

# 2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Primary Years Academy (P7 - 272)

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

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

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

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

Attested:

Simone Martinez  
Typed Name of School Principal

  
Signature of School Principal

\_\_\_\_\_ Date

# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Primary Years Academy</b>	396867660121798	05/17/2022	06/28/2022

## Purpose

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

Primary Years Academy is implementing a Schoolwide Program.

## Description

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

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

## Engaging Educational Partners

Refer to the comprehensive needs assessment.

## Resource Inequities

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

Refer to the comprehensive needs assessment.

# Comprehensive Needs Assessment Process

## Comprehensive Needs Assessment Process Summary

Throughout the 2021-2022 school year, the School Site Council, IB Parents, and PYA Leadership Team reviewed the activities relating to budget adjustment and modifications to the strategies originally identified.

Primary Years Academy and its School Site Council reviewed the progress of the 2021-2022 school year to create a 2021-2022 SPSA Evaluation document. This evaluation included responses to four questions focusing on each goal within the SPSA. First we inquired about the implementation of strategies/activities within the plan. Column two and three inquired about the effectiveness and ineffective indicators of the strategies within plan. Column four inquired about modifications of the strategies/activities based on the evaluation results. Discussion and review of the evaluation has been notated in the February 22, 2022 School Site Council meeting.

During staff/leadership meetings, PYA focused on community collaboration to create school wide change. We embarked on a detailed assessment of our teaching and learning practices. Staff reviewed each strategy and goal to determine how the goals aligned with curriculum and IB instruction.

In school year 2021-2022, Primary Years Academy initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on:

### School Site Council Meetings:

September 21, 2021: 2021-2022 SPSA Goals Review

October 12, 2021: SPSA Implementation and Effectiveness

January 25, 2022: Comprehensive Needs Assessment

February 22, 2022: Parent Engagement Review & Root Cause Analysis

March 8, 2022: School Parent Compact, 2022-2023 Recommendations, 2022-2023 SPSA Goals

April 12, 2022: Draft of 2022-2023 SPSA Goals and Recommendations & Evaluation of 2021-2022 SPSA Goals

### IB Parent Meetings:

First Friday each month from August 2021-May 2022

### Staff/Leadership Meetings:

August 10, 2021: SPSA Goals alignment with IB Action Planning

September 7, 2021: IB & School Culture

September 21, 2021: Action plan reflection and Academic Surveys

December 14, 2021: i-Ready data analysis & Intervention

January 11, 2022: Comprehensive Needs Assessment and SPSA Goals Mid-Year Review

March 29, 2022: Teaching and Learning

April 12, 2022: Culture

In summary, during School Site Council Meetings, we reviewed, explained and assessed progress on school goals on the School Plan for Student Achievement. During staff/leadership meetings, staff used data to determine specific needs to be targeted this year such as an intervention plan to focus on students two or more years below and to focus on the teaching and learning standards from IB. This information was used to determine use of programs and strategies to reach our goals. i-Ready and SBAC data, along with classroom assessments, were taken into account when determining progress on goals. We used the IB Parent Meetings as a forum to share information with parents and families about key goals and strategies to support student achievement.

As a result of the stakeholder involvement and data reviews, Primary Years Academy has been able to complete a Comprehensive Needs Assessment and a review of the implementation and effectiveness of the 2021-2022 SPSA goals.

# Staffing and Professional Development

## Staffing and Professional Development Summary

### Highly Qualified Teachers and Staff

The important requirements for a highly accomplished teaching staff involve good knowledge of the subject taught, proper teaching and evaluation methods, collaboration with other teachers in curricular development, and skills to teach students from diverse racial, cultural, or socio-economic backgrounds. In addition to these skills, proficient teaching requires a professional commitment to promote student learning. PYA has a total of twelve core fully credentialed classroom teachers in grades K-5, two teachers who teach special subjects (Music and Spanish) who are non-credentialed. These two teachers are new to the profession. One teacher is an intern and the other starts classes in Fall 2022. The student support staff consist of one Program Specialist, Counselor, and a Mental Health Clinician.

### Professional Development Plan

PYA believes that teachers can build their own skills through Professional Staff Development programs. Staff Development is focused on improving student achievement through instruction compatible with current research, performance objectives, and state and district content standards. PYA hosted two EL professional development sessions. Six ELD teachers attended and implemented EL strategies in the classroom.

### Professional Development Days

The school district sponsors three days of professional staff development during the course of the school year. The professional development days take place at the various school sites or via Zoom, where teachers analyze student data, make curricular adjustments based upon student need, and learn and incorporate new and innovative strategies to support student achievement. PYA took advantage of those days to provide differentiated PD around our IB action planning. PYA hosted the three district PD days on Zoom that focused on IB and Core curriculum alignment. On average 10/14 teachers attended all three PD days. PYA's PD focus depended on the Instructional Coach and monthly coaching topics. These were not implemented due to Instructional Coach being used to support student achievement in other areas.

Teachers received PD on the following topics:

- Universal Lesson Design (UDL)
- ELD
- Music and Spanish PLC Training
- Academic Conferences
- IB Action Planning
- i-Ready PD with i-Ready Consultants
- Science PD with Marcus Sherman

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

### Collaboration

Teachers also work with one another in grade level teams during collaboration periods weekly during the school day and bi-weekly after school. This collaborative work is very instrumental in maintaining consistency of curriculum design and sharing best practices with one another. Weekly and bi-weekly collaboration was inconsistent. The months of November, December, and January were impacted due to multiple teacher absences. Teachers used Toddle as an interactive form of collaboration. Teachers were successful in uploading multiple collaborative lessons.

### Conferences

Teachers and staff attended the following virtual conferences:

Program Specialist: Practical Strategies for Improving Behavior in Challenging Students

Teachers (2): Highly Targeted interventions K-2

Library Media Assist: IB Role of the Librarian

Teacher (1): IB Implementing Student Agency

Teachers (2): IN Personal and Social Physical Education

## Staffing and Professional Development Strengths

In an effort to support teacher growth and improvement, PYA believes effective PD for teachers is job-embedded. PYA was allowed to develop their own IB PDs that focused on relevant IB topics, addressed specific IB needs, teaching and learning, and English Learner needs. Teacher

PD was authentic and teachers were able to immediately go back to the classroom and implement the learning.

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

## Needs Statements Identifying Staffing and Professional Development Needs

**Needs Statement 1 (Prioritized):** Professional development was not differentiated between grades K-2 and 3-5. **Root Cause/Why:** Coach was not available to provide differentiated professional development due to a teacher need in other areas.

**Needs Statement 2:** Inconsistent collaboration topics. **Root Cause/Why:** Not all teachers attended the PDs that were offered either on district PD days or the after school professional developments.

# Teaching and Learning

## Teaching and Learning Summary

During distance learning in the 2020-2021 school year, not all students logged on to distance learning consistently nor did they complete work independently. Inconsistent implementation of curriculum and instructional time not used effectively contributed to the loss in learning. Returning to school PYA teachers committed to implementation of an intervention plