell and attend PLC Coaching Academy. Instructional Coach will support both ELA and Math with implementation of effective instructional strategies. PYA will continue to provide targeted intervention utilizing the SIIPs Intervention program. We will increase the number of Read Naturally licenses for more targeted intervention and add licenses for our 6th grade class. In order to have a more accurate measure of English Language Learner progress, we will change our annual measurable outcome from reclassification to mirror the California Dashboard and measure progress towards English proficiency.

## Goal 2.1

Goal #	Description
Goal 2.1	<p>School Goal for Suspension: (Must be a SMART Goal) By June 2024, decrease number of suspensions for all students from 2.2% to 1.3% .</p> <p>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By June 2024, decrease number of chronic absences for all students from 34% to 5% or less.</p>

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have determined that Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in ELA and Math. SIPPS is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level (Platooning). Small group instruction in Math was identified for intervention time.

ELA/Math intervention groups, where students are intended to get more nuanced instruction, are not dynamic, SIPPS is being implemented in K-3 only but not with fidelity to the program. 3-5 writing program is not strong. Teachers do not meet to talk about the intervention groups. PLC collaboration happens around ELA core only. Teachers need more time to collaborate around intervention in Math.

Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).

Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.

Suspensions remain low at 2.3% , student offenses such as caused, attempted, or threatened physical injury and defiance are on the rise. Most of the offense are occurring during unstructured time (recess and P.E.). Root Cause/Why: The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide resources to motivate students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>PYA will conduct a comprehensive equity audit to identify gaps in achievement, resource allocation, disciplinary actions, and access to opportunities among different student groups.</p> <p>* Create a data team to collect and analyze student performance data, disaggregated by race, gender, ability, and socioeconomic status. 1. Identify disparities and set goals for closing achievement gaps. Teachers gain tools to create inclusive classrooms that honor the diversity of student experiences. * Provide ongoing training for staff on culturally responsive teaching, anti-bias education, and trauma-informed practices. * Engage parents and community members in the conversation around diversity and inclusion by creating partnerships that support the holistic development of students. * Establish clear accountability measures to track the progress of equity initiatives.</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.3</p>	<p><b>Equity and Inclusion Training and Workshops</b></p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Provide instructional coaching and support throughout the school year. Coaches will assist teachers in applying culturally relevant teaching strategies and bias mitigation techniques in real classroom settings, offering feedback and additional resources as needed.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.4</p>	<p><b>Cultural Relevance, Outreach, and Support</b></p> <p>Create opportunities for students to celebrate their cultures and learn about others, fostering an inclusive community.</p> <p>Organize events like Multicultural Day, Diversity Week, and cultural heritage assemblies where students can share and celebrate their backgrounds. Monthly music, poetry, arts presentation at monthly PBIS assemblies</p> <p>Host regular culturally relevant family engagement events, such as multicultural nights, heritage celebrations, and parent workshops that are tailored to the cultural practices and languages of the school community.</p> <p>Provide translation and interpretation services at all events to ensure non-English speaking families can fully participate. PLUS students will take leadership roles in creating cultural relevance in the school, such as leading school-wide cultural awareness campaigns and events.</p> <p>Teachers will reflect on how culturally relevant content is integrated into their IB courses and how it impacts student engagement and understanding during IB collaborations.</p> <p>Promote student-driven inquiries and projects that allow them to explore their own cultural identity while aligning with IB's inquiry-based approach. This can be integrated into PYP Units of inquiry or MYP personal project, where students can investigate cultural issues, values, or histories relevant to their backgrounds.</p> <p><b>Title I Funding Allocation:</b> No additional site Title I funding has been allocated for this strategy.</p> <p><b>LCAP 2.4 Cultural Relevance, Outreach, and Support</b> No additional site LCFF is being allocated for this strategy</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.5</p>	<p><b>Positive Behavior Interventions and Support (PBIS)</b></p> <p>In a safe learning environment, teachers will implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations. To provide strategies and support for teachers, parents and student through Positive Behavior Intervention and Support (PBIS), PLUS, Restorative Practices, etc. focusing on improving attendance and discipline.</p> <p>All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. Teachers will also collaborate on Leadership Team or PBIS Team to improve the school climate. Monthly PBIS meetings will focus on positive behavior programs: behavior, academic, iReady challenges, IB Learner Profile Traits, and Falcon Tables. These acknowledgements will emphasize increased PBIS strategies to decrease discipline and reinforce positive school expectations.</p> <p>* Incentives/Rewards are not allowable using State and Federal funds.  * State &amp;Federal Programs will verify compliance and alignment with general suggested materials/games/equipment as it relates to reasonableness, necessity, and allocability</p> <p>Rewards are an integral component of PYAs PBIS systems in your school. Our PBIS reward system recognizes and rewards students for being leaders and making positive choices. Weekly incentives will focus on Falcon Feather incentives such as: folders, PYA stickers, Falcon Feather treasure goodies (erasers, stickers, funky/fancy pencils, small toys, candy, ink pins), super recess incentives (balls, jumbo games, jump ropes, jumpers), books, ice cream parties, and popsicle parties. (No funds associated with this strategy.). Behavior, Falcon Feather tickets, academic, iReady challenges, IB Learner Profile Traits, and Falcon Tables. These acknowledgements and rewards will emphasize increased PBIS strategies to decrease discipline and reinforce positive school expectations.</p> <p>Incentives: LCFF Supplemental and Concentration Funding LCAP MP 7.2</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):  Instructional Coach-Add Comp (incl benefits): 2 hours x \$116= \$232</p>	<p>All Students,  English Learners,  Foster Youth,  Low Income,  Students with Disabilities</p>	<p>\$232</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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<p>2.1.6</p>	<p><b>Student Assistant Program supports (SAP)</b></p> <p>Student Assistance Team will ensure students receive timely and comprehensive support for academic, emotional, behavioral, or social challenges through a structured and collaborative approach involving school staff, families, and community resources.</p> <p>The SAP team will identify at-risk students, assess their needs, develop intervention plans, and monitor progress. SAP Team will schedule bi-weekly meetings to review student cases, make decisions on interventions, and coordinate with SUSD Special Education Department.</p> <p>SAP team develops individual plans that may include tutoring, counseling, behavioral interventions, or referrals to external social services, progress monitor by regularly checking in with teachers to assess the effectiveness of interventions and adjust plans as necessary, and provide teachers with resources to manage classroom behavior and recognize when a child may need additional help from the SAP</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistant Program supports (SAP): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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2.1.7	<p><b>Behavior Support Services</b></p> <p>Staff will collaborate on developing policies and procedures to support PBIS. Counselor will collaborate with admin, teachers, and staff to develop policies and procedures to support students' emotional learning, incorporating the district's SEL curriculum, Second Step.</p> <p>Tier 1: Provide universal behavior interventions, such as social-emotional learning (SEL) programs, to teach all students essential skills like empathy, emotional regulation, and conflict resolution.</p> <p>Tier 2: Offer targeted group interventions for students who exhibit repeated behavioral challenges, such as check-in/check-out systems, group counseling, or small group social skills training.</p> <p>Tier 3: Provide intensive, individualized support for students with significant behavioral needs. This may include individualized behavior intervention plans (BIPs), one-on-one counseling, or mentoring.</p> <p>Empower student leaders to act as role models and advocates for positive behavior, fostering a sense of ownership over the school climate.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services Counselor Additional Compensation: 5 hours =\$590</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$590</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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<p>2.1.8</p>	<p><b>New Teacher Training and Support</b></p> <p>For training new teachers to support both the IB Primary Years Programme (PYP) and Middle Years Programme (MYP), a focused and integrated approach is essential, as these programs have distinct frameworks yet share the overall IB philosophy along with training district curriculum integration.</p> <p>Program Specialist/IB Coordinator and Administrations will ensure new teachers understand and embrace:</p> <ul style="list-style-type: none"> <li>* the IB Learner Profile Traits (e.g., inquirers, thinkers, communicators) and how these traits guide student development across all grades.</li> <li>* International-mindedness: New teachers need to internalize the concept of global citizenship, cultural awareness, and how to nurture an appreciation of diverse perspectives in their students.</li> <li>* Inquiry-based Learning: Provide extensive training on designing and implementing inquiry-based lessons, where students explore topics through questions, research, and hands-on activities.</li> <li>* Transdisciplinary Themes: Teachers need support in integrating the six transdisciplinary themes into their lesson planning (e.g., Who We Are, How the World Works). This training should focus on connecting subjects like language, math, and social studies into holistic units.</li> <li>* Interdisciplinary Learning: Provide guidance on creating interdisciplinary units where students can apply knowledge from multiple subject areas to solve real-world problems.</li> </ul> <p>Program Specialist/IB Coordinator will offer training in collaborative planning strategies where new teachers work alongside their teams to create and revise units of inquiry (PYP) or interdisciplinary units (MYP).</p> <p>To support the PYP and MYP programs new teachers will be offered to attend IB conferences and workshops that align with their teaching responsibilities focused on IB (PYP or MYP).</p> <p>Conferences: alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum, IB Units of inquiry, PBIS, SEL) funds allocated in LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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2.1.9	<p><b>Social Service Supports for Families in Transition</b></p> <p>PYA will provide targeted social, emotional, and logistical support for our families in transition, ensuring that students maintain access to education, stability, and necessary services during periods of upheaval.</p> <p>Administration and counselor will take the lead in identifying and supporting families in transition. The counselor will serve as the primary point of contact for families experiencing housing instability, displacement, or other major life transitions.</p> <p>Families will have access to school-based counseling/mental health services for both students and their families, addressing trauma, anxiety, or emotional difficulties resulting from the family's transition. Counselor and mental health clinician will make referrals to Care Solace as needed.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p><b>Central Enrollment Direct Services to Families</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.11</p>	<p><b>Student Attendance and Truancy</b></p> <p>To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% attendance. Administration will increase parent awareness through targeted meetings and trainings. CARE/ Attendance team will monitor student attendance weekly to reach out to families of students with chronic absences. Goal setting with students and progress monitoring will occur for students with chronic absenteeism.</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>PYA will clearly communicate attendance expectations to students, parents, and staff by sending regular reminders to parents about the importance of daily attendance through newsletters, social media, and automated calls, providing attendance policies and their implications in student handbooks and during parent-teacher meetings.</p> <p>Create monthly and trimester recognition for students with perfect or improved attendance, such as certificates, rewards, or school-wide shout-outs during monthly assemblies.</p> <p>Ensure the school is a safe and engaging space with nurturing relationships between students and teachers.</p> <p>SAP process for students with chronic absenteeism or a significant number of discipline referrals that includes the Counselor and release time of teachers (district funded) to meet with the Student Study Team and/or parents to develop a plan to support the student to increase attendance and/or decrease discipline referrals.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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2.1.12	<p><b>Health and Wellness Services and Supports</b></p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Create wellness check-in systems where students can easily report issues or concerns to trusted adults in the school community (Sown to Grow and Sandy Hook).</p> <p>Ensure daily physical activity through PE classes and recess encourage active lifestyles.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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2.1.13	<p><b>Mental Health Resources and Supports for Students</b></p> <p>Universal supports: Integrate social-emotional learning (SEL) curriculum across all grade levels, focusing on self-awareness, emotional regulation, empathy, and relationship-building utilizing the first 20 days strategy.</p> <p>Create safe spaces for emotional regulation: Ensure there are trusted adults available for students to talk to when they are feeling overwhelmed or need emotional support.</p> <p>Mental Health Clinician (District Funded)</p> <p>Provide increased or improved mental health direct services to students, families, and staff district wide, Offer individual and group counseling sessions for students experiencing trauma, anxiety, depression, or other emotional challenges.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.14</p>	<p><b>Social Emotional and Restorative Practices and Responsive Schools</b></p> <p>PYA focuses on implementing restorative practices and multi-tiered systems of support (MTSS) to address student behavior proactively and positively. The aim is to create a safe, supportive, and inclusive school environment that helps students develop social-emotional skills and improves behavioral outcomes.</p> <p>Implement restorative justice practices to reduce disproportionate disciplinary actions against marginalized student groups. Train staff and students on restorative practices such as peer mediation, conflict resolution, and circle processes.</p> <p>Sandy Hook, and Sown to Grow. PBIS, restorative practices, and trauma-informed care will be part of the collaboration topics. Counselor will provide students with social emotional supportive resources that positively impact student learning through counseling and programs.</p> <p>Provide students with social and emotional supportive resources that positively impact student learning through programs such as PBIS, Restorative Justice, classroom Circles and structured engagement activities that will decrease discipline and improve attendance.</p> <p>To provide a proactive, equitable, and restorative approach to behavior management, reducing disciplinary actions and promoting positive behavior through targeted support and interventions.</p> <p>To support students with social emotional learning, counselor will purchase instructional materials &amp; equipment to teach students social skills during recess times. Counselor will use instructional supplies such as: yoga cards, sensory equipment, timers, fidget activities, playground equipment, SEL materials, and supplies to support SEL program. Students will practice conflict resolution and restorative practice in real time. This will decrease suspension rates and increase a positive school climate.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools Instructional Materials: \$1,000</p>	<p>All Students, Foster Youth, English Learners, Low Income, Students with Disabilities</p>	<p>\$1,000</p>	<p>0100 - LCFF/S&amp;C (site)</p>
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<p>2.1.15</p>	<p><b>School Connectedness</b></p> <p>Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Counselor will administer student surveys and work with PLUS students to hold activities based on the results. (Funds not allocated.)</p> <p>IB PYP and MYP programs incorporate group projects and collaborative learning activities where students work together, fostering peer connections. We focus on IB Learner Profile Traits that teach respect, empathy, and collaboration, helping students develop strong interpersonal skills.</p> <p>PYA hosts regular school events such as assemblies, spirit days, family nights, such as literacy nights and multicultural celebrations that bring students, staff, and families together to build a shared sense of community and reinforcing the idea that school is a welcoming community for all.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.16</p>	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Administration will work with district leadership to secure funding for the AP role, particularly highlighting the benefits of APs in supporting the IB PYP and MYP programs.</p> <p>An AP's involvement in developing and monitoring continuous improvement plans, developing tools to implement restorative justice practices aimed at improving student behavior, repairing harm, and reducing suspension are critical to build a successful IB program.</p> <p>* PYA currently does not have an AP.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.17</p>	<p>Additional School Site Support</p> <p>Additional school supports include the use of an Intensive Intervention Teacher to focus on improving academic outcomes for students who are significantly below grade level, particularly in reading and math, by providing targeted, individualized interventions.</p> <p>Intensive Intervention Teacher will:</p> <p>* Collaborate with classroom teachers program specialist/IB coordinator, and instructional coach to review individual student data and make referrals based on specific academic deficits.</p> <p>* Progress Monitor: regularly track student progress using data-driven intervention tools, allowing for adjustments in instruction based on student growth or ongoing challenges.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.18</p>	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Through ELOP, PYA offers enrichment and tutoring programs that extend learning after the school day. The program focuses on literacy, STEM, or arts. Teachers provide additional academic support for students needing help and enrichment opportunities for advanced learners.</p> <p>ELOP offers Enrichment-Based Intersession Camps: these camps provide enrichment opportunities, focusing on the arts, technology, leadership, and physical fitness while still incorporating academic components.</p> <p>ELOP offers summer learning opportunities that focus on reinforcing critical skills, particularly for students who may need extra time to master grade-level content.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.19</p>	<p>Technology and Innovation Support</p> <p>PYA will create a Science Engineering Expo (SEE) Club during the ELOP program to incorporate science, technology, engineering, arts, and math (STEAM) projects that challenge students to apply technology creatively in real-world problem-solving scenarios.</p> <p>PYA will support 5th grade IB culminating project that allow students to develop innovative ideas, collaborate in teams or individually, and present solutions to real-world problems using technology and innovation.</p> <p>Expand the use of Learning Management Systems (such as Google Classroom, Seesaw, or Canvas) to streamline communication between teachers, students, and parents, and to personalize student learning.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.20</p>	<p><b>Instructional Technology</b></p> <p>Teachers incorporate digital platforms and tools like Google Classroom, digital maps, and Kahoot for interactive lessons, quizzes, and real-time feedback during instruction. Teachers teach each students how to effectively research, evaluate online sources, and use technology for academic purposes, supporting inquiry-based learning and provide opportunities for students to have voice and choice in how they demonstrate their learning, using various technology tools and formats that best suit their interests and skills.</p> <p>Teachers foster a culture of sharing best practices for technology integration through teacher collaboration sessions and tech-focused professional learning communities (PLCs).</p> <p>Digital Citizenship Curriculum: Teachers implement SUSD's digital citizenship curriculum to teach students about responsible online behavior, including internet safety, privacy, and ethical technology use.</p> <p>Teachers will use various equipment such as the laminator, doc cameras, projection lamps, poster maker, copier, Duplo, poster maker to engage students in IB and STEAM activities. Maintenance agreements ensure the various copy machines, and printers are available and usable to provide a print rich environment.</p> <p>Poster making materials (Paper, ink). will be needed to enhance lesson delivery. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning.</p> <p>Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/ cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>A license will be needed for Mystery Science. Digital maps are geographic information systems can be used across disciplines with students of varying technical expertise and comfort levels. The teaching possibilities created by interactive student projects bring life to events and people through space and time. Mystery Science One-year subscription.</p> <p>Title I Funding Allocation:</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$600</p> <p>\$2,497</p> <p>\$1,495</p> <p>\$4,500</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p>
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	<p>Maintenance Agreement: \$2,497</p> <p>LCAP 2.20 Instructional Technology:  Duplicating: \$600  License Agreement: \$1,495  Maintenance Agreement: \$4,500</p>			
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Administration will ensure high-quality instruction through strategic staffing, professional development, and the alignment of teacher expertise with student needs, fostering improved student outcomes across all grade levels.</p> <p>PYA staffing team will when in need of teachers or staff recruit highly qualified teachers with specific expertise in key areas, International Baccalaureate experience, focus recruitment efforts on teachers with experience in diverse classroom settings and a strong understanding of differentiated instruction, and aim to hire a diverse staff that reflects the student population, ensuring that students see themselves represented in their teachers. This has been shown to improve student engagement and academic achievement, particularly among minority groups.</p> <p>Teachers will use assessment data to identify struggling students and modify their instructional strategies to meet student needs. PLC's will be used to implement data cycles to monitor student progress.</p> <p>Provide ongoing professional development through instructional coaches who offer one-on-one and small-group coaching sessions for teachers, focusing on areas such as differentiated instruction, culturally responsive teaching, and formative assessment strategies.</p> <p>Title I Funding Allocation:  No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing:  No additional site LCFF is being allocated for this strategy.</p>	<p>All Students,  English Learners,  Foster Youth,  Low Income,  Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.22</p>	<p><b>Recruit, Hire, Retain High Qualified Staff</b></p> <p>PYA will attend SUSD job fairs where prospective teachers can interview on-site and learn about the school culture.</p> <p>PYA will provide meaningful, job-embedded professional development opportunities that allow new hire and veteran teachers to grow in areas such as differentiated instruction, culturally responsive teaching, and data-driven decision-making.</p> <p>SUSD will provide formal site-based support teacher programs for new teachers, pairing them with veteran educators who can provide guidance, support, and feedback during their first few years of teaching.</p> <p>Administration will foster a supportive school environment where teachers feel valued and respected. Encourage open communication between staff and administration and create opportunities for collaboration.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.23</p>	<p><b>School Facilities</b></p> <p>Administrator and Head Custodian will conduct regular facility audits and assessments of the school's physical environment, including buildings, classrooms, playgrounds, restrooms, and outdoor spaces. We will use these audits to identify areas in need of maintenance or improvements (e.g., HVAC systems, lighting, safety infrastructure).</p> <p>Custodians will work closely with the district's facilities team to prioritize repairs, upgrades, and improvements based on the results of the audit.</p> <p>Custodians will establish a maintenance schedule that includes regular cleaning, repairs, and inspections. This reduces the risk of unexpected breakdowns and ensures the longevity of school facilities.</p> <p>Conduct routine safety drills (fire, earthquake, lockdown) and review safety procedures to ensure that staff and students are well-prepared in the event of an emergency. Collaborate with local law enforcement to review and improve school safety protocols.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>2.1.24</p>	<p><b>Student and Campus Safety</b></p> <p>To ensure a safe and secure learning environment for all students and staff, promoting both physical safety and emotional well-being on campus, PYA regularly updates and practices school-wide emergency response protocols, including fire drills, earthquake drills, and lockdown procedures ensuring that all staff and students are familiar with these plans. Use of CatapultEMS to conduct safety drills.</p> <p>Campus Safety Assistant (CSA) and Noon Duty Assistants (NDA) are assigned to monitor high-traffic areas (playgrounds, hallways, entrances, and exits) during arrival, recess, lunch, and dismissal times.</p> <p>PYA has establish a designated safety team composed of administrator, teachers, and support staff who are trained to respond to emergencies and handle safety concerns.</p> <p>Hall Pass is in place and fully implemented. The visitor management system tracks and verifies all visitors entering the campus. Visitors are required to check in and wear identification badges while on school grounds at all times.</p> <p>Anti-bullying programs and PYP Learner Profile Traits promote kindness, respect, and inclusion. Students are provided with tools to recognize and report bullying, both in person and online (cyberbullying). We promote an inclusive school culture where all students feel welcome and valued, reducing the likelihood of conflicts and creating a supportive atmosphere for learning.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Instructional coach is now the representative of PYA and has attended the district PBIS meetings monthly. PYA counselor assisted with classroom presentations on Xello and Second Step. Counselor and administration visited the classrooms to gather data for management suggestions, gave challenging students break, and provided release for teachers to administer on the spot intervention. Falcon Feather behavior incentives were successful. We held SST meetings with students who were chronically absent or tardy. Counselor and admin developed plans to support families and identified and removed barriers. Due to having a dedicated committee to PBIS, PYA has more supports and incentives in place. Overall behavior decreased (less referrals in the office) and attendance increased.

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

Due to other pressing matters, the PBIS and Leadership Team was not able to meet monthly as planned. It is important to find alternative ways to ensure collaboration and communication among team members despite the challenges faced. Here are some suggestions to maintain team effectiveness: Utilize after school paid meetings. Establish Clear Communication Channels: Keep team members informed through emails, newsletters, or messaging apps to share updates and important information. Set Priorities and Goals: Identify key priorities and goals for the team to focus on during the period when regular meetings are not feasible. Schedule Catch-Up Meetings: Try to schedule catch-up meetings to review progress, address any issues, and stay connected as a team. Collaborate on Shared Documents: Use online collaboration tools to work together on documents, action plans, or projects even when not meeting in person. By implementing these strategies, the PBIS and Leadership Team can continue working towards their goals and maintaining effective communication despite the challenges faced.

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.

To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% attendance. We will Implement early intervention strategies to support students at risk of chronic absenteeism. This may include mentoring programs, family engagement initiatives, or personalized support plans. 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. We will continue to offer attendance incentives for the classes who spell FALCONS and acknowledge daily class perfect attendance. We will continue to distribute the Falcon (plush toy) trophy for highest class attendance monthly. By implementing these strategies and creating a comprehensive attendance improvement plan, schools can make significant progress in reducing chronic absenteeism and supporting the success of all students.

### Goal 3.1

Goal #	Description
Goal 3.1	School Goal for Meaningful Partnerships: (Must be a SMART Goal) By May 2025 increase the number of in-person Family Nights (Literacy, Science, Math) from 2 to 4. By May 2025 increase Family School Connectedness via Panorama Family Climate Survey from 32 responses to 60 responses.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).

Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.

Suspensions remain low at 2.3% , student offenses such as caused, attempted, or threatened physical injury and defiance are on the rise. Most of the offense are occurring during unstructured time (recess and P.E.). Root Cause/Why: The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide resources to motivate students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Flyers/Sign-in Sheets	2 Family Nights: 1 Literacy Night 1 STEAM Night	4 Family Nights: 1 Literacy Night 1 STEAM Night 1 Math Night 1 Parent Volunteers Night
Family School Connectedness via Panorama Family Climate Survey	Family School Relationships via Panorama Family Climate Survey 32 responses	Family School Connectedness via Panorama Family Climate Survey 60 responses

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>PLUS Students will assist during morning meetings and assemblies. Students will take on the roles of presenters and announcers allowing them to showcase leadership, creativity, and communication skills.</p> <p>PYA has implemented student-led conferences where students take the lead in discussing their academic progress, setting personal goals, and reflecting on areas of improvement.</p> <p>The IB PYP and MYP programmes incorporates project-based learning activities where students take on leadership roles within groups, guiding their peers in collaborative problem-solving and decision-making processes.</p> <p>Development of Leadership Skills: Students will develop key leadership skills such as communication, decision-making, problem-solving, and teamwork, preparing them for future roles in school and beyond.</p> <p>Fostering Responsibility and Ownership: Providing leadership opportunities gives students a sense of responsibility and ownership over their school experience, building confidence and self-efficacy</p> <p>Positive School Climate: Increased student involvement in school activities and decision-making contributes to a positive and inclusive school climate where students feel valued and empowered.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

3.1.2	<p><b>Youth Engagement Activities and Athletic Programs</b></p> <p>In collaboration with ELOP and community partners to promote student well-being, engagement, and academic success through extracurricular/recess activities, youth engagement programs, and athletic opportunities that contribute to holistic development.</p> <p>Community partners emphasize the connection between physical activity and academic performance by promoting fitness programs during and after school hours.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	#[Enter amount here]	[Specify the funding source(s)]

<p>3.1.3</p>	<p><b>Arts Programming</b></p> <p>To enhance student engagement, creativity, and academic achievement by integrating robust arts programming into the elementary school curriculum PYA will provide regular instruction Music where students learn basic music theory, instrument skills (such as recorder or percussion), and have opportunities to perform in school-wide or classroom concerts.</p> <p>Ensure that all students, regardless of socioeconomic background, have access to necessary art supplies, instruments, and materials through arts funding allocated to school site.</p> <p>Establish after-school clubs focused on various art forms, such as a drawing club, drama club, or choir, where students can further develop their artistic skills outside of the regular school day in compliance with ELOP requirements.</p> <p>To enhance student engagement and learning by providing hands-on, real-world exposure to the arts through organized field trips to local cultural venues, museums, theaters, and artistic performances. Teachers will use field trips as the foundation for project-based learning, where students create art or performance pieces inspired by what they saw, or conduct research on artists, historical contexts, or art forms they encountered.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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<p>3.1.4</p>	<p><b>Expanded Learning and Enrichment Opportunities</b></p> <p>Extended learning and enrichment opportunities are provided to all students. All students have access to diverse and engaging activities beyond the regular school day. ELOP Teachers Offer: Academic Tutoring and Support, STEM/STEAM Programs, Creative Arts and Performance, Leadership, music, LEGO programs, and Yoga and Mindfulness. School-break camps (Fall and Spring) focuses on fun, hands-on learning experiences.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

Parent involvement plays a crucial role in student success and school improvement. Here are some effective ideas to increase parent involvement in schools. We held Back to School Night in August. Our annual Open House was held in January, after the reimplementation of the Speciality School Fair. Our School Site Council met the required times to review the School Plan for Student Achievement (SPSA) and other site needs. SSC assumed the duties of ELAC. PYA PTA held two family nights, STEAM and Literacy. PYA participated in the district STEAM fair and produced three winners. PYA provided various volunteer opportunities for parents to get involved in school activities, such as assisting in the classroom, organizing events, or participating in committees.

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

We continue to have low parent participation in our monthly parent IB meetings. To address the challenge of low parent attendance at IB meetings, consider implementing the following strategies to increase parent participation we will conduct a survey to gather feedback from parents on meeting times, topics of interest, and barriers to attendance. Use this information to tailor meeting schedules and content to better meet parents' needs. We may consider offering incentives for parents to attend meetings, such as raffle prizes, certificates of participation, or recognition for consistent attendance.

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.

The main way to communicate with parents was through Class Dojo. PYA will utilize multiple communication channels, such as emails, text messages, phone calls, and social media, to remind parents about upcoming meetings and highlight the importance of their participation. We will engage parent leaders or representatives to help promote meetings, gather feedback from parents, and encourage participation within their parent networks.

## Goal 4.1

Goal #	Description
Goal 4.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).

Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.

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

Suspensions remain low at 2.3% , student offenses such as caused, attempted, or threatened physical injury and defiance are on the rise. Most of the offense are occurring during unstructured time (recess and P.E.). Root Cause/Why: The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide resources to motivate students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement  PYA will enhance family and community involvement in the educational process by improving communication, fostering empowerment, and creating meaningful engagement opportunities that support student success and build strong relationships between the school, families, and the broader community.  * Ensure all communication, whether written or verbal, is available in the primary	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$236 \$250 \$300	3010 - Title I  3010 - Title I - Parent  0100 - LCFF/S&C (site)



languages spoken by families in the school community. This can include newsletters, phone calls, emails, and school website updates.

\* Encourage teachers and staff to make personal connections with families by sending individual updates about their child's progress or upcoming school events. This personalized outreach helps build stronger relationships with families.

\* Encourage parents and community members to take on leadership roles within the school through participation in the School Site Council (SSC), Parent-Teacher Association (PTA), or other advisory committees.

\* Encourage families and community members to participate in volunteer opportunities within the school, such as classroom aides, event coordinators, or guest speakers.

\* Host events that celebrate the diverse cultural backgrounds of the school community, such as multicultural nights, heritage festivals, or cultural food fairs.

\* Encourage frequent and meaningful parent-teacher conferences and student-led conferences that go beyond academic performance to address the whole child, including social-emotional well-being, behavior, and overall progress.

Student-led conference and parent conference meetings will be held to inform parents of student performance and to set learning goals. Student-Led Conferences will count towards the 15 hour volunteer requirement. No funds needed for this activity.

Provide parents with support and resources that empower them to be engaged in their student's learning such as parent/teacher conferences, communication, activities that support student success in the classroom such as; parent meetings, Literacy Night, STEM Night, etc. Teachers will also collaborate on Leadership Teams to provide clear expectations for parents, family nights, and parent meetings. PYA will hold IB Parent Meetings, Coffee Hour Meetings (including PBIS topics), Open House in the Spring, School Site Council Meetings in the Fall, Winter, and Spring, and ELAC (English Language Advisory Committee) 4 times a year to seek input on the school plan, reclassification, instructional programs, internal and external resources, and achievement. Interpreters and translators will be provided. We will also seek out a better means of advertising for the meetings to parents and families.

A survey will be conducted to determine topics that are of interest to parents and families. Meetings will be held virtually and/or in-person. At in-person meetings light snacks and refreshments will be provided. We will develop a parent and family events calendar that will be accessible to parents in paper form and at the site. Volunteer opportunities will be posted at the site to offer parents and families more insight on ways to volunteer. We will also offer more guest speakers to address different topics. A bridge between our different committees and will be discussed in initial meetings with parent groups. A light snack, water/ juice, will be provided to increase volunteer and parent attendance.

	<p>Other Services and Operational Costs Associated with Plan Implementation</p> <p>Duplicating: parent information packets that include the information on the IB program, school wide policies, parent volunteer resources, and parent meeting information. Any specialty duplicating for parent trainings and all duplicating that cannot be handled at the site Services</p> <p>Title I Funding Allocation: Duplicating: \$250 Title I Parent Counselor Additional Comp: \$236</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Duplicating: \$300</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here)	[Specify the funding source(s)]
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	\$(Enter amount here)	[Specify the funding source(s)]

<p>4.1.4</p>	<p>Parent Advisory Committee Supports and Resources</p> <p>PYA will provide information for PAC members on trainings. This ensures PYA PAC members can effectively advocate for student needs and collaborate on key decision-making processes.</p> <p>PYA will support Stockton Unified School District in administering parent surveys to gather input on key school issues, such as curriculum, safety, and school culture. PAC members can then bring this feedback to the school leadership team to inform decision-making.</p> <p>Regularly recognize the contributions of PAC members through school newsletters, at school events, or during parent-teacher association meetings. Public recognition reinforces the value of parent involvement and encourages continued engagement.</p> <p>Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.</p> <p>Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Parent Engagement - Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, books, etc. to support parent engagement activities by using various strategies and parent trainings to access student assessment data, curriculum &amp; instructional strategies. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. Materials for parents and student involvement activities, such as literacy night, science night, STEM, and PYA International Fair. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. Certificated Staff may facilitate parent training activities.</p> <p>Family Support: Better articulation is needed regarding English acquisition, ELPAC testing, program options, ELD instruction, and academic/content achievement and early literacy resources for students at school and at home. Measures: ELAC meetings (if applicable), Event flyers, Sign-in sheets</p>	<p>Foster Youth, Students with Disabilities, Low Income, English Learners, All Students</p>	<p>\$500</p> <p>\$300</p> <p>\$818</p>	<p>0100 - LCFF/S&amp;C (site)</p> <p>0100 - LCFF/S&amp;C (site)</p> <p>3010 - Title I - Parent</p>
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\* Incentives/Rewards/Gifts/Banquets/Appreciation "events"/entertainment are not allowable using State and Federal funds.

Title I Funding Allocation:  
Parent Meeting: \$818 Title I Parent

LCAP 4.4 Parent Advisory Committee Supports and Resources:  
Parent Meeting: \$300  
Non-Instructional Materials/Supplies: \$500

## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 5.1

Goal #	Description
Goal 5.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have determined that Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in ELA and Math. SIPPS is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level (Platooning). Small group instruction in Math was identified for intervention time.

ELA/Math intervention groups, where students are intended to get more nuanced instruction, are not dynamic, SIPPS is being implemented in K-3 only but not with fidelity to the program. 3-5 writing program is not strong. Teachers do not meet to talk about the intervention groups. PLC collaboration happens around ELA core only. Teachers need more time to collaborate around intervention in Math.

Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).

Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.

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

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap  PYA's Multi-Tiered System of Supports (MTSS) provides academic, behavioral,	Students with Disabilities, All Students, English	#[Enter amount here]	[Specify the funding source(s)]

and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations.

Teachers and instructional specialist will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students and focus on evidence-based instructional strategies that address the diverse needs of learners, particularly in literacy and math.

Teachers will conduct school-wide screenings using i-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavioral support. These screenings should assess reading, math.

During WIN (what I need) implementation, a 30-minute intervention block daily for Tier 2 students, where they receive personalized support in either academic or behavioral areas. Teacher use data to group students by specific needs and adjust based on progress.

For students needing comprehensive support, collaborate with social workers, counselors, and community organizations to provide wraparound services, including mental health counseling, family support services, and tutoring.

PYA will utilize instructional specialist (Program Specialist/IB Coordinator, Instructional Coach, Intensive Intervention Teacher) to improve teacher effectiveness, provide targeted student interventions, and support overall academic achievement by promoting best practices, curriculum alignment, and data-driven instruction.

Instructional Specialists and administrator will facilitate regular PLC meetings where teachers collaborate on lesson planning, data analysis, and instructional strategies. The instructional specialist can lead discussions on best practices, support peer learning, and help align curriculum with state standards.

The instructional specialists regularly analyze student performance data (from assessments such as formative assessments, benchmark exams, and standardized tests) and help teachers develop action plans to address areas of weakness.

Instructional Specialist collaborate with teachers and administrators to implement MTSS frameworks, providing support for students who need Tier 2 and Tier 3 interventions in reading, math, or behavior. The instructional specialist can guide teachers in selecting appropriate interventions and monitoring student progress.

Title I Funding Allocation:  
No additional site Title I funding has been allocated for this strategy.

Learners,  
Foster Youth,  
Low Income

	<p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>			
5.1.2	<p><b>Developing Student Individual Transition Plans</b></p> <p>SAP team will support students, especially those with special education needs, as they transition from one educational setting to another (e.g., elementary to middle school, middle school to high school, or postsecondary settings). SAP team will help students set goals, develop skills, and access resources that ensure a successful transition into future education, employment, or independent living.</p> <p>Actively engage families throughout the transition planning process. Parents and guardians can provide valuable insight into the student's interests and goals while offering support at home. Offer resources and training to families so they understand the transition process and how to support their child.</p> <p>Provide targeted interventions that align with the student's transition goals. For students transitioning from PYP to MPY program, ensure they receive support in areas such as writing, reading comprehension, and study skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>5.1.3</p>	<p><b>Accelerate Learning for all SPED Students</b></p> <p>SAP team will ensure that all special education students receive targeted, effective instruction that accelerates their learning and helps close the achievement gap, while meeting their individualized needs as outlined in their Individualized Education Programs (IEPs).</p> <p>Intensive Intervention Teacher and teacher will collaborate and use formative assessments, progress monitoring tools, and adaptive learning software to gather data on student performance regularly. They will use this data to inform and adjust instruction, ensuring that it meets the student's evolving needs.</p> <p>SAP Team, Intensive Intervention Teacher and teachers will utilize RTI strategies within the MTSS framework to identify students who need Tier 2 and Tier 3 interventions. This allows for more immediate, targeted interventions that prevent students from falling further behind.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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5.1.4	<p><b>Culturally Responsive Professional Development</b></p> <p>Administrator will equip teachers and instructional specialist with the skills and knowledge to implement culturally responsive teaching practices that reflect the diverse cultural, linguistic, and socioeconomic backgrounds of students, thereby improving academic outcomes and fostering a more inclusive school environment.</p> <p>During Professional Learning Communities teachers work together to share best practices, resources, and strategies for implementing culturally responsive pedagogy. These PLCs are focused on improving instruction and fostering culturally inclusive learning environments.</p> <p>During staff and leadership meetings teachers will use disaggregated student achievement data (e.g., by race, ethnicity, language proficiency) to identify achievement gaps and develop culturally responsive instructional strategies to close those gaps.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
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<p>5.1.5</p>	<p>Meaningful Student Experiences and Opportunities</p> <p>PYP and MYP teachers will create engaging, inclusive, and purposeful IB learning experiences that provide all students with opportunities for academic success, personal growth, and real-world skill development.</p> <p>IB PYP and MYP:</p> <ul style="list-style-type: none"> <li>* Implement student-led conferences where students reflect on their progress, set goals, and present their learning to teachers and parents. This increases student accountability and ownership of their learning journey.</li> <li>* Integrate project-based learning opportunities that allow students to explore real-world problems and apply their learning in meaningful ways. PBL promotes collaboration, critical thinking, and creativity.</li> <li>* Ensure that the curriculum reflects diverse perspectives, histories, and experiences, helping students feel connected to what they are learning.</li> </ul> <p>Counselor:</p> <ul style="list-style-type: none"> <li>* introduce Xello lessons that allow students to explore various fields and understand the education and skills required for different career paths.</li> </ul> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>5.1.6</p>	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>PYA will ensure that the school site is fully staffed with high-quality student support personnel, including counselors, mental health clinicians, psychologists, instructional coaches, intensive intervention teacher, instructional aide, and other support staff, to address the academic, social-emotional, and behavioral needs of all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

5.1.7	<p><b>Parent and Family Supports and Resources</b></p> <p>PYA offers various family engagement opportunities. We offer monthly IB Parent Meetings to help parents understand key academic topics, such as reading strategies, math support, and navigating online learning platforms. The meetings are provided in the primary languages spoken by families. This includes translated materials, bilingual staff, and interpreters for key events, ensuring that non-English-speaking families are equally informed and involved.</p> <p>PYA has develop a dedicated space at the school where parents can access information, materials, and resources to support their child's academic, social, and emotional development. The space offers brochures, computers with internet access, and staff to assist parents with navigating the school system.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
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5.1.8	<p><b>Enhancing School Engagement and Attendance for Students with Disabilities</b></p> <p>Administrator, Counselor, and CWA will use early warning reports to identify students with chronic absenteeism or emerging attendance issues, regularly review attendance data for students with disabilities and involve their IEP team in developing strategies to improve. Engage families as partners in addressing attendance challenges by involving them in regular discussions about their child's progress, identifying barriers to attendance, and developing strategies to support regular attendance.</p> <p>Teachers will use culturally relevant and linguistically inclusive teaching strategies to create a sense of belonging for students from diverse backgrounds, including students with disabilities and ensure that instructional materials reflect the diversity of the school community. Teachers will ensure that students with disabilities are fully included in extracurricular activities, school events, and leadership opportunities. A positive school climate where all students feel valued and included can improve attendance by fostering a sense of belonging and connection to the school community.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 6.1

Goal #	Description
Goal 6.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).

Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.

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

Suspensions remain low at 2.3% , student offenses such as caused, attempted, or threatened physical injury and defiance are on the rise. Most of the offense are occurring during unstructured time (recess and P.E.). Root Cause/Why: The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide resources to motivate students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Administration will continuously review achievement data (grades, test scores, attendance, disciplinary referrals) specifically for African American students to identify gaps in performance. Develop systems to identify students who are struggling academically or behaviorally and intervene early with personalized supports.</p> <p>Purchase books that reflect the contributions, history, and culture of African Americans to increase student engagement and sense of belonging.</p> <p>Establish a DEI team focused on African American student achievement that includes teachers, parents, students, and community members to review and refine strategies.</p> <p>Title I Funding Allocation: Books/Reference Materials: \$500</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p>	African American	\$500	3010 - Title I
6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>6.1.3</p>	<p><b>Educator Gap Equity Plan</b></p> <p>PYA will focus on both recruitment and retention of diverse, culturally competent educators, as well as ensuring that African American students have access to high-quality instruction.</p> <p>PYA will attend diversity-focused recruitment fairs, monitor and address disparities in school site level hiring practices.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>6.1.4</p>	<p><b>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</b></p> <p>Teacher will develop and implement IB units of inquiry that reflect the cultural backgrounds and experiences of Black students to increase engagement, understanding, and academic success.</p> <p>Program Specialist/IB Coordinator will provide professional development or guidance to teachers on how to co-design culturally responsive units of inquiry that promote critical thinking, relevance, and cultural pride. Teacher will use Toddle learning experiences to create transdisciplinary units that connect Black culture to multiple subject areas.</p> <p>Teachers will infuse Black history, literature, and cultural studies into core subjects such as ELA, history, social studies, math, and science and ensure that students see themselves reflected in the curriculum and can connect academic concepts to their lived experiences.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>



<p>6.1.5</p>	<p><b>BSAP Community Partnerships</b></p> <p>Strengthen relationships with Black families by partnering with community organizations to offer resources, support, and educational opportunities that empower families to engage in their children's academic journey.</p> <p>Partner with local organizations to host cultural events and celebrations at the school, such as Black History Month programs, African cultural festivals, or Juneteenth celebrations. These events provide opportunities for students and families to celebrate their heritage and strengthen the connection between the school and the community.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>6.1.6</p>	<p><b>Development of an African American Studies Course</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>6.1.7</p>	<p><b>BSAP School Climate &amp; Wellness Personnel Support</b></p> <p>Through district trainings ensure that wellness personnel, such as counselors, and mental health providers, reflect the diversity of the student population and are trained in culturally responsive practices.</p> <p>School counselors and mental health providers offer counseling that addresses the cultural, social, and emotional needs of Black students. This includes understanding racial stress, identity development, and systemic inequities that may impact students' well-being.</p> <p>Shift from punitive disciplinary measures to restorative justice approaches that focus on relationship-building, conflict resolution, and community within the school.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>6.1.8</p>	<p><b>BSAP Community -Based Safety Pilots</b></p> <p>PYA will aligned with district-wide BSAP initiatives and ensure equity in safety, academic achievement, and family engagement. PYA will foster a positive school climate that supports the social-emotional well-being of Black students.</p> <p>Implement safety audits to identify and address safety concerns for Black students in order to create a safer, more inclusive school environment.</p> <p>Work with SUSD safety pilot programs to implement de-escalation and conflict resolution training.</p> <p>This strategy is aligned with district-wide BSAP initiatives to ensure equity in safety, academic achievement, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$70,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$113,500.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$69,802.00
3010 - Title I - Parent	\$1,068.00

Subtotal of additional federal funds included for this school: \$70,870.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$42,630.00

Subtotal of state or local funds included for this school: \$42,630.00

Total of federal, state, and/or local funds for this school: \$113,500.00

# Addendums

# 2024-25 School Plan for Student Achievement Recommendations and Assurances

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

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

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

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

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

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on \_\_\_\_\_  
Date of Meeting

(Optional)

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

\_\_\_\_\_  
Committee

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

Attested:

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

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

\_\_\_\_\_  
Date



Research and Accountability Department

**Empowering with data.**

# PYA Data Review

April 2024

# Summary



Research and Accountability Department

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## Accountability

- Current ESSA Status is **No Status**, exiting CSI for the most current year ([slide 10](#))
- State Indicator for **Suspension** is higher than the district ([slide 11](#))
- State Indicators for **Chronic Absenteeism, ELA, and Math** are the same as the district ([slide 11](#))
- State Indicator for ELPI was no performance color ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 26.3% ([slides 13](#))

## Demographics

- Demographics are majority **Hispanic** at 64.9% of the student population ([slide 5](#))
- 5.6% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

## State Assessments

- Percent of students meeting or exceeding standards on **ELA** increased 3% from prior year to 47.32% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased 3% from prior year to 36.69% ([slide 16](#))
- Number of **students tested with ELPAC** decreased from 2022 to 2023 by 3 students to 14 ([slide 18](#))
- Percent of students scoring at **Level 4** increased by 18% ([slide 18](#))

## Local Assessments

- i-Ready (starting on [slide 20](#)): At the end of 2022-23, **Reading on grade level** increased to 61% and **Math** increased to 60%
- i-Ready Lessons: Students have spent on average 23 minutes in reading and 29 minutes in math for i-Ready lessons ([slide 33](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels (starting on [slide 27](#))





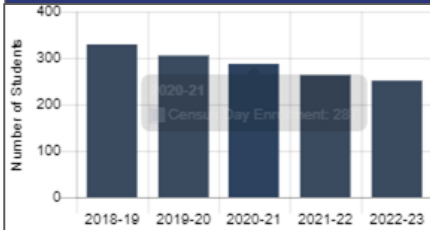
Research and Accountability Department


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# Demographics

# Enrollment

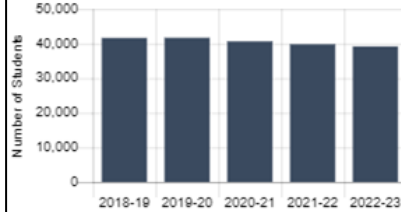
## PYA




View Table Data 

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	329	305	287	263	251

## SUSD



View Table Data 

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- PYA's enrollment declined by 8 students from 2021-22 to 2022-23
- PYA's **stability rate** (percent of students who start and end the school year at the school) is 94.2%, **7% higher** than the district (87%)

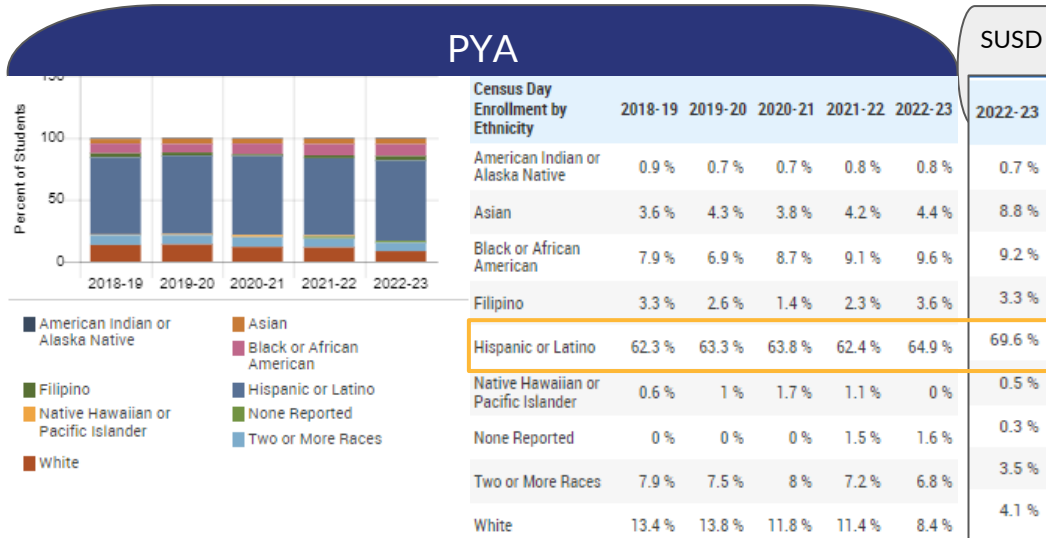
Sources: Enrollment: EdData, [PYA](#)  
Stability Rate: [DataQuest](#)

# Demographics



Research and Accountability Department

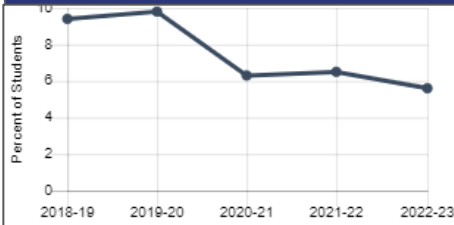
**Empowering with data.**




- PYA's population is majority **Hispanic**, with 64.9% of the student population followed by **Black/African American** at 9.6%
- This is similar to the district's demographics (69.6% Hispanic and 9.2% Black/African American)

# English Learners

## PYA



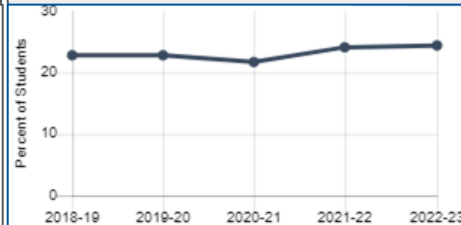
View Table Data 


English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	9.4%	9.8%	6.3%	6.5%	5.6%

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	31	30	18	17	14

## SUSD



View Table Data 

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8%	22.8%	21.7%	24.1%	24.4%

- PYA averaged 7.52% English Learners over the last 5 years
- Most current data is 5.6% of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

# English Learners' Language

## PYA

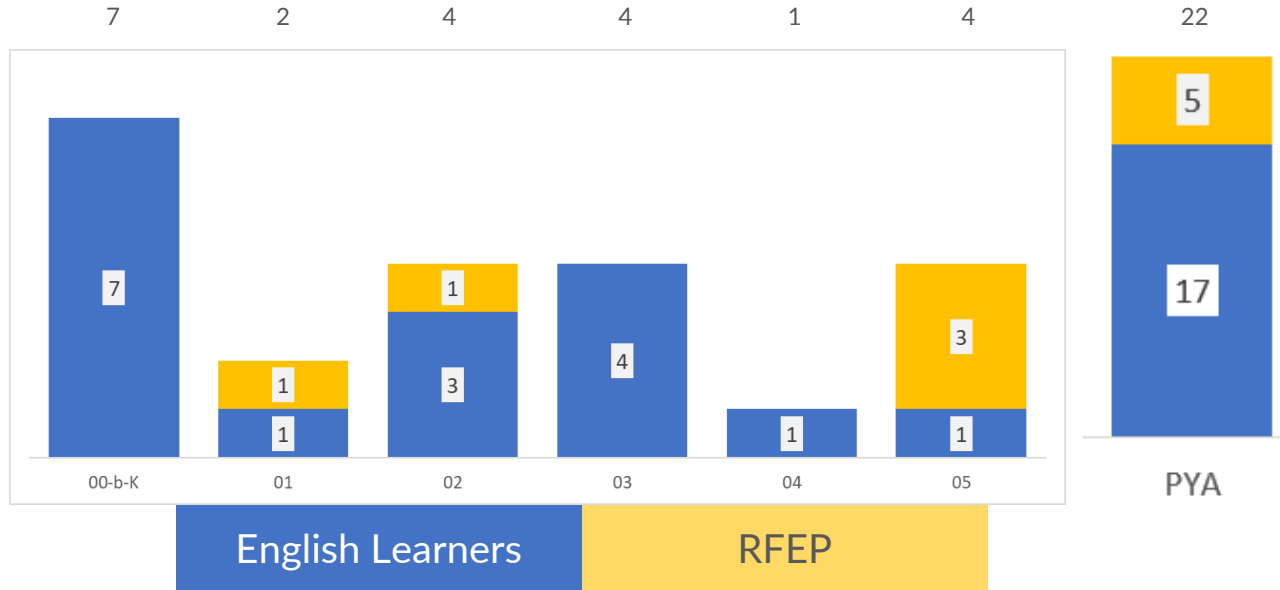
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Arabic	0.3 %	0.3 %			
Cantonese	0.3 %				
Hmong	0.3 %	0.3 %	0.3 %	0.4 %	0.4 %
Spanish	8.5 %	9.2 %	5.9 %	6.1 %	5.2 %

## SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs

# Current ELs and RFEPs by Grade Level



- PYA has 17 English Learners and 5 RFEP students\*
- Kinder has the highest number of English Learners at 7

\*Source: Synergy, local data as of 4/9/24



Research and Accountability Department

**Empowering with data.**

# State Assistance & Indicators

# 2023 ESSA Support



Research and Accountability Department

**Empowering with data.**

- PYA exited CSI this year and currently has “No Status”
- PYA **improved:**
  - Absenteeism
- ELA, Math, and Suspension **remained** unchanged
- ELPI did not have a performance color this year

Year	Status	Area	Current Indicator	Previous Indicator
<b>Current (2023)</b>	<b>No Status</b>	ELA	2 - Orange	2 - Orange
2022	CSI	Math	2 - Orange	2 - Orange
2021	ATSI	Absenteeism	3 - Yellow	1 - Red
2020	ATSI	Suspension	3 - Yellow	3 - Yellow
2019	ATSI	ELPI	NA (not enough students)	5 - Blue
2018	CSI			



Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)



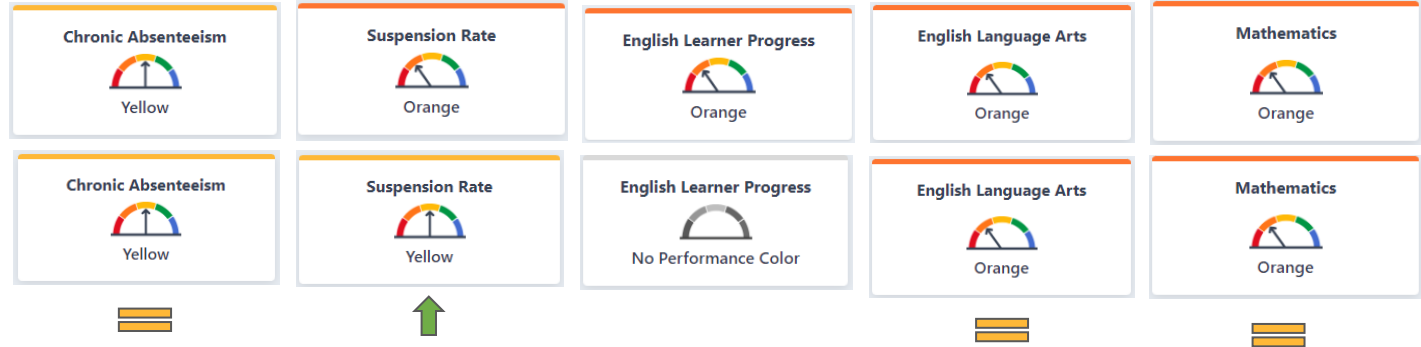
# California School Dashboard



Research and Accountability Department

Empowering with data.

Stockton Unified



- Absenteeism (Yellow), ELA (Orange), and Math (Orange) were the same as the district
- Suspension was higher than the district (Yellow)
- ELPI did not have a performance color

Source: [California School Dashboard](#)

Higher than the district

Lower than the district

Same as the district

# Chronic Absenteeism Historical

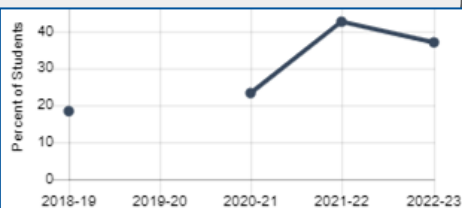
PYA



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	5.7 %	N/A	10.4 %	37.9 %	26.3 %

SUSD



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

- Last year, PYA decreased the percent of Chronic Absenteeism from 37.9% to 26.3%
- This was lower than the district's absenteeism rate at 37%

Sources: EdData, EdData, [PYA](#)

Chronic Absenteeism

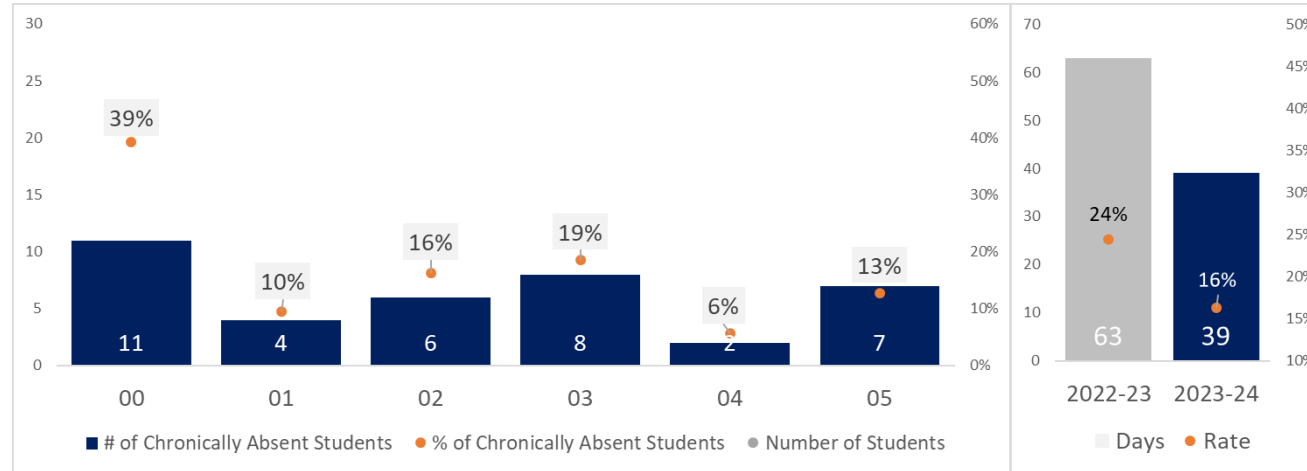


Yellow

# Chronic Absenteeism Current Year

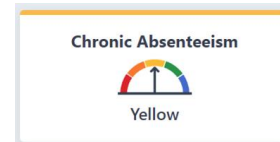
## PYA Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level  
(# of students Chronically Abs / Total Students)



- The number of days absent decreased from 63 to 39 and percent of days decreased by 8% (through March)
- **Kinder** has the highest chronically absent rate of students at 39% (11 students)

Source: Synergy, local data provided by Student Support services, March



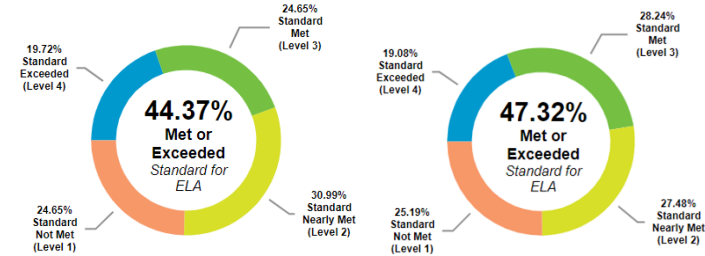
# CAASPP ELA 2 years

2021-2022

2022-2023

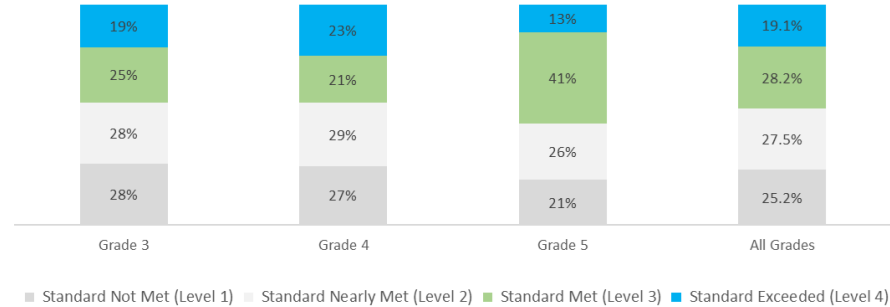
Percent of students within each achievement level

Percent of students within each achievement level

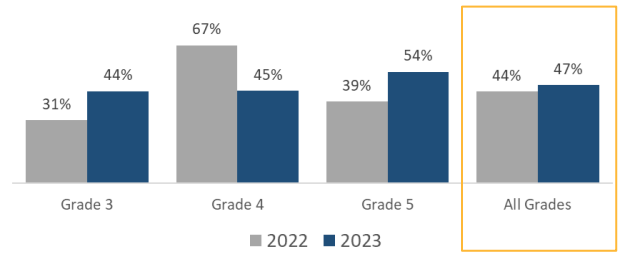


2022-2023

Percent Met or Exceeded Standards by Grade Level



CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



Reporting Categories	Grade 3	Grade 4	Grade 5	All Grades
Standard Not Met (Level 1)	28%	27%	21%	25.2%
Standard Nearly Met (Level 2)	28%	29%	26%	27.5%
Standard Met (Level 3)	25%	21%	41%	28.2%
Standard Exceeded (Level 4)	19%	23%	13%	19.1%
Number of Students With Scores	36	56	39	131

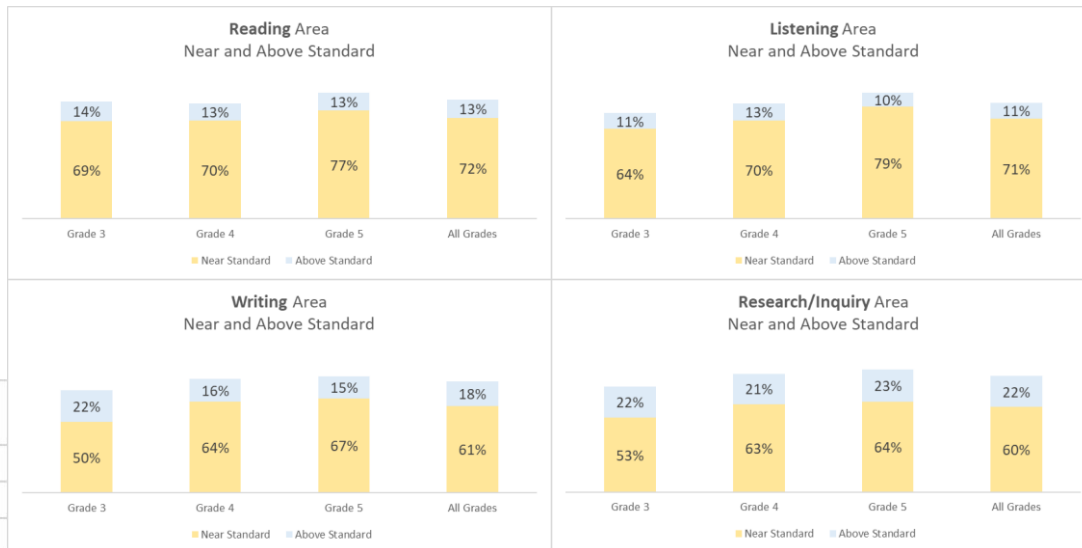
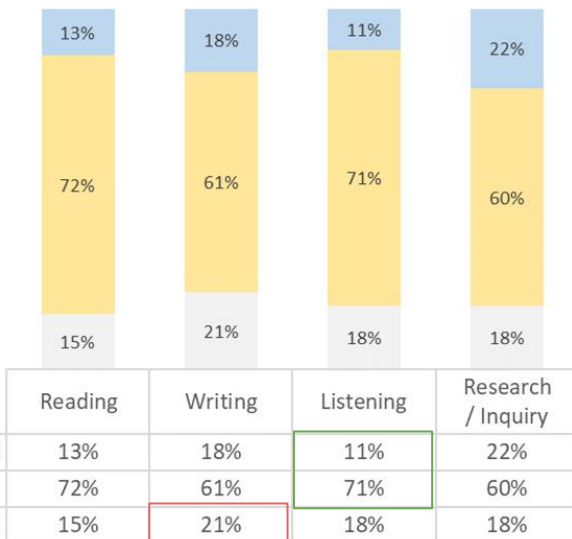
- 47.32% of students met or exceeded ELA standards (19.54% higher than the district at 27.78%)
- This was a 3% increase from the prior year
- 5th grade had the highest percent met or exceeded standards (54%)
- 3rd grade had the lowest percent met or exceeded standards (44%)

Source: [Smarter Balanced Results, PYA](#)

# CAASPP ELA 2022-2023

## By Area

CAASPP  
ELA Areas



- **Writing** was the lowest area on CAASPP, with 21% of students below standard
- **Listening** was the highest with 82% near or above standard

# CAASPP Math

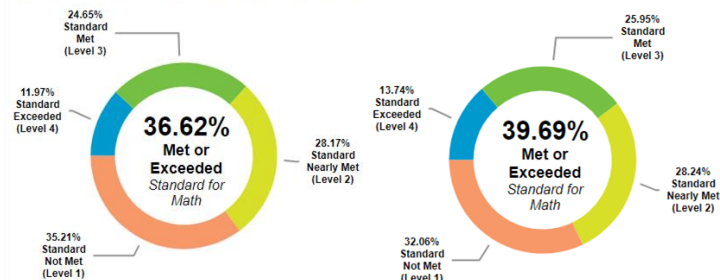
## 2 years

### 2021-2022

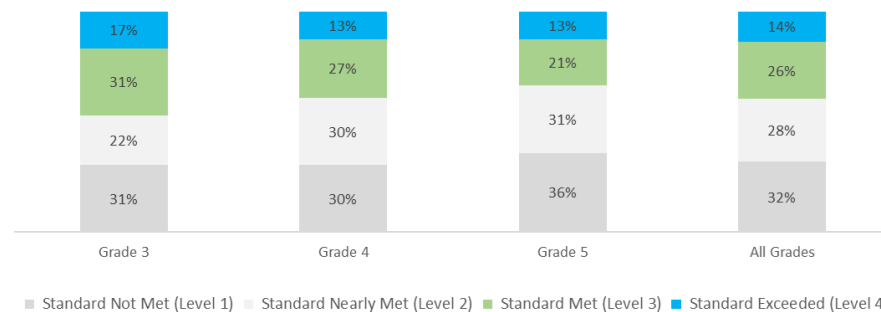
### 2022-2023

Percent of students within each achievement level

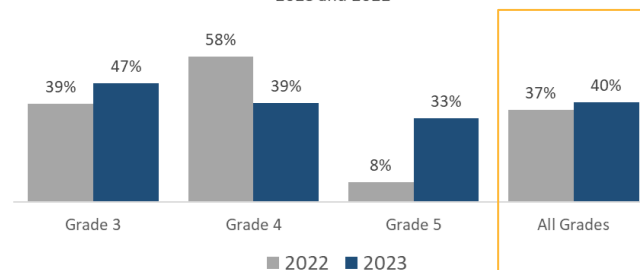
Percent of students within each achievement level



Percent Met or Exceeded Standards by Grade Level



CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



Reporting Categories	Grade 3	Grade 4	Grade 5	All Grades
Standard Not Met (Level 1)	31%	30%	36%	32%
Standard Nearly Met (Level 2)	22%	30%	31%	28%
Standard Met (Level 3)	31%	27%	21%	26%
Standard Exceeded (Level 4)	17%	13%	13%	14%
Number of Students With Scores	36	56	39	131

- **39.69%** of students met or exceeded Math standards (22.93% higher than the district at 16.76%)
- This was an increase of 3%
- **3rd grade** was the highest at 47% met or exceeded standards
- **5th grade** was the lowest at 33% met or exceeded standards

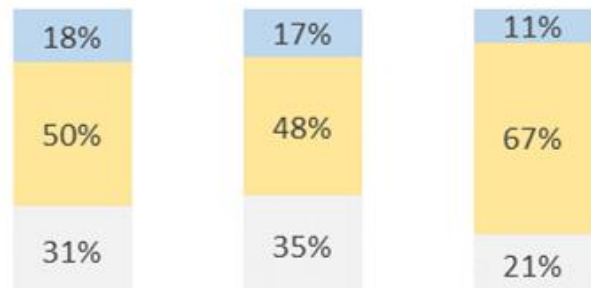
Mathematics



Orange

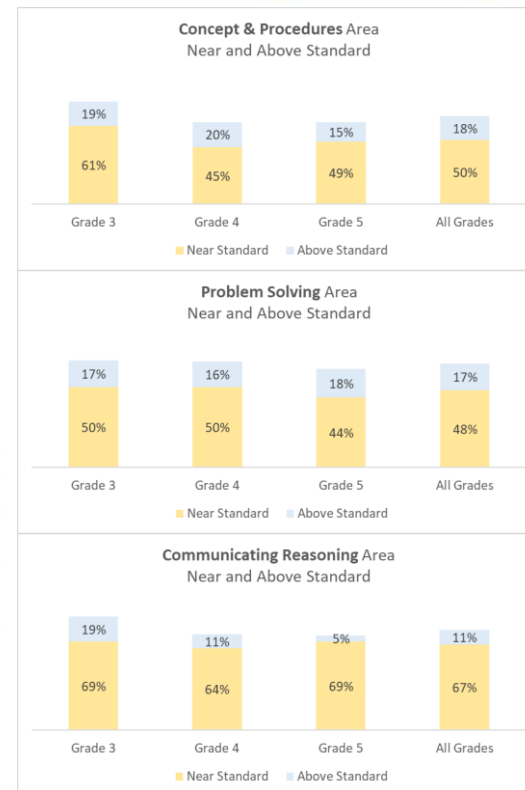
# CAASPP Math 2022-2023

## By Area



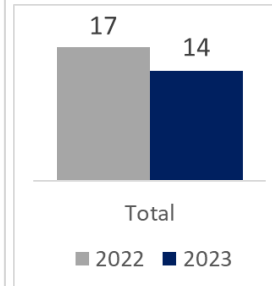
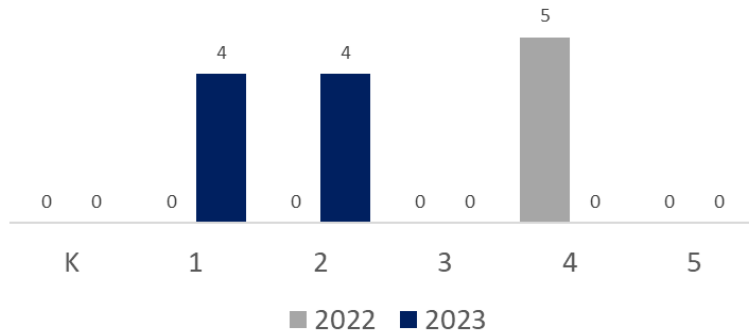
	Concepts & Procedures	Problem Solving	Communicate Reasoning
■ Above Standard	18%	17%	11%
■ Near Standard	50%	48%	67%
■ Below Standard	31%	35%	21%

- **Problem Solving** was the lowest math area in CAASPP at 35% of students below grade level
- **Communicate Reasoning** was the highest area at 78% of students near or above grade level

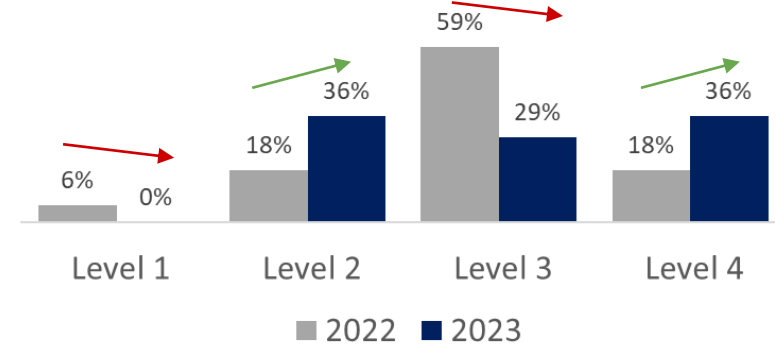


# ELPAC 2 Years Overview

Number of Students Tested With ELPAC  
2022 and 2023



Percent of ELPAC Levels  
2022 and 2023



- Number of students taking the ELPAC **decreased by 3** from 17 to 14
- Percent of students scoring level 4 increased by 18%
- (Grade levels with less than 4 students do not have a count)

English Learner Progress



No Performance Color



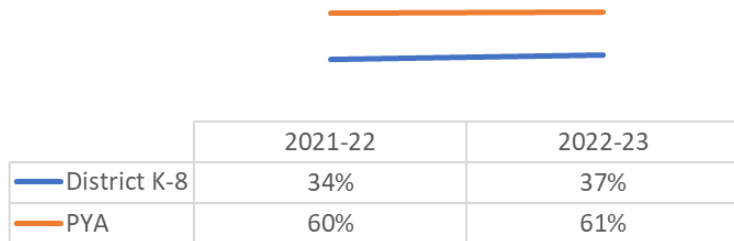


Research and Accountability Department

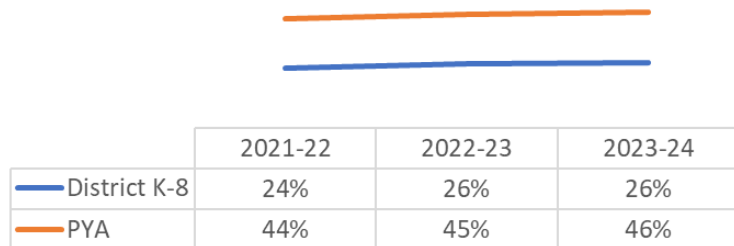
**Empowering with data.**

i-Ready

% on Grade Level Diagnostic 3



% on Grade Level Diagnostic 2



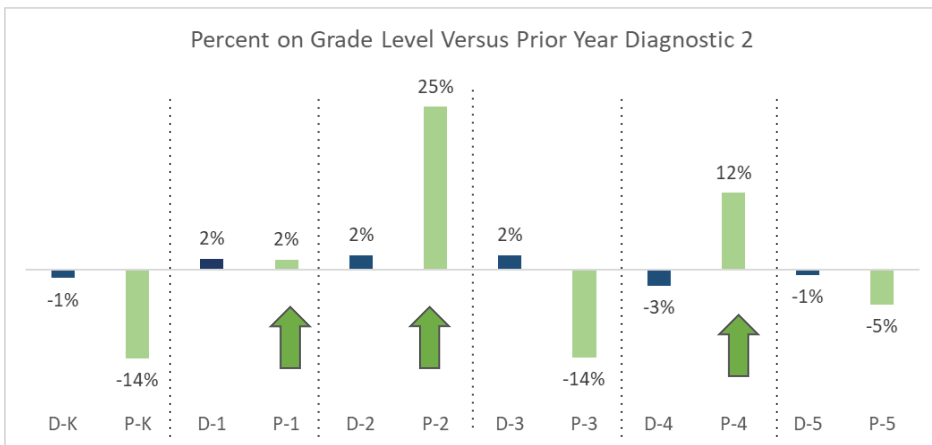
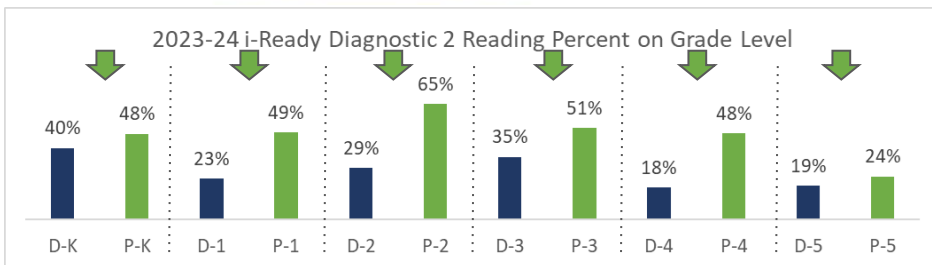
## Diagnostic 3 - End of Year

- PYA increased the percent of students on grade level by 1%, with 61% of students on grade level at the end of last year

## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 46% of students were on grade level, increasing 1% from prior year

# i-Ready Diagnostic 2 Reading On Grade Level



## Strengths

- All grade levels have a higher percent on grade level than the district
- 1st, 2nd, and 4th grades increased the percent on grade level

## Opportunities

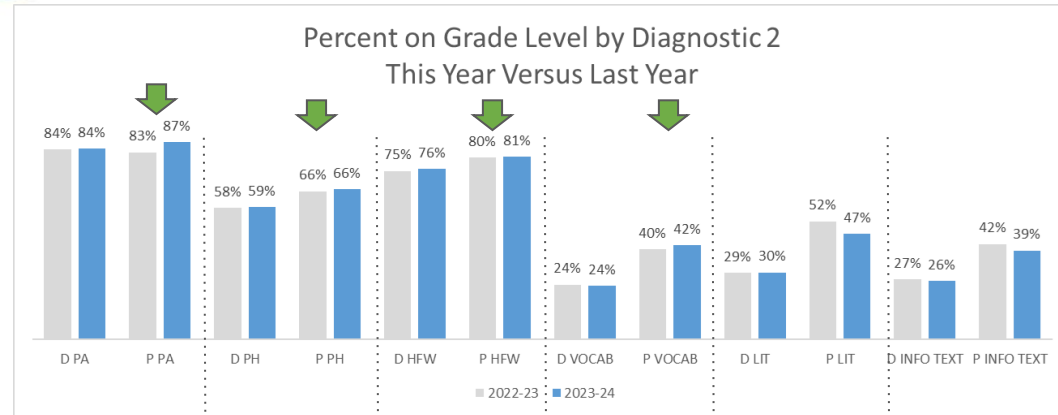
- 5th grade is the lowest percent on grade level at 24%, decreasing 5% from prior year
- Kinder and 3rd grade decreased the percent of students on grade level

D = District  
P = PYA

# i-Ready Reading Domains Percent on Grade Level

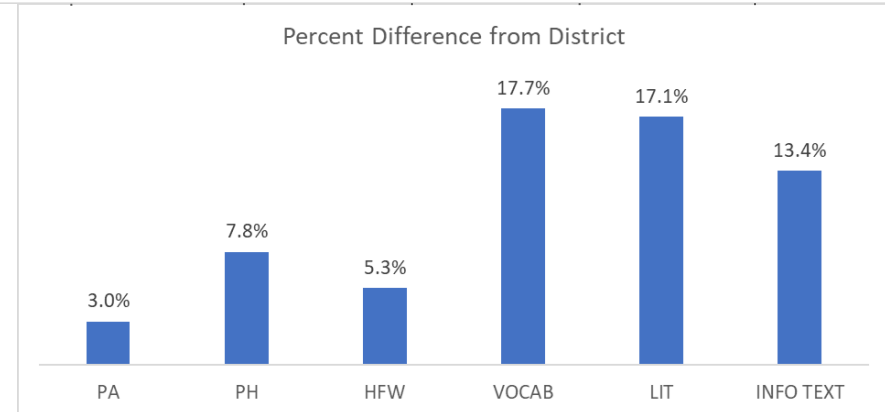
## Strengths

- Most domains showed an increase for percent on grade level, except Informational Text and Literature
- **All domains** have a higher percent on grade level than the district



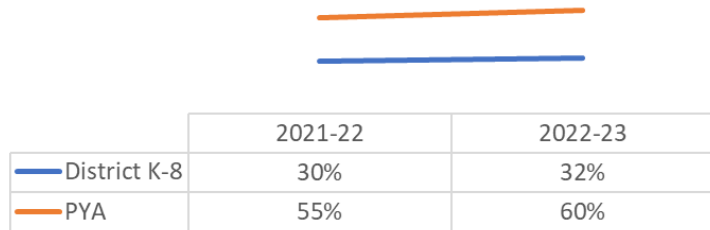
## Opportunities

- **Literature** declined by 5% on grade level
- **Informational Text** declined by 3% on grade level



D = District  
P = PYA  
PA = Phonological Awareness  
PH = Phonics  
HFW = High-Frequency Words  
VOCAB = Vocabulary  
LIT = Literature  
INFO TEXT = Informational Text

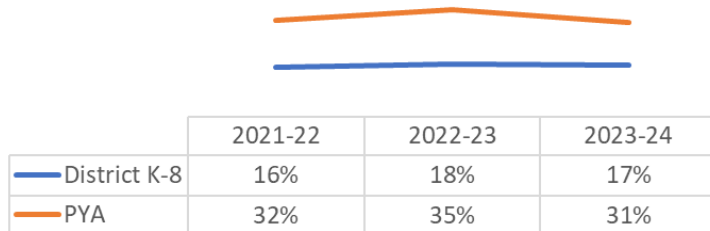
% on Grade Level Diagnostic 3



## Diagnostic 3 - End of Year

- Percent of students ended 2022-23 up 5% versus 2021-22 at 60% of students on grade level

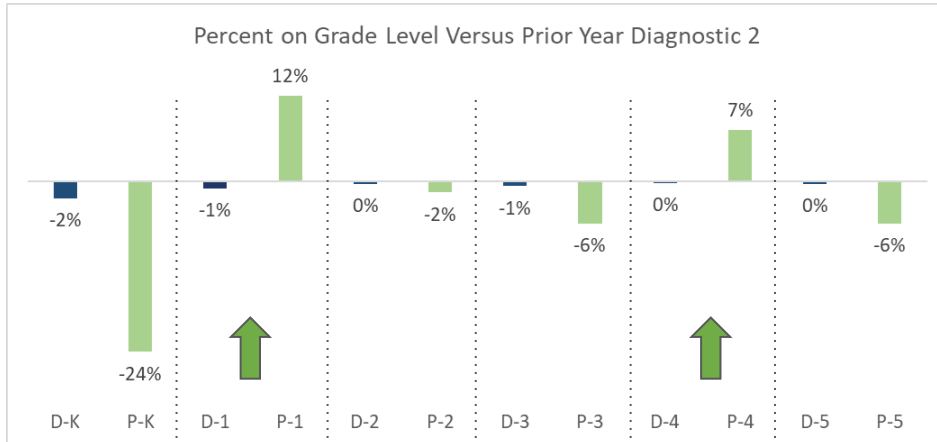
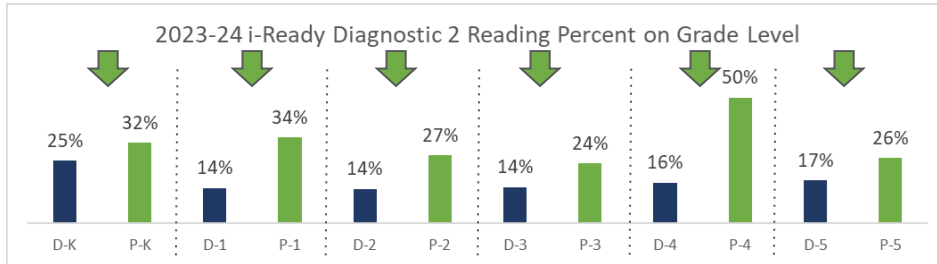
% on Grade Level Diagnostic 2



## Diagnostic 2 - Most Current

- For the most current diagnostic, percent of students on grade level decreased 4% to 31% of students on grade level

# i-Ready Diagnostic 2 Math On Grade Level



## Strengths

- All grade levels have a higher percent on grade level than the district
- 1st and 4th increased the percent of students on grade level

## Opportunities

- Kinder decreased percent of students on grade level by 24% from prior year

D = District  
 P = PYA

# i-Ready Math Domains Percent on Grade Level



Research and Accountability Department

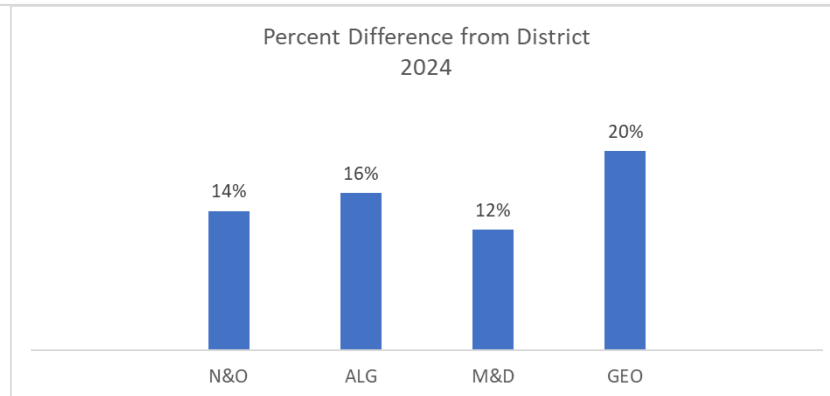
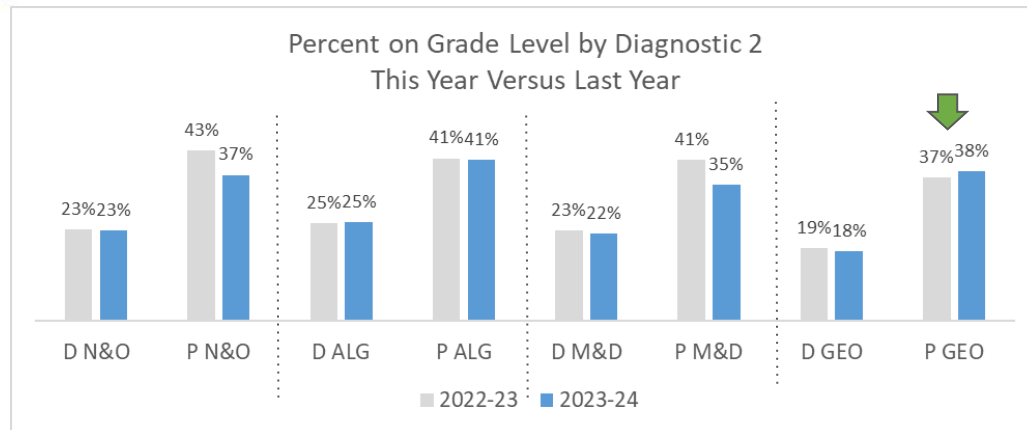
**Empowering with data.**

## Strengths

- **All domains** have a higher percent on grade level than the district, with Geometry 20% higher
- Geometry increased the percent of students on grade level by 1%

## Opportunities

- **Measurement & Data** was the lowest percent on grade level at 35% and decreased 6% versus last year



D = District  
P = PYA  
N&O = Numbers and Operations  
ALG = Algebra and Algebraic Thinking  
M&D = Measurement & Data  
GEO = Geometry



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# Curriculum Engagement and Results

## Benchmark



# Benchmark Engagement

## K-6 ELA Curriculum

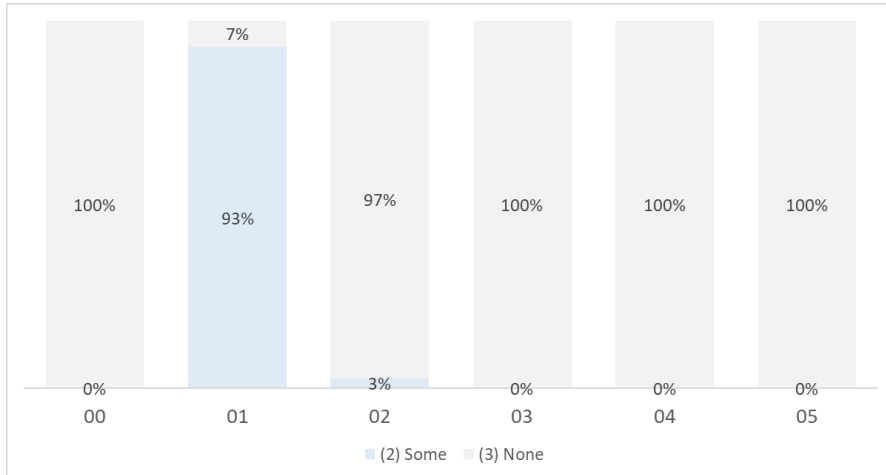


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PYA

Percent of Benchmark Unit Assessments Administered  
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low**:
  - **High Engagement**
    - None
  - **Some Engagement**
    - 1st
  - **No Engagement**
    - Kinder, 2nd, 3rd, 4th, 5th

\*Data included is for online administered assessments

# Benchmark Standards Performance Overall



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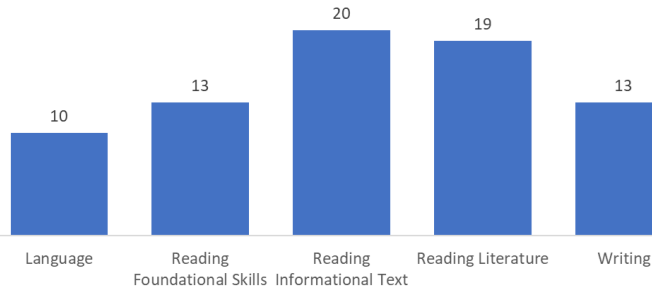
## PYA

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	62	77	63	69	59
grade_1	63	77	64	70	61
grade_2	18	32	38	29	0

## SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

Percent Difference From District



- **Reading Foundational Skills** has the highest percent correct at 77%
- **All standards** had a higher percent correct than the district, with Reading informational text
- **Writing** was the lowest percent correct at 59%



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# Curriculum Engagement and Results

## Ready Math

# Ready Math Engagement

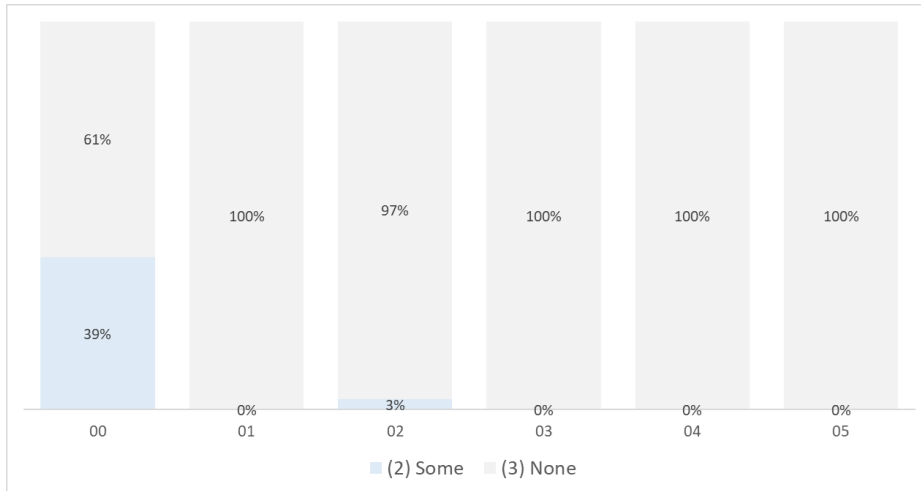


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PYA

Percent of Ready Math Unit Assessments Administered  
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
  - **High Engagement**
    - None
  - **Some Engagement**
    - Kinder
  - **No Engagement**
    - 1st, 2nd, 3rd, 4th, 5th

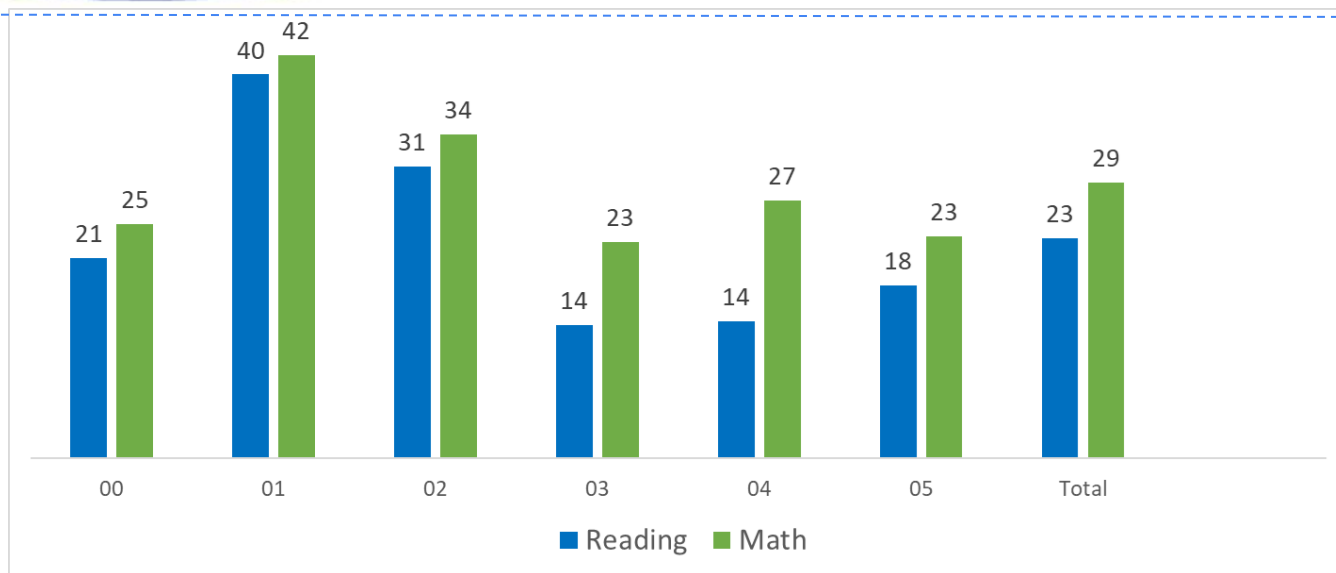


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# i-Ready Lessons

# Average Minutes - i-Ready Lessons



\*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

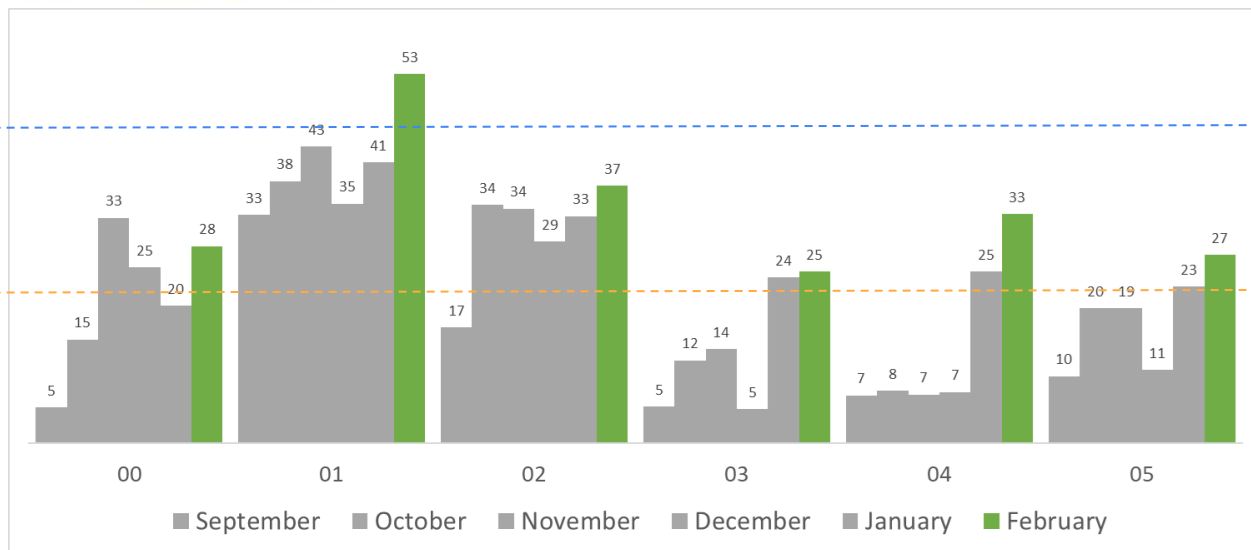
- Overall, the average year-to-date minutes 23 for reading and 29 for math
- 1st grade had the highest average at 82 total minutes (40 for reading, 42 for math)

# i-Ready Pathway Data- Avg Minutes Reading



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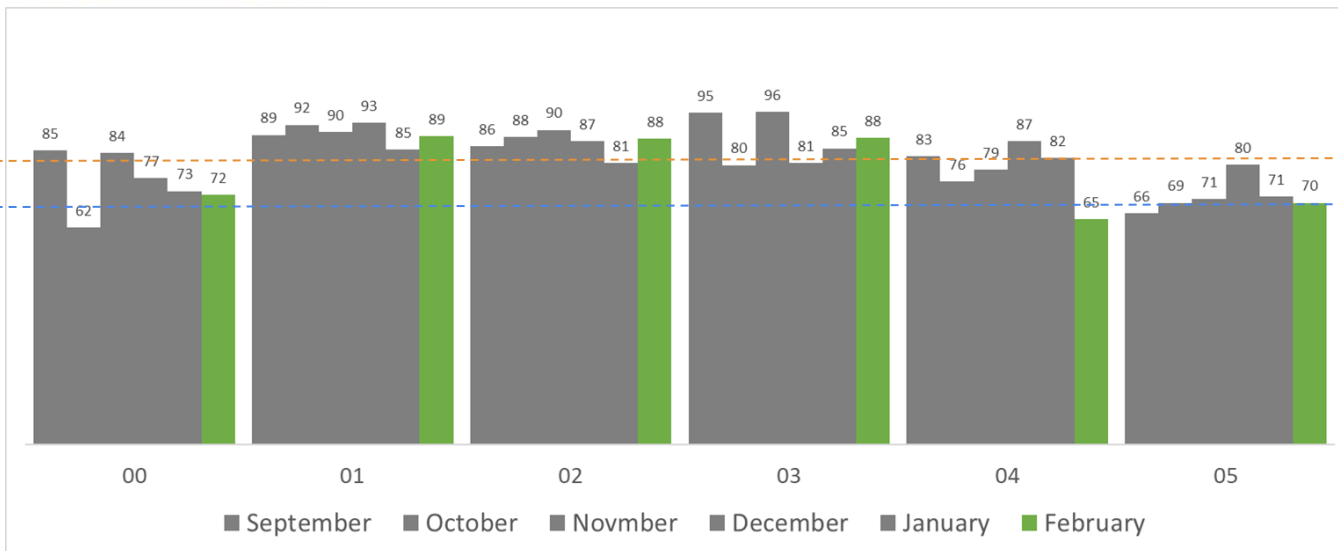
**Empowering with data.**



*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For PYA, 23 minutes were spent on average in i-Ready Reading (orange line)
- No grade levels met the recommended 45 minutes per week for reading

# i-Ready Pathway Data- % Correct Reading



*\*i-Ready recommends 70% for passing lessons (blue line)*

- For PYA, average was 82%, above the target
- All grade levels were above the 70% target

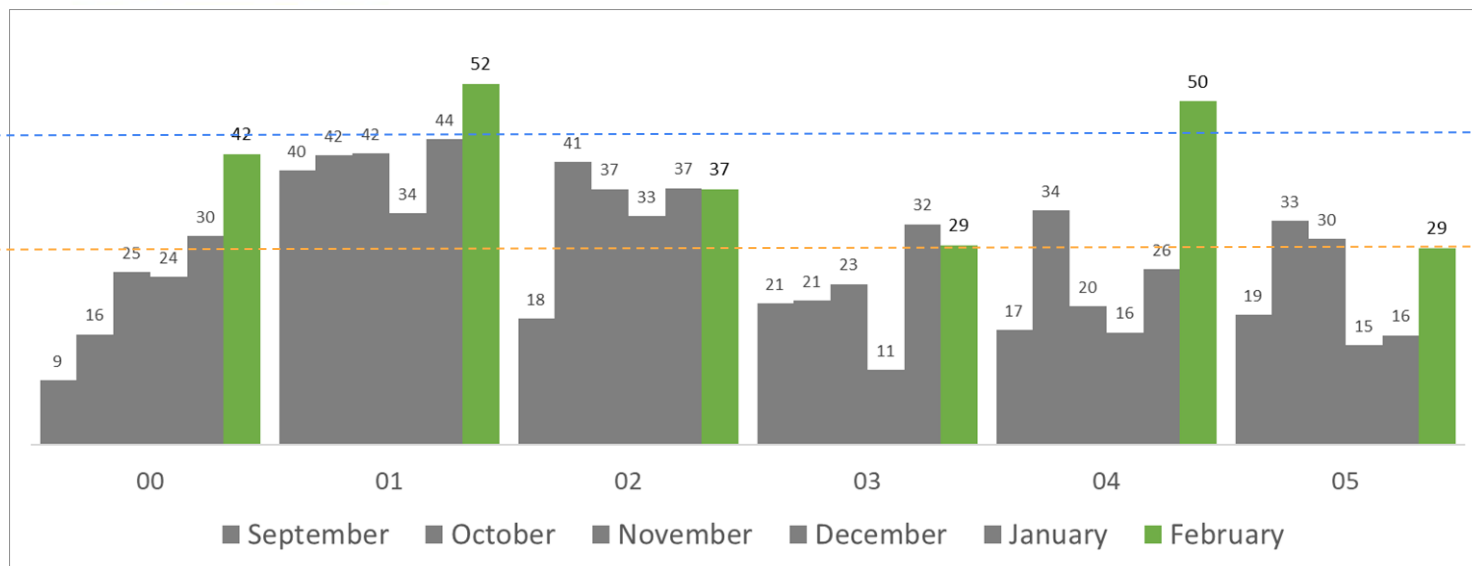


# i-Ready Pathway Data- Avg Minutes Math



Research and Accountability Department

**Empowering with data.**



*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

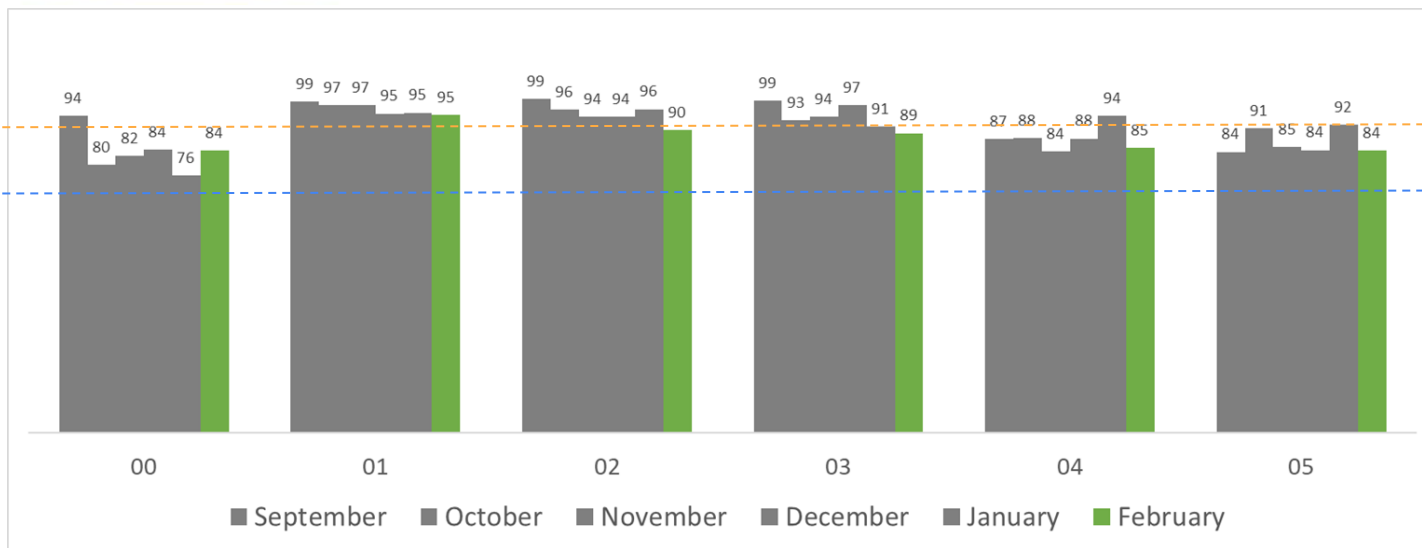
- For PYA, **29 minutes** were spent on average in i-Ready **Math** (orange line)
- No grade levels met the recommended average 45 minutes

# i-Ready Pathway Data- % Correct Math



Research and Accountability Department

**Empowering with data.**



*\*i-Ready recommends 70% for passing lessons (blue line)*

- For PYA, average was **91%** (orange line)
- On average, all grades met the 70% target

# PYA SPSA Monitoring and Formative Reviews 2023-2024

## LCAP/SPSA Goal 1.1-Student Achievement

Use the tables below to monitor and evaluate the strategies and activities included in the SPSA. Copy the table as needed so that each goal and all actions included in the plan are included, monitored, and evaluated.

1. Identify the SPSA Goal.
2. Identify the strategy/activity. Group strategies/activities together based on how they will be monitored and evaluated. For example, if two strategies/activities will be monitored and measured in the same way, include both strategies/activities within the top box.
3. Identify the LCAP Goal that the Strategy/Activity is aligned to.
4. Identify the student group(s) metric that the Strategy/Activity is intended to impact.
5. Monitor the impact of the Strategy/Activity by collecting and reporting data.
6. Determine future plans for the Strategy/Activity based on collected data.
7. Identify the evidence to support this determination

### Identify the SPSA Goal:

- School Goal for ELA/ELD: (Must be a SMART Goal) All students in grades K-5 will increase percentage of met/exceed proficiency from 45% Winter iReady Diagnostic to 50% in ELA as measured by i-Ready Diagnostics by May, 2024.
- ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students.
- School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2024, per ELPAC, increase the number of students who reclassify from 1 to 3 students.
- School Goal for Math: (Must be a SMART Goal) All students in grades K-5 will increase percentage of met/exceed proficiency from Winter 2023 iReady diagnostic 35% to 38% in Math as measured by i-Ready by May 2024.
- Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, 50% of Grade K-3 students will achieve iReady annual typical growth goals

### Identify the strategy/activity 1.1.1:

#### Professional Development, Collaboration, and Ongoing Instructional Support

Plan Professional Development Principal and IB Program Specialist will plan teacher PD working to create flexible small group interventions based on i-Ready and SIPPS suggested groupings.

Administrator will provide time and support for the Program Specialist and Teachers to implement and attend Professional Development opportunities.

Professional Development from Instructional Coaches:

- Standards based lesson design and delivery, and development of common instructional practices. Professional Development around Differentiation/Small group instruction/intervention.

Develop high quality lessons integrating IB framework, CCSS, i-Ready, and Benchmark Curriculum. This involves professional development including IB Conferences or after school meetings, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities. Professional Development will be ongoing for Benchmark and IB Framework during weekly PLC's and classroom demonstrations. Additional professional development (Learning sessions) to enhance instructional practices. Coach will model best practices in ELA.

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

#### Collaboration

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

Collaboration is horizontal and vertical. This ensures students are exposed to the entire IB Learning Continuum. Collaboration will also utilize Toddle. Collaboration will also take place in the form of Academic conferences. This involves professional development including IB conferences/virtual workshops and outside conferences/virtual workshop that support the IB PYP framework. Substitutes will be utilized to conduct Academic Conferences and PLC trainings when needed.

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

Instructional Coaches will support teachers through the district adopted coaching model (demo lessons, co-teaching, and collaborative coaching). Instructional Support IB Program Specialist will provide an effective balanced approach to literacy, IB instruction, and provide teachers with professional learning opportunities to support IB and core instruction with all grade levels. Provide teachers with professional learning opportunities:

- i. conferences,
- ii. consultants
- iii. data analysis
- iv. coaching,
- v. additional collaboration outside of instructional hours around effective primary instruction

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

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

Library Media Assist (LMA) helps to support ELA/ELD by helping to identify struggling readers, providing them with age and skill-appropriate materials, undertaking skill scaffolding supporting choice, School Plan for Student Achievement (SPSA) 8 of 19 supporting students with special needs, providing one-to-one matching, promoting access to books, enhancing the social position of books and reading, reading aloud to students, facilitating silent reading, and preparing students for high-stakes literacy testing.

Students identified as needing intervention supports in reading and writing will receive small group/one-on-one intervention instruction during the school day. Teachers and Instructional Assist. will utilize the SIIPS Intervention Program. School site will seek additional SIIPS site level PD to maximize program usage.

Intervention instruction will focus on addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web-based reading & math software. Teachers and Instructional Assist. will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIIPS, Benchmark interactive games.

The instructional assist. helps the teachers use data and implement supplementary programs to support differentiation, small group instruction, and target underrepresented and underserved students for additional support.

Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. Program Specialist will receive additional compensation to review and share data.

#### **Services**

Conference/Virtual Workshop Trainings 52150

Title I \$10,000; LCFF \$9,000

\*(IB Units of Inquiry alignment with ELA and Math CCSS, IB teaching strategies for effective delivery of all core curriculum, PBIS, SEL) - (August 2023-June 2024) - (Administrator, Program Specialist, Instructional Coach, Counselor, teacher, Library Media Assist.)

#### **Additional Compensation-including benefits**

##### **Program Specialist Additional Comp 19500**

- a. 1 Program Specialist X 16 hours x \$60 = \$960 (Title I)
- b. 1 Program Specialist X 8 hours x \$60 = \$480 (LCFF) (EL)

##### **Teacher Additional Comp 11500**

- a. 14 Teachers X 18 hours X \$60= \$15,120 (Title I)
- b. 3 teachers x 8 hours x \$60=\$1,440 (LCFF) (Extended Day)
- c. 3 teachers x 4.5 hours per day x 10 days= 135 hours x \$60 = \$8,100 (LCFF) Extended year
- d. 1 teacher coordinator 55 hours x \$60= \$3,300 (Title I) Extended Year
- e. 1 teacher X 8 sessions X \$60 per hour =\$480 (LCFF) (Extended Day Teacher pay)

##### **Instructional Coach Additional Comp 19500**

- a. 1 Instructional Coach X 16 hour X \$60 rate of pay =\$960 Title I

##### **Teacher Substitute**

- a. 30 days x 200= \$6,000 (Title I)

**Identify the LCAP Goal the strategy/activity is aligns with:**

**LCAP Goal: Goal 1.1:** Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

**Identify the student group(s) metric that the Strategy/Activity is intended to impact:**

All Students  
English Learners  
Foster Youth  
Low Income

**Staff Responsible for Monitoring**

Program Specialist/Teachers/School Leadership Team/Administration/Library Media Assist

**Strategy's Expected Result/Impact**

Collaboration allows teachers to build relationships and share knowledge. Teachers meeting regularly to analyze data increases student achievement by teachers planning effective re-teaching strategies. Professional Development allows teachers to build on targeted skills to help increase student achievement. Educational conferences provide great professional development opportunities. It also gives teachers a chance to connect with other teachers outside of Stockton Unified. Teachers will share their knowledge during staff meetings.

Ensure that teachers of English Language Learners devote the recommended amount of instructional minutes to EL instruction in designated and integrated instruction. Monitor the academic task and development of the EL curriculum.

**November Evidence of Progress:**

Professional Development: The program specialist has provided IB professional development on September 22, 2023. There was no cost associated with this PD as it was done on a STA PD day. Teachers focused on Program Development Plan: Focus on Transdisciplinary Design, Designing Math Lesson in an Inquiry Based Cycle, and reviewed the whole school Plan of Inquiry through the lens of DuFour's four questions.

EL PD was on September 11 from 2:15-3:45. Six teachers participated in the collaboration. The EL teachers participated but all teachers could benefit from the collaboration. The next EL Collaboration PD is on January 25, 2024. CAASPP Collaboration PD occurred on October 23 from 2:15-4:15. Five teachers participated in the CAASPP PD, 100% participation. Typically only teachers in 3<sup>rd</sup>-5<sup>th</sup> participate because they are the ones administering the test. There will be another CAASPP PD on January 18, 2024.

Leadership team will begin receiving training from a Solution Tree coach to strengthen our PLCs. We have five teachers (K-4, 4<sup>th</sup> grade represents 4<sup>th</sup> and 5<sup>th</sup> grade), Spanish teacher, program specialist, instructional coach and administrator are taking part in the trainings. The leadership team/guiding coalition participated in a training on November 3 called Foundation Building. The next trainings occur in December, February, and April. The leadership team will participate in the Solution Tree PLC Academy starting in January. Substitutes will need to be utilized to release teachers to attend the PDs. The funds come from the Teacher substitutes account (Title I).

The program specialist and instructional coach are participating in Cohort B, SIPPS Deep Dive. This is a monthly PD.

Two teachers, the program specialist, and administration are participating in a PD called LETRS training. This training occurs over two years. The first PDs were held in September 2023.

PYA held academic conferences on September 18, 2023. We went over the Fall i-Ready data and identified students who needed extra support. Academic consults were held with 3<sup>rd</sup> grade. Twelve teachers participated in academic conferences.

Collaboration: The main focus has been on introducing the Spanish and Music teacher to the collaboration process. Both Spanish and Music take 30 mins of collaboration time to meet with each grade level then take time to collaborate amongst themselves. The goal would be for them to begin utilizing DuFour's four questions to refine their instruction. Leadership will focus on developing a PLC collaboration sheet as outlined in the STA contract. The collaboration sheet was developed in October 2023. There are funds associated with this activity. Appropriate staff are paid from teacher, program specialist, and instructional coach additional compensation accounts. Administration receives no additional compensation for attendance.

Conferences: To date one teacher and one staff member are attending conferences in Los Angeles and North Carolina. The conference in North Carolina is for our Librarian who must attend a specific IB strand: Role of the Librarian. This strand is rarely offered in California. To prepare for the transition to 6<sup>th</sup> grade in 2024-2025 and 7<sup>th</sup> and 8<sup>th</sup> grades, administrator and Program Specialist will need to attend strands for the MYP program.

**January Evidence of Progress:**

Professional Development: Professional Developments have been scheduled for the remainder of the year. The Program Specialist and Instructional Coach created an ELA PLC to discuss and incorporate the trainings from LETRS and SIPPS. Leadership team will begin Solution Tree Coaching Academy to strengthen our PLCs. We have five teachers (K-4, 4<sup>th</sup> grade represents 4<sup>th</sup> and 5<sup>th</sup> grade), Spanish teacher, program specialist, instructional coach and administrator. Training will begin January 29, 2024.

Collaboration: The Program Specialist and Instructional Coach planned out the remaining collaboration sessions. There will be EL collaboration, ELPAC, and SBAC collaboration happening between January and April. The funds associated with this activity are spent as teachers turn in timesheets.

**Conferences:** Program Specialist and Administrator need to attend MYP Head of School conference either in May 2024 or June 2024. Conferences are being scheduled for Tahoe as well.

**March Evidence of Progress**

**June Evidence of Progress:**

What are you going to do with this Strategy/Activity in this next fiscal year?

- Expanded (Action/Service is working)
- Maintain (Action/Service is working)
- Monitor (Need more time to determine action/service is working)
- Modify (Action/Service is not working as well as it could or should)
- Reduce/Eliminate (Action/service is not working)

What evidence is there to support this determination?

**Identify the strategy/activity 1.1.2:**

**Support Staff Salary for Plan Implementation and Additional Instructional Supports**

Instructional assist. Will assist with students one year or more below level needing Tier 2 support in ELA and Math. Students above grade level will participate at least one (1) day per week in teacher directed flexible groups (differentiated instruction). Students on grade level will participate in at least one (1) day per week in teacher directed flexible groups. Students one-year below will participate two (2) days per week in teacher directed flexible groups. Students with disabilities will participate in two (2) to three (3) days per week in teacher directed flexible groups. Students two-years or more below grade level will participate two (2) days per week in teacher directed flexible groups.

In the event an Instructional Assist is not hired, unspent funds will be reallocated to Equipment to purchase computer hardware/software to support student instruction such as iPads, Kindle reading devices, ViewSonic and Mobile Trolley cart, die cut machine, poster maker paper and toner, and/or printers (\$13,625 Title I) (\$13, 625 LCFF).

Extended day will be offered to PYA students in grades 3-5 and students with disabilities. Students in grades 3-5 identified needing intervention supports such as tutoring, one-on-one/small group instruction addressing reading, writing, mathematics and science: close reading, focused notes, number talks, web-based reading and math programs to prepare for SBAC will be invited to participate. PYA will have three teachers tutor two times a week four weeks prior to state testing to provide third, fourth, and fifth graders additional support.

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

In the event there is no need for extended day and/or extended year tutoring due to ELOP support the funds will be reallocated to Teacher additional comp, Program Specialist add comp, and Instructional coach add comp for a one-day collaboration/planning retreat and additional funds will be allocated to conferences.  
(14 teachers, 1 Program specialist, 1 Instructional coach-16 x 6x \$60=\$5,760). (\$6,480 Conferences)

Extended day will be offered to English Learners. English Learners will have one teacher intervention tutor 2 times a week for four weeks prior to ELPAC (English Language Proficiency Assessment for California) Testing to provide third-fifth graders additional support leading up to ELPAC testing.

**Personnel Salary Cost-including Benefits**

**Instructional Assist/CAI 21101**

**Instructional Assist 0.4375 FTE \$13,625 (Title I) \$13,625 (LCFF)=\$27,250**

**Identify the LCAP Goal the strategy/activity is aligns with:**

**LCAP Goal: Goal 1.1:** Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

**Identify the student group(s) metric that the Strategy/Activity is intended to impact:**

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

**Staff Responsible for Monitoring**

Admin, teachers, program specialist

**Strategy's Expected Result/Impact**

This strategy provides opportunities for teachers to collaborate and create lesson that are engaging, purposeful, and include scaffolded task. Teachers will carefully organize whole group and small group enrichment opportunities by building on their culture, background knowledge, and experiences.

**November Evidence of Progress:**

**Instructional Assistant**

This instructional strategy has not been implemented. As of November 1, 2023, no instructional assistant has been hired. There has been no active recruitment of an instructional assist as it has yet to be advertised on Edjoin. Administration has reached out to HR several times in order to get the job posted. PYA has a PCN number for the position. HR has referred my request to the appropriate analyst. No monies have been spent on this activity at this time.

In the event that no Instructional assistant is hired, PYA would like to propose to SSC to reallocate the fund to purchase a new laminator machine. The current lamination machine is old and breaking down. It is not worth continuing to purchase a maintenance agreement. A new lamination machine cost \$5,000 but we would need to reallocate \$6,000 to purchase the lamination supplies that go with the machine.

**Extended Day**

To date there has been no need for extra funds to support extended day activities. Teachers have chosen to provide support for students through the ELOP program.

In the event there is no need for extended day and/or extended year tutoring due to ELOP support the funds will be reallocated to Teacher additional comp, Program Specialist add comp, and Instructional coach add comp for a one-day collaboration/planning retreat and additional funds will be allocated to conferences.

(14 teachers, 1 Program specialist, 1 Instructional coach-16 x 6x \$60=\$5,760). (\$6,480 Conferences).

**January Evidence of Progress:**

**Instructional Assistant:** The first rounds of interviews were held in December there were no viable candidates. There is a second round of interviews scheduled for January 16, 2024. There are 4 viable candidates. The monies allocated for the instructional assistant from July-December were reallocated to purchase a lamination machine to replace the current machine that is no longer under warranty.

**Extended Day:** ELOP will take care of extended day and year activities for 2023-2024. The funds are already available in Teacher Ad Comp. Teachers were allocated more hours to attend PLC, PBIS, and Collaboration opportunities.

PYA will support ELOP by hosting Spring Day Camp and Summer Learning Academy.

**March Evidence of Progress**

**June Evidence of Progress:**

What are you going to do with this Strategy/Activity in this next fiscal year?

- Expanded (Action/Service is working)
- Maintain (Action/Service is working)
- Monitor (Need more time to determine action/service is working)
- Modify (Action/Service is not working as well as it could or should)
- Reduce/Eliminate (Action/service is not working)

What evidence is there to support this determination?

**Identify the strategy/activity 1.1.3:**

**Supplemental Curriculum, Materials, and Programs to Support Improvement**

The Toddle program is real-time collaborative planning that ensures teachers stay true to the IB PYP (Primary Years Program) program.

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

Teachers will utilize the web-based reading, early literacy, and math intervention and Spanish programs to accelerate achievement and develop confident learners. Web based licenses will be needed.

Instructional Materials  
K-5

Small group instruction using Pictorial Input Charts, Interactive K-W-L, Close Read, Sentence Pattern Chart, Journal Writes, Anchor Charts, Comparing Paragraphs, Running Dictation, Headphones, Literacy Station and facilitate support with students while the teacher works one-on-one with students. novels/books, White boards, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" & 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. Any material that allow teachers to incorporate a variety of teaching strategies and gives the students opportunities to acquire knowledge and skills will be used to enhance the ELA/ELD, Math, Social Studies, Science, and IB frameworks curriculum. These materials/supplies will help with the learning and

retention of information. Students take ownership of their learning by using planners to organize dates, set challenging goals, practicing fluency, and pursuing person inquiries. Instructional posters based on Benchmark curriculum.

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

Digital maps are geographic information systems can be used across disciplines with students of varying technical expertise and comfort levels. The teaching possibilities created by interactive student projects bring life to events and people through space and time.

K-2

Leveled readers, Interactive KWL, Close Read, and Literacy Stations.

3-5

Quick Writes, Close Read, Journal Writes, Text Reconstruction, Unpacking sentences, Note Making, Ticket Out the Door, Literacy Stations, Give One, Get One, Vanishing Text, and Interactive Notebooks. 5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals.

#### Books and Supplies

Books and Reference Materials 42000

Library Books = \$2,000 (Title I)

Non-instructional Materials/Supplies 43200- \$1,200 (LCFF)

Instructional Materials/Supplies 4311-\$9,047 (Title I); \$2,825 (LCFF)

#### Services

License Agreement 58450

Toddle- \$2,160 (Title I) One-year subscription

Ready Naturally- \$2,208 (Title I)

Mystery Science-\$1,395 (Title I)

Identify the LCAP Goal the strategy/activity is aligns with:

LCAP Goal: Goal 1.1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Identify the student group(s) metric that the Strategy/Activity is intended to impact:

All Students  
English Learners  
Foster Youth  
Low Income

Staff Responsible for Monitoring

Admin, teachers, program specialist

Strategy's Expected Result/Impact

A structured intervention program alongside good first teaching can increase student learning and keep others from falling behind. Structured individualized intervention can quickly close the gaps that have been created the last two years. This strategy will improve students self-worth as well as their academic understanding.

November Evidence of Progress:

#### Toddle

The Toddle program has been purchased and is being used as a real-time collaborative planning tool to ensures teachers stay true to the IB PYP (Primary Years Program) program. Expenditure: Toddle license was \$2,160 from Title I.

#### Web based License

PYA purchased the web-based reading and early literacy program called Read Naturally. There was a new process this year on purchasing web-based technology. IT has to approve the purchase. Read Naturally was approved and purchased. Mystery Science was approved for purchase and teachers are using this web-based program in the class to support science and the IB framework. Expenditure: Mystery Science \$1,395.

#### Instructional Materials and Supplies

There was a total of Instructional Materials/Supplies 4311-\$9,047 (Title I); \$2,825 (LCFF) that was divided up amongst classroom teachers. Thirteen teachers were given \$800 in order to purchase materials that are directly related to instruction for students. The remaining \$1,472 dollars will be used to replace headphones in 4<sup>th</sup> and 5<sup>th</sup> grades.



Teachers were provided training for digital maps for geographic information systems in August. Administration sent out a survey to see if teachers are utilizing the maps. [insert data from survey].

**January Evidence of Progress:**

**Instructional Materials and Supplies:** Teachers were allocated \$800 in order to purchase instructional materials. Orders continue to come in. Materials for the second half of the year are being purchased to replenish the supplies in the teacher supply closet. Teachers were allocated an additional \$500 from the CA Lottery Funds to purchase additional instructional materials for the second half of the year.

**Web based licenses:** Toddle, Read Naturally, Mystery Science, and Digital Maps are continuing to be used by teachers to instruct students.

**March Evidence of Progress**

**June Evidence of Progress:**

What are you going to do with this Strategy/Activity in this next fiscal year?

- Expanded (Action/Service is working)
- Maintain (Action/Service is working)
- Monitor (Need more time to determine action/service is working)
- Modify (Action/Service is not working as well as it could or should)
- Reduce/Eliminate (Action/service is not working)

What evidence is there to support this determination?

**Identify the strategy/activity 1.1.4:**

**Other Services and Operational Costs Associated with Plan Implementation**

Teachers will use various equipment such as the laminator, poster maker, copier, Duplo, poster maker. Maintenance agreements ensure the various copy machines and printers are available and usable to provide a print rich environment. Students will utilize butcher paper to complete IB collaborative projects. Posters visually support significant course projects. Poster making materials (Paper, ink) will be needed to enhance lesson delivery.

**Services**

Duplicating 57150- \$500 (LCFF)

Maintenance Agreement 56590- \$2,000 (Title I) \$3,000 (LCFF)

**Identify the LCAP Goal the strategy/activity is aligns with:**

**LCAP Goal: Goal 1.1:** Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

**Identify the student group(s) metric that the Strategy/Activity is intended to impact:**

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

**Staff Responsible for Monitoring**

Admin, teachers, program specialist

**Strategy's Expected Result/Impact**

Creating a print rich literacy environment will help facilitate early literacy development, including print concepts, and help students develop a positive attitude towards literacy.

**November Evidence of Progress:**

Teachers use various equipment such as the laminator, poster maker, copier, Duplo, poster maker. Maintenance agreements were purchased to ensure the various copy machines and printers are available and usable to provide a print rich environment. Teachers and students utilize butcher paper to complete IB collaborative projects. We are in the process of purchasing poster making materials (Paper, ink). Some duplicating funds have been used to purchase student planners.

**January Evidence of Progress:**

Based on the condition of the lamination machine, it was determined that the unused funds from July to December in the Instructional Assistant account be used to purchase a new lamination machine. Poster maker paper has been purchased. These machines are used to make instructional materials for student use.

**March Evidence of Progress**

**June Evidence of Progress:**

What are you going to do with this Strategy/Activity in this next fiscal year?

- Expanded (Action/Service is working)
- Maintain (Action/Service is working)
- Monitor (Need more time to determine action/service is working)
- Modify (Action/Service is not working as well as it could or should)

What evidence is there to support this determination?

\_\_\_ Reduce/Eliminate (Action/service is not working)

Metric/Indicator	Baseline Data	November	January	March	June	Expected Outcome
ELPAC Reclassification	3 Student	1 student	2 students			2 students
Percent of students performing at grade level or above	Winter ELA 44% of students meet or exceed standards. Winter Math 35% of students meet or exceed standards	No Data Winter i-Ready occurs in December/January	Winter ELA: 45.6% Winter Math: 31.2%			Winter ELA 48% of students meet or exceed standards. Winter Math 38% of students meet or exceed standards
iReady Diagnostic Student Growth Goal Met	ELA 45% Math 35%	No Data Winter i-Ready occurs in December/January	ELA 51.3% Math 47.2%			ELA 50% Math 38%

## LCAP/SPSA Goal 2.1 – Safe and Healthy Learning Environments

Use the tables below to monitor and evaluate the strategies and activities included in the SPSA. Copy the table as needed so that each goal and all actions included in the plan are included, monitored, and evaluated.

1. Identify the SPSA Goal.
2. Identify the strategy/activity. Group strategies/activities together based on how they will be monitored and evaluated. For example, if two strategies/activities will be monitored and measured in the same way, include both strategies/activities within the top box.
3. Identify the LCAP Goal that the Strategy/Activity is aligned to.
4. Identify the student group(s) metric that the Strategy/Activity is intended to impact.
5. Monitor the impact of the Strategy/Activity by collecting and reporting data.
6. Determine future plans for the Strategy/Activity based on collected data.
7. Identify the evidence to support this determination

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**Identify the SPSA 2.1:**

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

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**Identify the strategy/activity 2.1.:**  
Professional Development, Collaboration, and Ongoing Instructional Support Plan

In a safe learning environment, teachers will implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations. These practices will be implemented across classrooms and school common areas. These include: lining up, hand signals, bathroom, group work norms, whole class strategies, getting materials. PBIS will be enforced during virtual and /or in-person learning. All staff will continue to work on tying all practices back to our mission of developing compassionate global thinkers. We will focus our efforts with PBIS Tier 2 and 3 strategies.

Send Leadership or PBIS team to PBIS Conference/virtual webinar in June 2024.

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

We will revisit and align PBIS policies with IB learner Profile Traits and Attitudes school wide. Staff will collaborate on developing policies and procedures to support PBIS.

Counselor will collaborate with admin, teachers, and staff to develop policies and procedures to support students' emotional learning, incorporating the district's new SEL curriculum, Second Step within our IB curriculum. PBIS, restorative practices, and trauma-informed care will be part of the collaboration topics.

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

To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% attendance.

Administrative will increase parent awareness through targeted meetings and trainings. Attendance team will monitor student's attendance weekly to reach out to families of students with chronic absences. The team will make home visits.

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

**Services**

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

**Additional Compensation-Including Benefits**

Counselor-(Elem/HS) add comp 12500

1x12.5 hours x \$60 = \$750 (LCFF)

**Identify the LCAP Goal the strategy/activity is aligns with:**

**LCAP Goal:** Goal 2.1: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

**Identify the student group(s) metric that the Strategy/Activity is intended to impact:**

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

**Staff Responsible for Monitoring**

Admin, PBIS Team, Counselor

**Strategy's Expected Result/Impact**

PBIS strategies will decrease office discipline referrals, increase instructional time, and improve student achievement.

This strategy is intended to connect with at-risk students. Decrease discipline and improve attendance.

This strategy will increase parent awareness through targeted meetings and trainings. Increased student attendance will increase student achievement.

**November Evidence of Progress:**

Teachers and staff implement PBIS Tier 1 practices, equitably through a range of modalities and activities to address students' needs while maintaining high expectations. These practices have included:

- Golden table
- Monthly attendance challenge (90% attendance and your name goes on the prize wheel)
- September attendance challenge (Attendance rate for August was 13.04%, September 12.82%). The challenge made a small but welcomed decrease. The rate for mid-October has climbed to 13.87%.
- Daily class attendance
- Monthly falcon class attendance

We have a PBIS team in place and they meet monthly. The PBIS staff leader puts out updates after every meeting. We are currently working on our TIF (Tiered Fidelity Inventory). This is our first step to becoming a California PBIS recognized school.

PYA will begin its IB parent meeting on December 6, 2023. Topics include academics, PBIS (growth mindset), and assessments.

**January Evidence of Progress:**

PBIS team continue to meet. Due to other important meetings (Dr. Rodriguez, Mr. Klappenback, and Mr. Biedermann visits) the team has missed a few months of meetings. Attendance funds have been spent on attendance incentives. Golden Table, i-Ready, and attendance initiatives continue with great success. Chronic absenteeism rate in November was 10.29% it increased to 14.29% in December due to illness and students taking an early vacation.

**March Evidence of Progress**

**June Evidence of Progress:**

What are you going to do with this Strategy/Activity in this next fiscal year?

- Expanded (Action/Service is working)
- Maintain (Action/Service is working)
- Monitor (Need more time to determine action/service is working)
- Modify (Action/Service is not working as well as it could or should)
- Reduce/Eliminate (Action/service is not working)

What evidence is there to support this determination?

**Identify the strategy/activity 2.1.2:**

**Support Staff Salary for Plan Implementation and Additional Instructional Supports**

None

No strategy or activity associated with support staff salary.

**Identify the strategy/activity 2.1.3:**

**Supplemental Curriculum, Materials, and Programs to Support Improvement**

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

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

Rewards are an integral component of PYAs PBIS systems in your school. Our PBIS reward system recognizes and rewards students for being leaders and making positive choices. These rewards keep Our students motivated by reinforcing good behavior and ultimately incentivizing them to keep making good choices everywhere in the school. Weekly incentives will focus on Falcon Feather incentives such as: folders, PYA stickers, Falcon Feather treasure goodies (erasers, stickers, funky/fancy pencils, small toys, candy, ink pins), super recess incentives (balls, jumbo games, jump ropes, jumpers), books, ice cream parties, and popsicle parties. (No funds associated with this strategy.) Behavior, Falcon Feather tickets, academic, iReady goals, IB goals, and Golden Lunch Box. These acknowledgements and rewards will emphasize increased PBIS strategies to decrease discipline and reinforce positive school expectations.

Incentives: LCFF Supplemental and Concentration Funding LCAP MP 7.2

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

To support students with social emotional learning, counselor will purchase instructional materials & equipment to teach students social skills during recess times. Counselor will use instructional supplies such as: yoga cards, sensory equipment, timers, fidget activities, playground equipment, SEL materials, and supplies to support SEL program.

Students will practice conflict resolution and restorative practice in real time. This will decrease suspension rates and increase a positive school climate.

**Books & Supplies**

Instructional Materials 43110- \$1,000 (LCFF)

**Identify the LCAP Goal the strategy/activity is aligns with:**

**LCAP Goal:** Goal 2.1: Safe and Healthy Learning Environments

Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

**Identify the student group(s) metric that the Strategy/Activity is intended to impact:**

All Students  
English Learners

Foster Youth Low Income	
<b>Staff Responsible for Monitoring</b> Administration, Counselor, Teachers	
<b>Strategy's Expected Result/Impact</b> This will decrease suspension rates and increase a positive school climate.	
<b>November Evidence of Progress:</b> PYA has provided students with social and emotional supportive resources such as, counseling and mental health referrals. The counselor and mental health clinician started a SEL group to help students with relationship building. They have hosted four classes to date. Counselor uses instructional supplies such as: yoga cards, sensory equipment, timers, fidget activities, playground equipment, SEL materials, and supplies to support SEL program.  PYA continues to use weekly and monthly incentives such as Falcon Feathers and The Prize Wheel. Students look forward to the incentives and are excited about the prizes.  i-Ready incentives have included: a bubble party for the month of October and a popcorn party for the month of November. Students have to complete 50 minutes of reading and 50 of math with at least a 67% passing score each week to be invited to the party. In October fifteen (15) students were successful in the challenge and went to the bubble party.	
<b>January Evidence of Progress:</b> As of January 22, 2024 we have had four student suspensions for a total of four days out of school. The offenses include: <b>Caused, Attempted, or Threatened Physical Injury</b> <b>Disruption, Defiance</b> <b>Property Theft</b> We have made three mental health referrals. Administration continues to monitor during recess and lunch recess. Most behaviors happen at these times. Kindergarten needs more supervision.	
<b>March Evidence of Progress</b>	
<b>June Evidence of Progress:</b>	
<b>What are you going to do with this Strategy/Activity in this next fiscal year?</b> <input type="checkbox"/> Expanded (Action/Service is working) <input type="checkbox"/> Maintain (Action/Service is working) <input type="checkbox"/> Monitor (Need more time to determine action/service is working) <input type="checkbox"/> Modify (Action/Service is not working as well as it could or should) <input type="checkbox"/> Reduce/Eliminate (Action/service is not working)	<b>What evidence is there to support this determination?</b>

**Identify the strategy/activity 2.1.4:**  
**Other Services and Operational Costs Associated with Plan Implementation**  
None  
No strategy or activity associated with support staff salary.

Metric/Indicator	Baseline Data	November	January	March	June	Expected Outcome
Percent of student suspensions	2.2%	.03%	2.6%	2.6%		1.3%
Attendance/Chronic Truancy Rate	34%	13.87%		14.9%		Chronic Absenteeism will be at 5% or less

## LCAP/SPSA Goal 3.1 – Meaningful Partnerships

Use the tables below to monitor and evaluate the strategies and activities included in the SPSA. Copy the table as needed so that each goal and all actions included in the plan are included, monitored, and evaluated.

1. Identify the SPSA Goal.
2. Identify the strategy/activity. Group strategies/activities together based on how they will be monitored and evaluated. For example, if two strategies/activities will be monitored and measured in the same way, include both strategies/activities within the top box.
3. Identify the LCAP Goal that the Strategy/Activity is aligned to.
4. Identify the student group(s) metric that the Strategy/Activity is intended to impact.
5. Monitor the impact of the Strategy/Activity by collecting and reporting data.
6. Determine future plans for the Strategy/Activity based on collected data.
7. Identify the evidence to support this determination

### Identify the SPSA Goal:

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

- By May 2024 increase the number of in-person Family Nights (Literacy, Science, Math) from 0 to 2.
- By May 2024 increase the number of parent volunteers volunteering in the classroom from 52 to 60 parents.

### Identify the strategy/activity 3.1.1:

#### Professional Development, Collaboration, and Ongoing Instructional Support

Student-led conference and parent conference meetings will be held to inform parents of student performance and to set learning goals. Student-Led Conferences will count towards the 15 hour volunteer requirement. No funds needed for this activity.

Provide parents with support and resources that empower them to be engaged in their student's learning such as parent/teacher conferences, communication, activities that support student success in the classroom such as; parent meetings, Literacy Night, STEM Night, etc. Teachers will also collaborate on Leadership Teams to provide clear expectations for parents, family nights, and parent meetings.

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

We will also seek out a better means of advertising for the meetings to parents and families. A survey will be conducted to determine topics that are of interest to parents and families. Meetings will be held virtually and/or in-person. At in-person meetings light snacks and refreshments will be provided.

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

#### Additional Compensation-Including Benefits

Counselor-(Elem/HS) add comp 12500

1 Counselor X 5.5 hours X \$60 = \$330 (Title I)

### Identify the LCAP Goal the strategy/activity is aligns with:

LCAP Goal: Goal 3.1: Meaningful Partnerships

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

### Identify the student group(s) metric that the Strategy/Activity is intended to impact:

All Students  
English Learners  
Foster Youth  
Low Income

### Staff Responsible for Monitoring

Teachers, Program Specialist, Counselor

### Strategy's Expected Result/Impact

Students will take ownership of their learning. Parents, students, and teachers will have open communication about their academic goals and other important academic decisions.

### November Evidence of Progress:

Student-led conferences were held September 5-October 6, 2023. A student-led conference is a preplanned meeting in which students demonstrate responsibility for their academic performance by providing a review of their work for parents and teachers. The students lead the conference by presenting work samples and discussing their learning, strengths, weaknesses, and progress toward their goals.

Parent Café started on August 28, 2023 and will run through December 18, 2023. At the café, they share information and ideas that help parents take care of themselves, raise confident children, and build positive relationships with their families. San Joaquin County Behavioral Health Services sponsors these meetings.

PYA IB Parent meetings will begin in December of 2023.

**January Evidence of Progress:**

Student-led conferences are occurring the last two weeks of January. This round is for at risk students. It should include a parent conference component as well. IB parent meetings continue to occur.

**March Evidence of Progress**

**June Evidence of Progress:**

What are you going to do with this Strategy/Activity in this next fiscal year?

Expanded (Action/Service is working)

Maintain (Action/Service is working)

Monitor (Need more time to determine action/service is working)

Modify (Action/Service is not working as well as it could or should)

Reduce/Eliminate (Action/service is not working)

What evidence is there to support this determination?

**Identify the strategy/activity 3.1.2:**

**Support Staff Salary for Plan Implementation and Additional Instructional Supports**

None

No strategy or activity associated with support staff salary.

**Identify the strategy/activity 3.1.3:**

**Supplemental Curriculum, Materials, and Programs to Support Improvement**

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

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

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

**Books and Supplies**

Parent Meeting 43400- \$1,050 (Title I Parent)

Parent Meeting 43400: \$500 (LCFF); \$200 (Title I)

**Non-Instructional Materials/Supplies 43110**

\$800 (LCFF)

**Identify the LCAP Goal the strategy/activity is aligns with:**

**LCAP Goal:** Goal 3.1: Meaningful Partnerships

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

**Identify the student group(s) metric that the Strategy/Activity is intended to impact:**

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

**Staff Responsible for Monitoring**

Teachers, Program Specialist, Counselor	
<b>Strategy's Expected Result/Impact</b>	
Active parent involvement in school will help influence students educational success. Parental involvement will increase student attendance, test scores, and behavior.	
<b>November Evidence of Progress:</b>	
Materials for parents and student involvement activities, such as literacy night, science night, STEM, and PYA International Fair have not been purchased to date. These committees are currently planning dates and activities. These materials will be essential to provide hands-on activities for our families to learn together and build a community of learning.	
<b>January Evidence of Progress:</b>	
Materials for STEAM night were purchased. A committee for Literacy Night is currently planning. Materials and refreshments will be purchased for the event. These materials will be essential to provide hands-on activities for our families to learn together and build a community of learning.	
<b>March Evidence of Progress</b>	
<b>June Evidence of Progress:</b>	
<b>What are you going to do with this Strategy/Activity in this next fiscal year?</b>	<b>What evidence is there to support this determination?</b>
<input type="checkbox"/> Expanded (Action/Service is working) <input type="checkbox"/> Maintain (Action/Service is working) <input type="checkbox"/> Monitor (Need more time to determine action/service is working) <input type="checkbox"/> Modify (Action/Service is not working as well as it could or should) <input type="checkbox"/> Reduce/Eliminate (Action/service is not working)	

<b>Identify the strategy/activity 3.1.4:</b>	
<b>Other Services and Operational Costs Associated with Plan Implementation</b>	
Duplicating: parent information packets that include the information on the IB program, school wide policies, parent volunteer resources, and parent meeting information. Any specialty duplicating for parent trainings and all duplicating that cannot be handled at the site	
<b>Services</b>	
Duplicating 57150 \$112 Title I Parent Meeting; \$500 LCFF	
<b>Identify the LCAP Goal the strategy/activity is aligns with:</b>	
LCAP Goal: Goal 3.1: Meaningful Partnerships	
Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.	
<b>Identify the student group(s) metric that the Strategy/Activity is intended to impact:</b>	
All Students English Learners Foster Youth Low Income	
<b>Staff Responsible for Monitoring</b>	
Teacher, Program Specialist, Counselor	
<b>Strategy's Expected Result/Impact</b>	
Active parent involvement in school will help influence students' educational success. Parental involvement will increase student attendance, test scores, and behavior.	
<b>November Evidence of Progress:</b>	
Parent information packets that include the information on the IB program, school wide policies, parent volunteer resources, and parent meeting information were purchased at the beginning of the year. These packets were sent home the first week of school.	
<b>January Evidence of Progress:</b>	
Administration and Program Specialist created a new enrollment brochure for parents. These brochures were sent out to all preschools. PYA hosted an Open House in January and invited the community to the event. A new pop up flag was created and duplication funds were used to purchase the flag. The flag was used at various community events.	
<b>March Evidence of Progress</b>	
<b>June Evidence of Progress:</b>	
<b>What are you going to do with this Strategy/Activity in this next fiscal year?</b>	<b>What evidence is there to support this determination?</b>
<input type="checkbox"/> Expanded (Action/Service is working) <input type="checkbox"/> Maintain (Action/Service is working) <input type="checkbox"/> Monitor (Need more time to determine action/service is working) <input type="checkbox"/> Modify (Action/Service is not working as well as it could or should)	



**\_\_\_ Reduce/Eliminate (Action/service is not working)**

<b>Metric/Indicator</b>	<b>Baseline Data</b>	<b>November</b>	<b>January</b>	<b>March</b>	<b>June</b>	<b>Expected Outcome</b>
Flyers/Sign-In Sheets	Family Nights-0	0	1	1		Family Nights-2
Parent Volunteer Calendar	52 Parent Volunteers	28	45 parent volunteers	45 parent volunteers		60 parent Volunteers

## 2024-2025 Comprehensive Needs Assessment

**School: Primary Years Academy**

**Names of team members:**

Dr. Simone Martinez	Graciela Matty- 1st Grade Teacher	Jennifer Jimenez-Parent
Brian Biedermann-Director	Terri Richter-K Teacher	Reina Arroyo-Parent
Hina Lee-IB Coordinator	Sara Helmers-Parent	Virginia Martinez-Parent
Connie Holman- Kinder Teacher	Amnia Ibrahim-Parent	Community Member-Vacant

### SPSA Goals Aligned to Local Priorities 2023-2024

**Goal #1**

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

- All students in grades K-5 will increase percentage of met/exceed proficiency from 45% Winter iReady Diagnostic to 50% in ELA as measured by i-Ready Diagnostics by May, 2024.
- ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students. School Goal for English Learners: (Must be a SMART Goal) EL: By EOY 2024

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

- EL: By EOY 2024, per ELPAC, increase the number of students who reclassify from 1 to 3 students.

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

- All students in grades K-5 will increase percentage of met/exceed proficiency from Winter 2023 iReady diagnostic 35% to 38% in Math as measured by i-Ready by May.
- Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, 50% of Grade K-3 students will achieve iReady annual typical growth goals.

**Goal #2**

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

- By June 2024, decrease number of suspensions for all students from 2.2% to 1.3% .

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

- By June 2024, decrease number of chronic absences for all students from 34% to 5% or less.

for all students from 6.3% to 4.3% to maintain green status.

**Goal #3**

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

- By May 2024 increase the number of in-person Family Nights (Literacy, Science, Math) from 0 to 2.
- By May 2024 increase the number of parent volunteers volunteering in the classroom from 52 to 60 parents.

**Goal 1**

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	2023-2024 Outcome
ELPAC Reclassification	3 Student	5 Students	2 Students
Percent of students performing at grade level or above	Winter ELA 44% of students meet or exceed standards. Winter Math 35% of students meet or exceed standards.	Winter ELA 48% of students meet or exceed standards. Winter Math 48% of students meet or exceed standards	Winter ELA: 45.6% Winter Math: 31.2%
iReady Diagnostic Student Growth Goal Met	ELA 45% Math 35%	ELA 50% Math 38%	ELA 51.3% Math 47.2%

**Goal 2**

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	2023-2024 Outcome
Attendance/Chronic Truancy Rate	34%	Chronic Absenteeism will be at 5% or less	14.9%
Decrease percent of student suspensions	2.2%	1.3%	2.6%

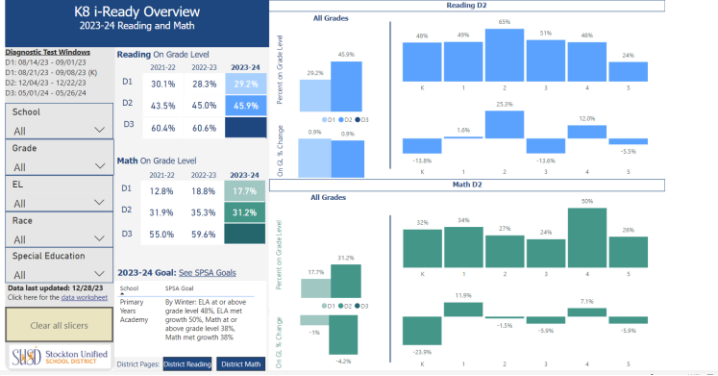
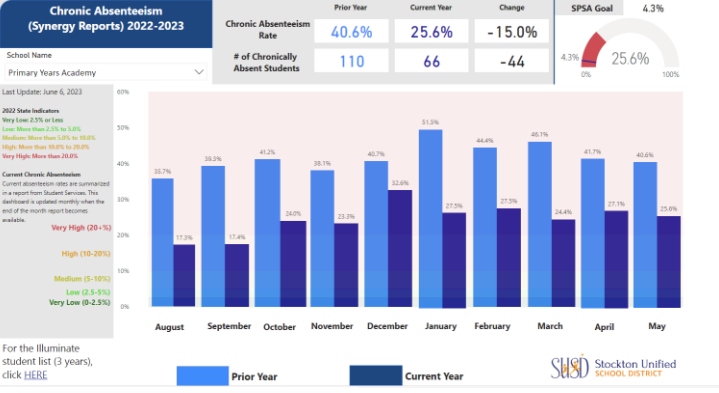
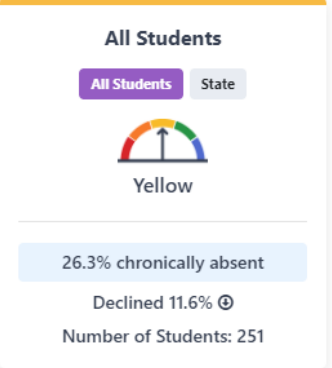
**Goal 3**

**Annual Measurable Outcomes**

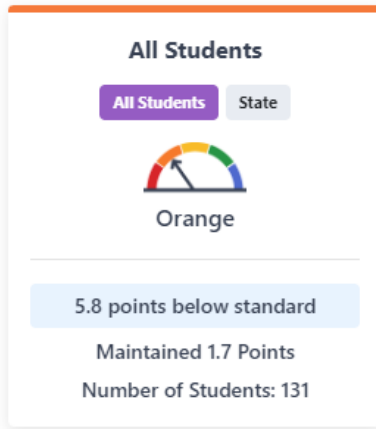
Metric/Indicator	Baseline/Actual Outcome	Expected Outcome	2023-2024 Outcome
Flyers/Sign-in Sheets	Family Nights-0	Family Nights-2	2 Family Nights Literacy Night STEAM Night
Parent Volunteer Calendar	52 Parent Volunteers	60 Parent Volunteers	45 parent volunteers

# Analysis

## Data Analyzed

	Goal 1	Goal 2	Goal 3		
	 <p><b>2022-2023 English Language Arts</b> Fall: 29% Winter: 44% <b>+15</b></p> <p><b>2023-2024 English Language Arts</b> Fall: 29.2% Winter: 45.9% <b>+17</b></p> <table border="1"> <tr> <td> <p><b>Fall to Winter Analysis Grades K-5 2022-2023:</b></p> <ul style="list-style-type: none"> <li>29% to 44% proficient.</li> <li>51% to 39% below one grade level</li> <li>21% to 16% two or more grades below</li> </ul> </td> <td> <p><b>Fall to Winter Analysis Grades K-5 2023-2024:</b></p> <ul style="list-style-type: none"> <li>29.2% to 45.6% on grade level</li> <li>47.3% to 36.7% below one grade level</li> <li>23.5% to 17.5% two or more grades below</li> </ul> </td> </tr> </table> <p><b>2023-24 SMART Goal: Percent of students performing at or above grade level Winter ELA from 44% to 48%</b></p> <ul style="list-style-type: none"> <li>Goal was not met as only 45.9% of students are on or above grade level based on winter iReady scores for ELA.</li> </ul> <p><b>Met Typical Growth</b></p> <ul style="list-style-type: none"> <li>52% of students met typical growth on iReady winter scores, a decrease from 53.4% on 22-23 winter scores</li> </ul> <p><b>Met Stretch Growth</b></p> <ul style="list-style-type: none"> <li>34.8% of students met their stretch growth goal a decrease from 39.4% in 22-23.</li> </ul>	<p><b>Fall to Winter Analysis Grades K-5 2022-2023:</b></p> <ul style="list-style-type: none"> <li>29% to 44% proficient.</li> <li>51% to 39% below one grade level</li> <li>21% to 16% two or more grades below</li> </ul>	<p><b>Fall to Winter Analysis Grades K-5 2023-2024:</b></p> <ul style="list-style-type: none"> <li>29.2% to 45.6% on grade level</li> <li>47.3% to 36.7% below one grade level</li> <li>23.5% to 17.5% two or more grades below</li> </ul>	<p><b>Chronic Absenteeism Year:</b> 2021-2022: 37.6% 102 Students chronically absent 2022-2023: 25.6.0% 66 Students chronically absent 2023-2024: As of December 2023: 14.29% 34 students chronically absent. December 2022 showed 40.67% 109 students chronically absent.</p> <p>Percent of students who are chronically absent December 2023 is significantly lower than the students who were chronically absent in 2022 (26.38% lower). Last year, there was a COVID surge in December that was not experienced in 2023-2024. PYA has a PBIS team in place and was able to have more monthly attendance incentives.</p>  <p>For the illuminate student list (3 years), click <a href="#">HERE</a></p> 	<p><b>2022-2023 Family Engagement</b> 0 family engagement nights</p> <p><b>2023-2024 Family Engagement</b> 1 STEAM Night 1 Literacy Night Open House Specialty Fair 2 Community recruitment Events</p> <ul style="list-style-type: none"> <li>Family Day at the Park</li> <li>Lodi Street Fair</li> </ul> <p>Teachers that have Student-led Conference, parent conferences and attend SST/IEP meetings generally have positive parent support throughout the school year.</p> <p>Our monthly parent meetings are attended by the same small group of parents. Mainly the Spanish speaking parents.</p> <p>We make SSC notices, one that is an inviting flyer with the agenda in English and Spanish. Almost all SSC members attend either in-person or on Zoom.</p> <p>Actively recruitment for more volunteers for the classroom not just for field trips.</p> <p><b>Parent Volunteers:</b> 2022-2023: 52 2023-2024: 45/60 Only 20 parents actually volunteered in the classroom. The bulk of the parents volunteered at the beginning of the school year.</p>
<p><b>Fall to Winter Analysis Grades K-5 2022-2023:</b></p> <ul style="list-style-type: none"> <li>29% to 44% proficient.</li> <li>51% to 39% below one grade level</li> <li>21% to 16% two or more grades below</li> </ul>	<p><b>Fall to Winter Analysis Grades K-5 2023-2024:</b></p> <ul style="list-style-type: none"> <li>29.2% to 45.6% on grade level</li> <li>47.3% to 36.7% below one grade level</li> <li>23.5% to 17.5% two or more grades below</li> </ul>				

**Goal 1**



**2022-2023 Math**

Fall: 18%  
Winter: 35.1% **+17.1**

**2023-2024 Math**

Fall: 18.8%  
Winter: 31.2 % **+13.5%**

Fall to Winter Analysis Grades K-5 2022-2023:	Fall to Winter Analysis Grades K-5 2023-2024
<ul style="list-style-type: none"> <li>18% to 35.1% proficient.</li> <li>58.2% to 50.6% below one grade level (-7.6)</li> <li>23.7% to 14.3% two or more grades below (-13)</li> </ul>	<ul style="list-style-type: none"> <li>17.7% to 31.2% on grade level (+13.5%)</li> <li>56.6% to 51.5% one grade level below (-5.1)</li> <li>25.7% to 17.3% two or more grade levels below (-8.4)</li> </ul>

**2023-24 SMART Goal: Percent of students performing at or above grade level Winter Math from 35% to 38%**

- Goal was not met as only 31.2% of students are on or above grade level based on winter iReady scores for Math.

**Met Typical Growth**

- 47.2% of students met typical growth on iReady winter scores, a slight decrease from 47.8% on 22-23 winter scores

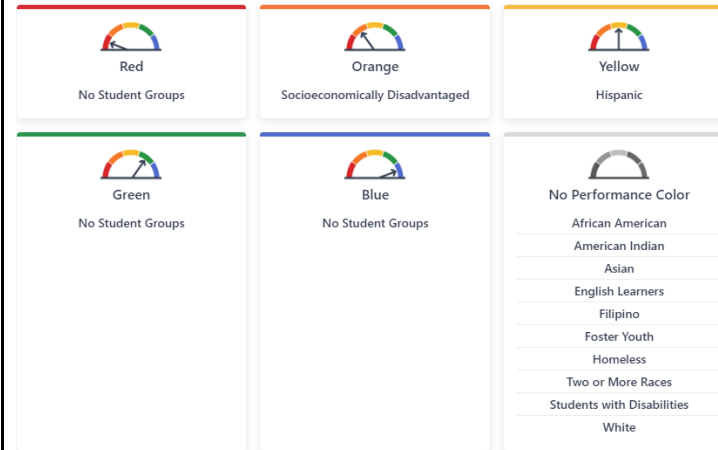
**Met Stretch Growth**

**Goal 2**

**Student Group Details**

All Student Groups by Performance Level

12 Total Student Groups

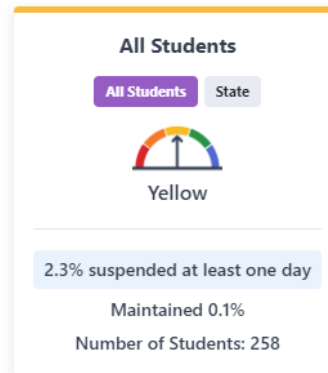


**Suspension Rate**

**Year:**

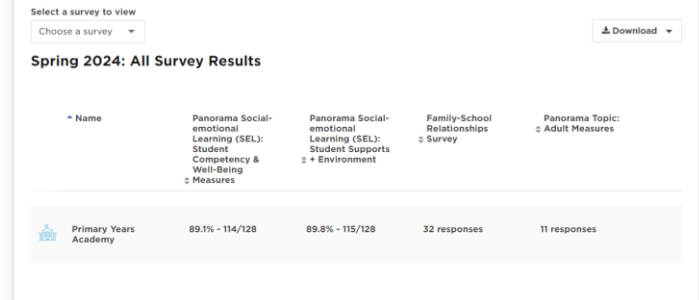
2021-2022: 2.2  
2022-2023: 2.3  
2023-2024: 2 as of 2/5/2024

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



**Goal 3**

% Response Rates

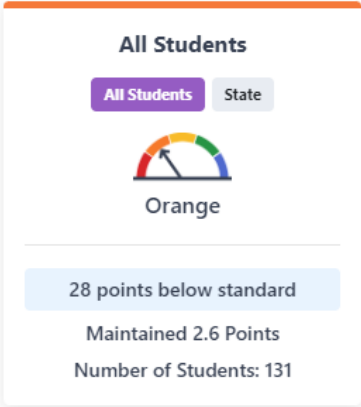


Goal 1

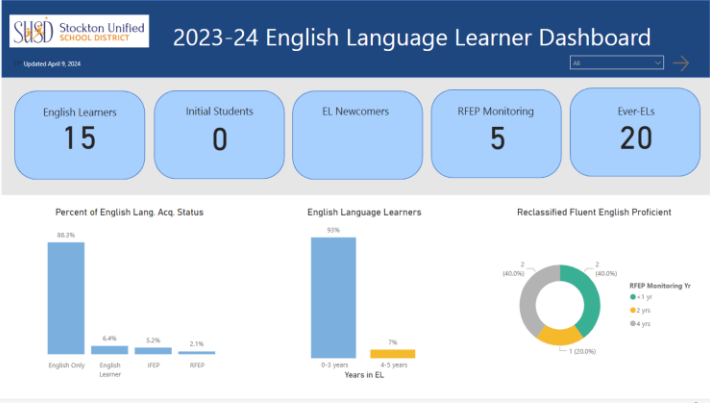
Goal 2

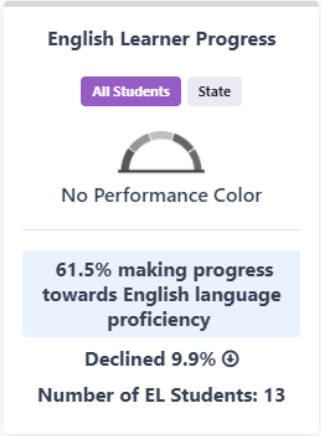
Goal 3

- 26.2% of students met their stretch growth goal a decrease from 32.1% in 22-23.



English Language Learner Progress Reclassification Rates Year:  
 2021-2022  
 2022-2023: 1 reclassified student out of 15



	Goal 1	Goal 2	Goal 3
			
Strengths	<p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>Our SPSA goal is all students in grades K-5 will increase percentage of met/exceed proficiency from 45% to 50% in ELA as measured by i-Ready by June 2024. As of winter, 45.9% of our students have met/exceeded this goal. We are behind our goal by 4.1% We are making progress to meet this goal by May. The data shows that we typically grow meet our proficiency goals.</li> <li>We are in the same place as we were last year with the same amount of proficient students. How do we get more students to meet proficiency?</li> <li>Second (65%) and third (51%) grade has met the i-Ready goal of met/exceed proficiency. As of winter diagnostic,</li> <li>All grade levels continue to increase the number of met/exceed students every testing period.</li> </ul> <p><b>Math</b></p> <ul style="list-style-type: none"> <li>K-5 students have achieved their typical growth goal of 50% by 1.5% (51.5% as of winter 2024). The school goal was 51.5%.</li> <li>All students in grades K-5 will increase percentage of met/Exceeded proficiency from winter 2021 i-Ready diagnostic 35% to 38% in Math as measured by i-Ready by May. Students have not yet met this goal. Students are achieving at 31.2% as of winter diagnostic. We are 6.8% away from achieving our goal.</li> </ul>	<p><b>Chronic Absenteeism</b></p> <ul style="list-style-type: none"> <li>Monthly attendance cadre meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison)</li> <li>Attendance expectations defined for families and students based on research. Attendance policy</li> <li>Goal setting with students and progress monitoring weekly. Celebrations for goals achieved.</li> </ul> <p>Percent of students who are chronically absent December 2023 is significantly lower than the students who were chronically absent in 2022 (26.38% lower). Last year, there was a COVID surge in December that was not experienced in 2023-2024. PYA has a PBIS team in place and was able to have more monthly attendance incentives.</p> <p><b>Suspension Rate</b></p> <p>PYA is empowered to take ownership of the school's mission and vision. Each individual student works on achieving their IB Learner Profile Traits. The school's mission is embedded in our daily morning meeting. Each month we focus on one Learner Profile Trait. Students who demonstrate a trait are given Falcon Feathers to acknowledge their strength.</p>	<p>In order to develop relationships with our parents and community, it is crucial that family engagement plans include a diverse representation of all families. It is important to recognize that it is common to invite and receive feedback from families that are already actively engaging with the school through traditional methods, but it is equally important to engage those families who may otherwise not be involved in school activities. Relationship are built through engaging with the community.</p> <p>PYA used surveys and parent meetings gather multiple perspectives regarding how well the school engages families. This helped us to establish a baseline to determine parent needs and build community with all stakeholders involved.</p> <p>We used the surveys to guide us in a review of the needs assessment data. This data helped us better understand the needs and root causes that the parents identified. From this we prioritized needs, established goals, and planned how to measured progress from this past year.</p> <p>Data included:</p> <ul style="list-style-type: none"> <li>Family/community input – site council, parent advisory council, PTA, surveys, etc.</li> <li>Community and ethnic group organizations and leaders</li> <li>School Leadership Team – this team included teachers from all grade levels and administration</li> </ul>

	Goal 1	Goal 2	Goal 3
	<p>As an IB school, PYA not only offers a rigorous academic curriculum but a program that helps develop skills necessary to live in the 21st century.</p>	<p>Our culture is supported by a strong camaraderie amongst staff. These relationships have been built on trust and understanding. The staff members have grown as a family that often collaborates together to solve the problems of the school. Everyone is part of the team. Staff are empowered to take ownership of the school and are parent of a shared leadership model. Teacher leadership and growth are important to the school culture.</p> <p>Our achievements are celebrated weekly with Falcon Feather Fridays and monthly with Learner Profile Trait awards.</p>	<ul style="list-style-type: none"> <li>• PLC's</li> </ul> <p>School culture is often used interchangeably with school climate; however, "school climate" refers to the individual experiences and feelings that students, teachers, and staff have about the school, while "school culture" typically refers to the long-term physical and social environment, as well as the values.</p> <p>PYA is empowered to take ownership of the school's mission and vision. Each individual student works on achieving their IB Learner Profile Traits. The school's mission is embedded in our daily morning meeting. Each month we focus on one Learner Profile Trait. Students who demonstrate a trait are given Falcon Feathers to acknowledge their strength.</p> <p>Our culture is supported by a strong camaraderie amongst staff. These relationships have been built on trust and understanding. The staff members have grown as a family that often collaborates together to solve the problems of the school. Everyone is part of the team. Staff are empowered to take ownership of the school and are parent of a shared leadership model. Teacher leadership and growth are important to the school culture.</p> <p>Our achievements are celebrated weekly with Falcon Feather Fridays and monthly with Learner Profile Trait awards.</p> <p>PYA sends a weekly parent communication, Falcon Flyer, that goes out to all stakeholders. It is designed to keep stakeholders informed regarding PYA's current events.</p>
<p><b>Weaknesses</b></p>	<p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• As of winter, only 24.1% of 5th grade students are at or above grade level. Grades 3 and 4 have 50% of students have met/exceeded proficiency.</li> <li>• Compared to 2022-2023 SBAC ELA scores for 3<sup>rd</sup>-5<sup>th</sup> grades, 47% of students met achievement standards on SBAC compared to 2021-2022 48% were proficient. We have 53% of students in grades 3-5 are not meeting standards on SBAC diagnostic. Students continue to struggle with vocabulary, comprehension: informational text, and comprehension: literature.</li> </ul>	<p>Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>• Need more consistent, effective teacher/staff implementation of tier 2 parent contact for students of concern.</li> <li>• Low parent turnout for SAP/SST process of students who are chronically absent.</li> </ul> <p><b>Suspension</b></p> <p>Although suspension days have decreased, only 4 days in 2022-2023, student offenses have increased. Caused, attempted, or threatened physical injury are occurring inside and outside of the classroom. The principal and counselor were focused on decreasing</p>	<p>PYA did not participate in any of the PLUS climate surveys. There is no data to assist with determining the climate of the school.</p> <p><b>Parents disagreed:</b></p> <ol style="list-style-type: none"> <li>1. Most have not served on a school committee.</li> <li>2. Most have not met with a school counselor in person or remotely.</li> <li>3. Attended a general school meeting, for example, an open house, or a back-to-school night.</li> <li>4. Providing information about how to help your child with homework.</li> </ol>



	Goal 1	Goal 2	Goal 3
	<p><b>Math</b></p> <ul style="list-style-type: none"> <li>On i-Ready winter diagnostic 74.1% 5<sup>th</sup> grade students and 76.2% of third grade students not meeting standards. Student continue to struggle with Geometry, Management and Data, &amp; Algebraic Thinking.</li> <li>Compared to 2022-2023 SBAC ELA scores for 3<sup>rd</sup>-5<sup>th</sup> grades, 40% of students met achievement standards on SBAC compared to 2021-2022 48% were proficient. We have 60% of students in grades 3-5 are not meeting standards on SBAC diagnostic.</li> </ul> <p><b>English Language Learner</b></p> <ul style="list-style-type: none"> <li>By the end of 2024, the number of students reclassified to English Proficient will increase from 1 students to 3 students. In the past we have reclassified at least 3 students per year. As of winter 2024 we have not reclassified any students.</li> </ul>	student behavior.	
<p><b>Further Questions/ Wonderings- Is it necessary to gather more data or disaggregate the data in a different way (by grade, semester, teacher, student group, etc.)?</b></p>			
<p><b>Identified Resource Inequities</b></p> <p><a href="#">Resource Equity Diagnostic for School Leaders</a></p>	<p>Students have access to early support and intervention. Systems are in place to determine which students participate in interventions and decisions are data-driven. Regular collaboration takes place between teachers ensuring support and services are aligned with core instruction and designed to meet students' needs. Due to being a small school, there are not enough teachers to develop a comprehensive intervention program. PYA added an instructional assistant, but as of February 2024, the assistant has not started work. The intervention assistant will provide additional support for students with disabilities.</p> <p>Based on our data and root cause analysis, we have determined that our Socioeconomically Disadvantaged students need targeted and effective</p>		<p>Barriers to parent engagement such as emotional, linguistic, physical, and/or cultural differences are identified, and the school implements strategies to overcome these barriers by providing interpretation at all parent meetings. Ongoing efforts to partner with parents of low-performing students are evident. School communication is provided to parents in their native language or communicated through interpreters. Ongoing efforts are prioritized to partner with parents of underperforming students.</p>

	Goal 1	Goal 2	Goal 3
	<p>support in developing grade-level proficiency in reading comprehension.</p> <p>Predominantly White and middle class students enrolled in PYA. PYA students are being awarded higher grades that are not reflective of i-Ready scores.</p>		
<b>Problem Statement(s)</b>	<p><b>ELA/Math</b></p> <ul style="list-style-type: none"> <li>In grades 3-5, 57.9% of students are one grade level or more below. It is happening because teachers have been more focused on reestablishing routines and procedures and have just fully implemented an intervention program.</li> <li>Not enough class visits by principal/leadership to hold teachers accountable. Administration needs to provide actionable feedback and attend collaboration during the school day at a higher rate.</li> </ul> <p><b>Staffing and Professional Development Needs</b></p> <ul style="list-style-type: none"> <li>Professional development was focused on PLC topics but it was presented by the Program Specialist/IB Coordinator.</li> <li>For a different perspective, PD should be presented by an IB consultant.</li> </ul>	<p><b>Chronic Absenteeism</b></p> <p>Although suspension days have decreased, only 4 days in 2022-2023, student offenses have increased. Caused, attempted, or threatened physical injury are occurring inside and outside of the classroom. The principal and counselor were focused on decreasing student behavior.</p>	<p>The same parents consistently attend the meetings. The meetings have been more lecture type meetings and less collaborative. Parents are able to interact with each other but the meetings are more sit and get.</p>
<b>Root Cause Analysis Tool(s)</b>	<p>ELA: 5 Why's &amp; Fishbone Activity  Math: 5 why's activity  ELA and Math: SPSA Staff Survey</p> <p>Staffing and Professional Development Needs: IB Action Plan  Implementation feedback, IB Self-Study, and Program Development Plan</p>	<p>Parent Survey  Student Survey  Program Development Plan</p>	<p>Parent Survey  Student Survey  Program Development Plan</p>

	Goal 1	Goal 2	Goal 3
<p><b>Identified Root Causes</b></p>	<p><b>ELA/Math</b></p> <ul style="list-style-type: none"> <li>• ELA intervention groups, where students are intended to get more nuanced instruction, are not dynamic, SIPPS is being implemented in K-3 only but not with fidelity to the program. 3-5 writing program is not strong.</li> <li>• Teachers do not meet to talk about the intervention groups.</li> <li>• PLC collaboration happens around ELA core only.</li> <li>• Small group instruction for Math happens in isolation. Teachers pull their own students to address the standards they are working on but not the gaps or prerequisite skills.</li> </ul> <p>Root Cause: A lack of collaboration around best practices for small group intervention has led to platoon teachers not communication with homeroom teachers regarding student progress. Homeroom teachers rely only on assessments to place students.</p> <p>Root Cause: Our teachers are not providing effective Tier I instructional practices as evidences by classroom observations and the number of non-proficient students.</p>	<p><b>Chronic Absenteeism:</b></p> <ul style="list-style-type: none"> <li>• The school surveyed students identified as having poor attendance, asking questions related to how they get to school, how much sleep they get, how they are treated by their peers and their teachers. Lack of sleep and lack of transportation emerged as the biggest challenges contributing to their poor attendance.</li> <li>• Began to flag students for attendance supports and intervention sooner than they had previously been.</li> </ul> <p>Suspension PBIS team focused more on providing awards for attendance and LPT. They did not address the Behavior intervention process. The principal and counselor were focused on decreasing student behavior.</p> <p>The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide resources to motivate students.</p> <p>Desired outcome: The school will provide professional development around PBIS, SEL, and behavior intervention strategies to decrease the suspension rate.</p>	<p>Staff are relying more on class messaging systems like Class Dojo and Remind to communicate with parents vs. phone calls or in person meetings.</p> <p>Currently the STA contract says teachers can choose either Back to School Night or an Open House, they do not need to attend both. As a result, we have limited attendance at Open House or community events to promote the school.</p> <p>Parents do not know how to support students.</p> <ul style="list-style-type: none"> <li>• We need to provide opportunities for parents and community to get involved in the school.</li> <li>•</li> </ul>
<p><b>Possible Evidence-Based Interventions to treat the identified problem(s). Include ESSA Tier (I, II, III, IV).</b></p>	<p><b>ELA/Math</b> Supplementary services, such as an instructional assist is needed to address the differentiated intervention needs and support the teachers.</p> <p>Our school has identified SIPPS and an instructional assistant as our evidence-based intervention plan that is intended to help us improve outcomes for at-risk students in ELA. Based on our data and root cause analysis, we have determined that Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in reading comprehension. SIPPS is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level.</p> <p><u>.437 FTE INSTRUCTIONAL ASSISTANT</u> PYA allocated monies to hire an Instructional Assistant. The position went unfilled for the 2023-2024 school year. PYA would like to hire an .437 FTE Instructional Assistant (\$27,250 (\$13, 626 Title I &amp; \$13, 225 LCFF)) Instructional Assistants will work with kids who need some extra support with skills such as reading or math. An Instructional assist will support our intervention program. Reading support for struggling primary readers</p>		<p>Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. School and system leaders can organize and invest to lower these barriers to better engage with parents.</p>

	Goal 1	Goal 2	Goal 3
	<p>utilizing <b>Leveled Literacy Intervention for grades K-3 (SIPPS)</b></p> <p><b><u>1 FTE INSTRUCTIONAL COACH</u></b></p> <p><b>Continued i-Ready support Instructional Coach.</b></p> <p>At least 45 minutes per week spent on i-Ready pathway completion.</p> <ul style="list-style-type: none"> <li>• High quality teaching strategies such as UDL</li> <li>• Targeting instruction and support provided by administration, coach, program specialist based on needs to deliver high quality Tier I instruction and provide Tier 2 interventions and enrichment for those that “know it”.</li> <li>• Academic conferences/Academic consults (SAP Tier I).</li> </ul>		

**Staffing and Professional Development**

**Staffing and Professional Development Summary**

PYA has a total of eleven core teachers. Nine are fully credentialed classroom teachers in grades K-5, two teachers are new non-credentialed teachers. We have two teachers that teach single subjects; one Spanish teacher (fully credentialed) and one Music teacher (non-credentialed). The student support staff consist of one Program Specialist/IB Coordinator, Counselor, Instructional Coach, and a Mental Health Clinician (one day a week).

Staff Development is focused on improving student achievement through instruction compatible with current research, performance objectives, and state and district content standards.

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

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

**Conferences**

Teachers and staff attended the following IB conferences:

- Program Specialist: IB Conference MYP
- Teachers (3): Making PYP Happen
- Instructional Coach:
- Teacher (1): IB Conference MYP

<b>Staffing and Professional Development Strengths</b>	<p>In an effort to support teacher growth and improvement, PYA believes effective PD for teachers is job-embedded. PYA host after school PD that was focused on relevant IB topics, addressed specific IB needs, teaching and learning, and English Learner needs. Teacher PD was authentic and teachers were able to immediately go back to the classroom and implement the learning.</p> <p>PYA hosted one PD day on September 22, 2023 that focused on Units of Inquiry for Math (90% attendance by core teachers, 100% attendance between specials, PS/IB Coordinator, and IC). On September 21, 2023 and January 29, 2024, 77% of core teachers, 100% of specials, PD/IB coordinator and IC attended the PD days. Three core classroom teachers and administrator are participating in the LETRS training. Our PD/IB Coordinator and IC participate in SUSD sponsored PD days for SIPPS, EL Support, and LETRS training.</p>
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**Needs Statements Identifying Staffing and Professional Development Needs**

<b>Needs Statement 1</b>	<p>According to the CNA, staff would like to strengthen academic instruction through intervention (academic and SEL) and IB UOI's by attending conferences and training provided by an IB consultant. For a different perspective, PD should be presented by an IB consultant. <b>Root Cause/Why:</b> Professional development was focused on PLC, IB, and other topics but it was presented by the Program Specialist/IB Coordinator.</p>
<b>Needs Statement 2</b>	<p>Our school has identified SIPPS and an instructional assistant as our evidence-based intervention plan that is intended to help us improve outcomes for at-risk students in ELA and Math. We have determined that Socioeconomically Disadvantaged students need targeted and effective support in developing grade-level proficiency in ELA and Math. SIPPS is a reading program specifically designed to meet the needs of struggling readers whose reading proficiency is two or more years below grade level (Platooning). Small group instruction in Math was identified for intervention time (teacher selected). Small group instruction for Math happens in isolation. Teachers pull their own students to address the standards they are working on but not the gaps or prerequisite skills.</p> <p><b>Root Cause/Why:</b> Our teachers are not providing effective Tier I instructional practices as evidences by classroom observations and the number of non-proficient students in ELA and Math. An instructional assistant is needed to assist with platooning and small group instruction.</p>
<b>Needs Statement 3</b>	<p>ELA/Math intervention groups, where students are intended to get more nuanced instruction, are not dynamic, SIPPS is being implemented in K-3 only but not with fidelity to the program. 3-5 writing program is not strong. Teachers do not meet to talk about the intervention groups. PLC collaboration happens around ELA core only. Teachers need more time to collaborate around intervention in Math.</p> <p><b>Root Cause/Why:</b> A lack of collaboration around best practices for small group intervention has led to platoon teachers not communication with homeroom teachers regarding student progress. Homeroom teachers rely only on assessments to place students.</p>

## Teaching and Learning

Teaching and Learning Summary	<p>Teachers create a safe and creative learning environment that promotes learning and a focus on IB. The admin team attends, monitors, and supports collaboration meetings to maintain focus on student learning. The admin team, support staff, and teachers monitor MTSS implementation and make adjustments to support student learning based on student data. Opportunities are provided for PS/IB Coordinator and Instructional Coach to attend professional development on adopted and supplementary curriculum. PS/IB Coordinator and ELOP Teacher coordinator collaborate to provide engaging ELOP enrichment activities. Teachers are released from assignment to engage in opportunities for reflection, collaboration, and PD around effective instructional strategies for all students utilizing student data. During release time and/or collaboration, staff meetings, and site PD there are opportunities for alignment in IB Unite of Inquiry, ELA, and Math. Collaboration is also used for data analysis to monitor student progress and plan for instructional groupings. Teachers review data with students and set short and long term goals; they use this data for students to present during student-led conferences. There is targeted support for teachers in need in order to deliver high quality instruction using a multi-tiered approach. We now provide intervention programs such as SIPPS and writing. We have hired and instructional assistance to help with student intervention supports. Teachers offer after school tutoring and enrichment. PYA offered fall, spring and summer intersessions.</p> <p>While intervention is built into the school day with the use of Spanish and Music, there has been a lack of effective RTI for T2 and T3 students as evidenced by failure to fully implement a viable intervention plan. Teachers are preparing high quality core and IB instruction. Students practice in the Benchmark and Ready Math curriculum is not consistent and being left for students to do the i-Ready pathways at home for homework.</p>
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Teaching and Learning Strengths	<p>The PYA team recognizes the strength of using the PLC model and collaborating within grade levels and across grade levels. We take time to reflect during academic conferences. Teachers, supported by staff, seek continuous improvement. PYA identifies a problem that needs to be solved, collects baseline data on that problem, elaborates potential solutions to that problem, and develops an IB action plan. Teachers at PYA are dedicated to trans-formative teaching, learning, and providing authentic learning experiences. Through classroom observations, collaborative meetings, and meaningful feedback, teachers have increased their knowledge and skills. Teachers challenge students to engage in critical and creative conversations to develop and build ideas that go beyond the surface level of knowledge. IB teachers approach learning by teaching strategies, skills, and learner traits that can be seen in all aspects of the learning environment. Focused professional development and increased collaboration has strengthened the teachers lesson planning skills. Academic conferences with grade levels as well as with individual teachers track student growth. Teachers and administration create action plans for targeted instruction and students needing intervention.</p>
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## Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1	<p>Our iReady Winter Diagnostic Assessment show that 54.2% of our students are performing one or more grade levels below grade level in Reading. 41% of students struggle with Vocabulary. 41% of students struggle with Comprehension (Informational Text and Literature).  <b>Root Cause/Why:</b> Connections between the curriculum &amp; CCSS. The essential standards were chosen in 2015 and need to be revisited. Students need to develop their academic vocabulary and be introduced to more reading strategies like Costa's Level of Questions to comprehend at grade level.</p>
Needs Statement 2	<p>Our iReady Math Winter Diagnostic shows that 68.8% of our students are performing one or more grade levels below grade level in Math. 66% of students struggle with Algebraic Thinking.  <b>Root Cause/Why:</b> Students need fact fluency, student to student interaction, &amp; conceptual understanding. Teachers need to expose students to math via a spiral review using digital platforms / resources. Fluency practice is needed at the start of the year in a systematic way.</p>

**Parental Engagement**

Parental Engagement Summary	<p>In order to develop relationships with our parents and community, it is crucial that family engagement plans include a diverse representation of all families. It is important to recognize that it is common to invite and receive feedback from families that are already actively engaging with the school through traditional methods, but it is equally important to engage those families who may otherwise not be involved in school activities. Relationship are built through engaging with the community.</p> <p>We used the surveys to guide us in a review of the needs assessment data. This data helped us better understand the needs and root causes that the parents identified. From this we prioritized needs, established goals, and planned how to measured progress from this past year.</p> <p>Data included:</p> <ul style="list-style-type: none"> <li>• Family/community input – site council, parent advisory council, PTA, surveys, etc.</li> <li>• Community and ethnic group organizations and leaders</li> <li>• School Leadership Team – this team included teachers from all grade levels and administration PLC's</li> </ul> <p>PYA sends a weekly parent communication, Falcon Flyer, that goes out to all stakeholders. It is designed to keep stakeholders informed regarding PYA’s current events.</p> <p>Fieldtrips-Parents involvement is component of our fieldtrips. These trips help to build community at all grade levels.</p> <p>Monthly SSC Meetings-These meetings allow for stakeholder input regarding PYA’s budget and student/school needs.</p>
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<p>Parental Engagement Strengths</p>	<p>PYA's parental engagement strengths are Student-Led Conferences, PTA involvement, and community building.</p> <p><b>Student-Led Conferences</b>  Student-Led Conferences increased parent participation. This year PYA returned to in-person conferences. Student-led conferences directly engaged students and parents to participate in learning experiences and goal setting. While SLC were our strength, not all parents attend the conferences. Zoom allows parents to schedule and hold meetings from home and have private conversations with teachers.</p> <p><b>Parent Teacher Association</b>  This year PYA's Parent Teacher Association (PTA) worked together in collaboration with the school community and planned effective activities that engaged all stakeholders. Their commitment to the well-being of students was strong and the parents became advocates for PYA. These dedicated parents should be commended for their hard work and commitment this year.</p> <p><b>Community Building</b>  Parents were invited to Back to School Night, STEAM Night, Winter Concert, and to all grade level presentations. PYA held an Open House for potential new families. Parents were invited to our monthly PBIS/Learner Profile Traits Awards assemblies as well as other activities to promote meaningful relationships with our PYA families.</p>
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**Needs Statements Identifying Parental Engagement Needs**

<p>Needs Statement 1</p>	<p>Low parent participation during virtual/in-person parent meetings. <b>Root Cause/Why:</b> The same parents consistently attend the meetings. The meetings have been more lecture type meetings and less collaborative. Parents are able to interact with each other but the meetings are more sit and get.</p>
<p>Needs Statement 2</p>	<p>According to parent surveyed, parents would like to know about school safety procedures. <b>Root Cause/Why:</b> School threats from social media seem to be more prevalent. The emergency plans are presented at meetings with a limited number of parents (IB Parent Meetings &amp; SSC) so many parents are not aware of specific plans. Parents want to be notified if there is an incident vs. a drill.</p>

## School Culture and Climate

School Culture and Climate Summary	<p>School culture is often used interchangeably with school climate; however, “school climate” refers to the individual experiences and feelings that students, teachers, and staff have about the school, while “school culture” typically refers to the long-term physical and social environment, as well as the values. The school Counselor provides classroom presentations for areas of need identified during recess and classroom observations. The school counselor also provides mental health support for students in small groups and on an individual basis.</p> <p>The PBIS team was able to facilitate PBIS initiatives such as attendance and cafeteria incentives. Suspensions have slightly increased this year. Teachers, admin team, and counselor have worked together to move students thorough the tiered system of the SAP process. PYA has had consistent low parent turnout for SAP/SST meeting for student academics, behavior, and attendance issues.</p>
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School Culture and Climate Strengths	<p>PYA is empowered to take ownership of the school's mission and vision. Each individual student works on achieving their IB Learner Profile Traits. The school's mission is embedded in our daily morning meeting. Each moth we focus on one Learner Profile Trait. Students who demonstrate a trait are given Falcon Feathers to acknowledge their strength.</p> <p>Our culture is supported by a strong camaraderie amongst staff. These relationships have been built on trust and understanding. The staff members have grown as a family that often collaborates together to solve the problems of the school. Everyone is part of the team. Staff are empowered to take ownership of the school and are parent of a shared leadership model. Teacher leadership and growth are important to the school culture.</p> <p>Our achievements are celebrated weekly with Falcon Feather Fridays and monthly with Learner Profile Trait awards.</p> <p>PBIS implementation of school wide expectations for all areas are reinforced and constantly taught by staff. Expectations are defined and taught and expectations are reinforced by most teachers. Weekly and monthly incentives are used to reward student attendance and following cafeteria expectations. Counselors and the MHC provide intervention and support for students regarding chronic absenteeism, mental health concerns, and students still developing appropriate social skills. Students have the opportunity to receive academic awards, i-Ready, and Super Recess.</p>
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## Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1	<p>Suspensions remain low at 2.3% , student offenses such as caused, attempted, or threatened physical injury and defiance are on the rise. Most of the offense are occurring during unstructured time (recess and P.E.). <b>Root Cause/Why:</b> The school needs to provide support for students to cope with social/emotional/behavioral issues and needs to provide resources to motivate students.</p>
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## Part 2: Programme development

### Programme Development Plan #3- August 2023-June 2024

Part 2 of the self-study questionnaire asks the school to evidence an aspect of the programme that the school has developed during the period under review. The school shares the planning, implementation, analysis and reflection on the programme development efforts undertaken.

Use of this template is not required but is encouraged. Schools may modify this template or develop their own templates, including the aspects of the process, detailed in the *Guide to programme evaluation*.

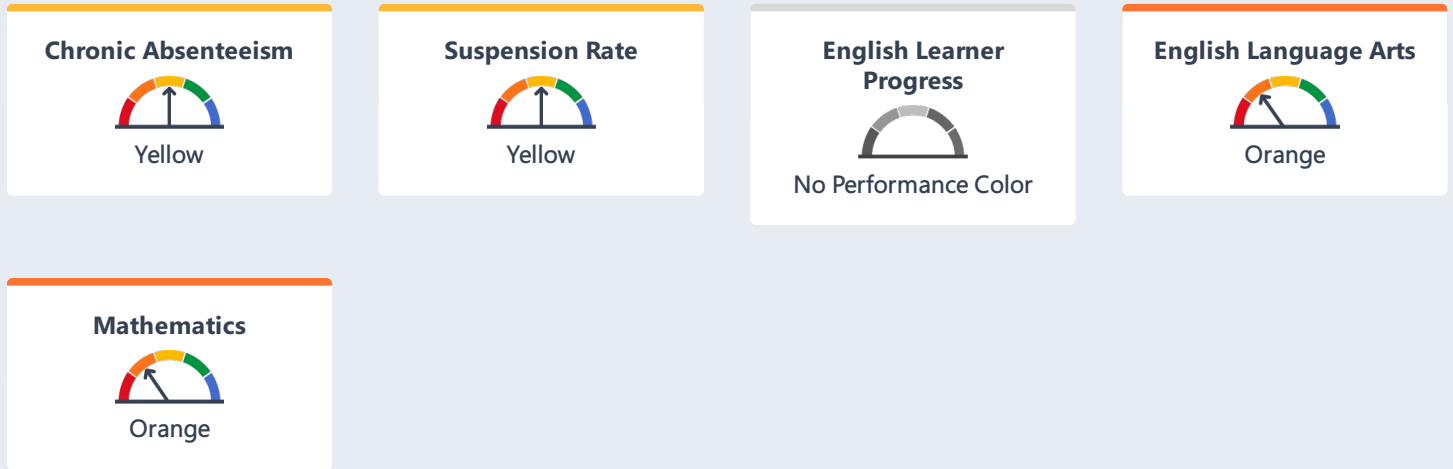
Focus of programme development				
<p>What question does the school want to answer? What challenge is the school facing? What goal does the school want to achieve?</p> <p>We recognize that one of our areas for growth is making our school day and our units more transdisciplinary. Our goal for this academic year is to develop our UOIs to be less subject-specific (social studies or science) and more inclusive of all subjects. Any subjects/units/lessons that do not authentically fit within a UOI, will be planned on a subject specific planner. We will also include our Music and Spanish instruction on these planners as well. All units will be documented in Toddle.</p>				
Rationale				
<p>Briefly summarize the reasons the school selected this focus for programme development.</p> <p>We as a team feel that every child deserves a holistic, relevant, conceptual education that will prepare them with 21st century skills and become global citizens and lifelong learners. With that being said, we decided to focus on creating a complete transdisciplinary curriculum. We feel that this can help us in our own learning and as an opportunity to grow as a team with the same focus of IB philosophy in implementing a truly enhanced and complete curriculum.</p>				
	Planning		Reflection	
	Guiding questions and prompts	School response Completed at the start of the programme development planning	Guiding questions and prompts	School response Completed at the conclusion of the programme development activities
<b>IB practices</b>	<p><i>Identify one or two practices to answer each question. Select practices from at least two categories of the PSP framework.</i></p> <ol style="list-style-type: none"> <li>1. What practice or practices need to be in place for this development to be successful?</li> <li>2. What practice or practices identify the people <b>who</b> are responsible for the work? For example, teachers, leadership, students?</li> <li>3. What practice or practices show <b>how</b> the work will be done? That is, what actions will be taken?</li> </ol>	<p><b>WHO:</b> Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students</p>	<p>Indicate if there were any changes to the practices selected and explain why different practices were selected.</p>	

	4. What practice or practices indicate <b>why</b> the school is undertaking the work? That is, what is the reason for this focus?	to become active, compassionate life-long learners. (0101-02)		
<b>Impact</b>	What will change for students? (Identify the target: all students or subsets of students.)			
<b>Data and evidence</b>	How will you learn what the impact of the work is? (What data or evidence will be gathered?)		How did you learn what the impact of the work was ? What data or evidence did you gather?	
<b>(Optional) Research and/or shared practice</b>	What examples or research will inform the approach or activities?  What examples shared from other schools might inform the school's approach or activities? How might research (published or unpublished) inform the school's approach or activities?		What examples or research informed the approach or activities?	



# Primary Years Academy

Explore the performance of Primary Years Academy under California's Accountability System.

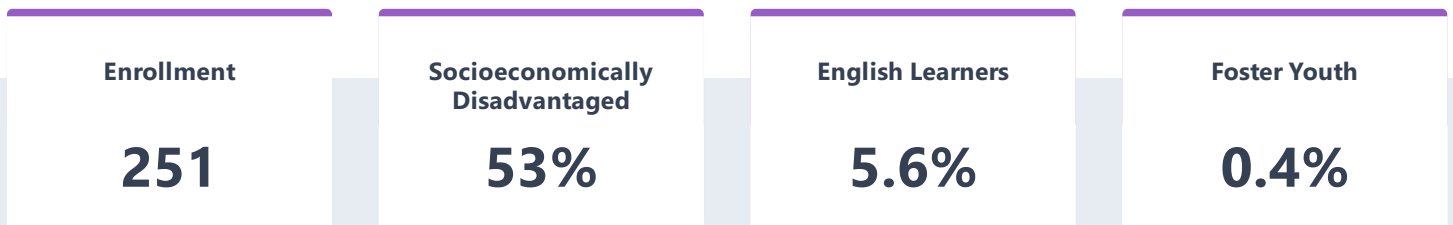


## School Details

<b>NAME</b> Primary Years Academy	<b>ADDRESS</b> 3830 Webster Ave Stockton, CA 95204-1548	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-5
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

## Student Population

Explore information about this school's student population.



# Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)  
**English Language Arts**



Orange

5.8 points below standard

**Maintained 1.7 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Level

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)  
**Mathematics**



Orange

28 points below standard

**Maintained 2.6 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Level

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	

[LEARN MORE](#)  
**English Learner Progress**



No Performance Color


61.5% making progress

**Declined 9.9% ▼**

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)  
**Chronic Absenteeism**



Yellow

26.3% chronically absent

**Declined 11.6% ▼**


**EQUITY REPORT**  
Number of Student Groups in Each Level

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

**LEARN MORE**  
**Suspension Rate**



Yellow

2.3% suspended at least one day

**Maintained 0.1%**

**EQUITY REPORT**  
Number of Student Groups in Each Level

0 Red	1 Orange	1 Yellow
0 Green	0 Blue	



# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Orange

5.8 points below standard

Maintained 1.7 Points

Number of Students: 131

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Students with Disabilities



No Performance Color

88.6 points below standard

Declined 3.9 Points ▼

Number of Students: 14

### White



No Performance Color

10.3 points above standard

Increased 38.8 Points ▲

Number of Students: 11

### Socioeconomically Disadvantaged



Orange

16.3 points below standard

Declined 5.2 Points ▼

Number of Students: 70

### Hispanic



Yellow

11.8 points below standard

Increased 4.8 Points ▲

Number of Students: 91

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

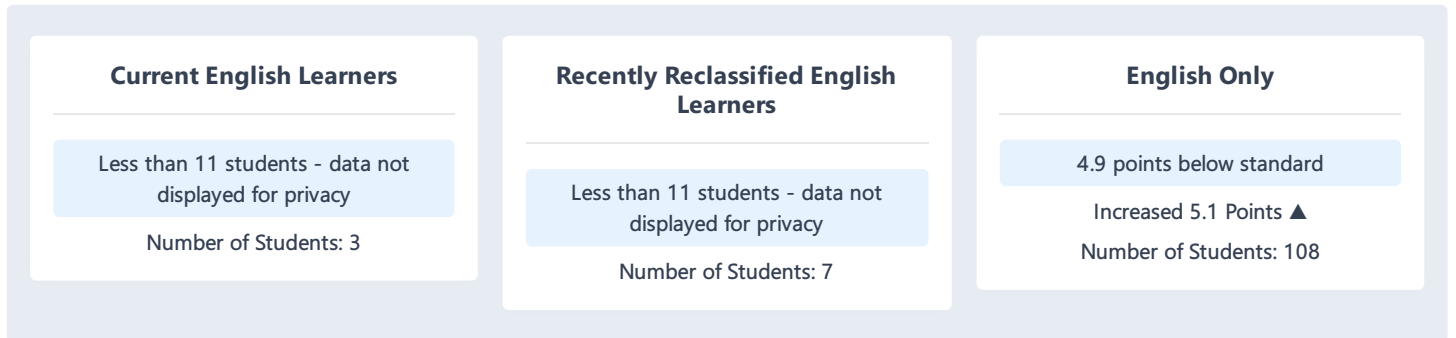
All Students

7.4 points below standard

5.8 points below standard

## English Language Arts Data Comparisons: English Learners

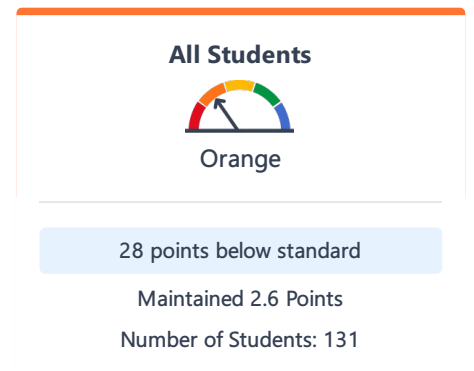
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

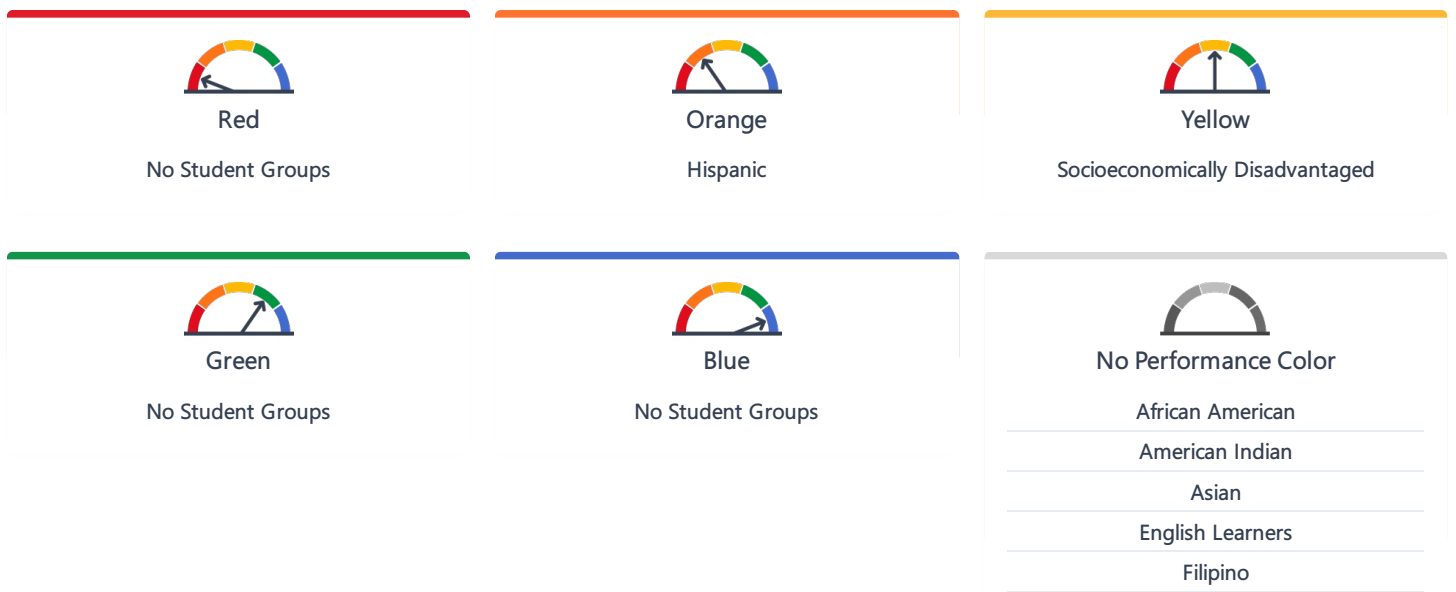
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Foster Youth

Homeless

Two or More Races

Students with Disabilities

White



### African American



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### English Learners



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Students with Disabilities



No Performance Color

93.1 points below standard

Increased 8.4 Points ▲

Number of Students: 14

### White



No Performance Color

31.7 points below standard

Increased 8.5 Points ▲

Number of Students: 11

### Hispanic



Orange

38.2 points below standard

Maintained 1.7 Points

Number of Students: 91

### Socioeconomically Disadvantaged



Yellow

30.2 points below standard

Increased 3.2 Points ▲

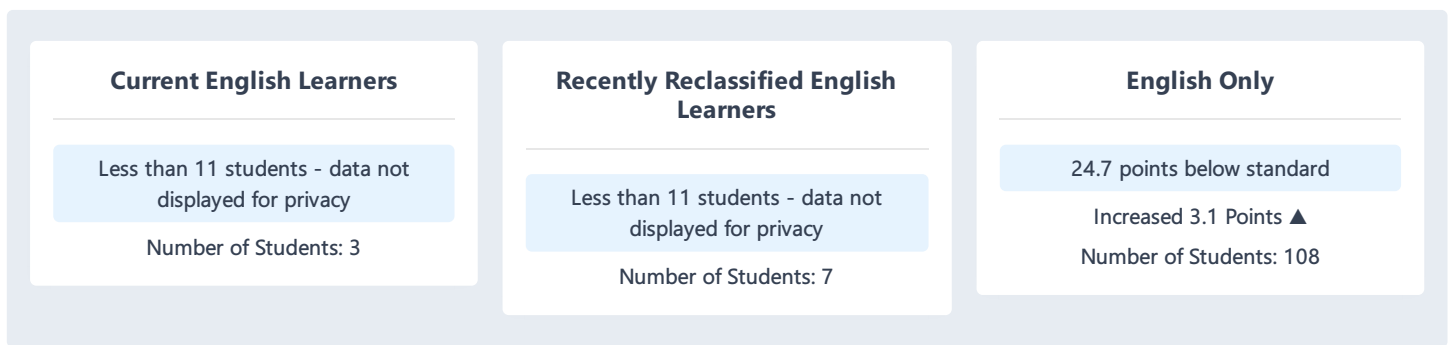
Number of Students: 70

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	30.6 points below standard	28 points below standard

## Mathematics Data Comparisons: English Learners

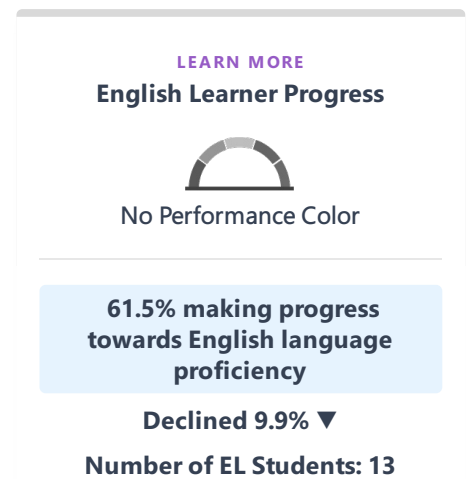
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



## Student English Language Acquisition Results

### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686760121798&year=2022-23>

#### All Students



Yellow

26.3% chronically absent

Declined 11.6% ▼

Number of Students: 251

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Red

No Student Groups



Orange

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

White

### African American



No Performance Color

16.7% chronically absent

Maintained 0%

Number of Students: 24

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

9.1% chronically absent

Increased 0.8% ▲

Number of Students: 11

### English Learners



No Performance Color

0% chronically absent

Declined 42.1% ▼

Number of Students: 15

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Foster Youth

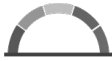


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Two or More Races



No Performance Color

14.3% chronically absent

Declined 33.5% ▼

Number of Students: 21

### Students with Disabilities



No Performance Color

25% chronically absent

Increased 1.9% ▲

Number of Students: 24

### White



No Performance Color

19% chronically absent

Declined 13.3% ▼

Number of Students: 21

### Socioeconomically Disadvantaged



Orange

28.3% chronically absent

Declined 12.4% ▼

Number of Students: 138

### Hispanic



Yellow

31.9% chronically absent

Declined 10.5% ▼

Number of Students: 163

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

#### All Students



Yellow

2.3% suspended at least one day

Maintained 0.1%

Number of Students: 258

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

No Student Groups



Blue

No Student Groups



No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

Students with Disabilities

White



### African American



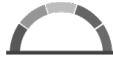
No Performance Color

8.3% suspended at least one day

Increased 4.2% ▲

Number of Students: 24

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 11

### English Learners



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 15

### Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Two or More Races



No Performance Color

0% suspended at least one day

Declined 4.3% ▼

Number of Students: 21

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Students with Disabilities



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 24

### White



No Performance Color

4.2% suspended at least one day

Increased 1.2% ▲

Number of Students: 24

### Socioeconomically Disadvantaged



Orange

2.1% suspended at least one day

Increased 0.4% ▲

Number of Students: 144

### Hispanic



Yellow

1.8% suspended at least one day

Maintained 0%

Number of Students: 165

## Suspension Rate By Year

Percentage of students who were suspended.

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	2022	2023
Suspension Rate	2.2%	2.3%

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# Acronyms and Initialisms

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

## A

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

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

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

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

## D

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

## E

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

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

## F

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

## G

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

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

**H**

Acronym	Description
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**I**

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

**J**

Acronym	Description
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**K**

Acronym	Description
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**L**

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

**M**

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

## N

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

## O

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

## P

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

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals



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

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

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

## T

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

## U

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

## V

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

## W

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

## X, Y, Z

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

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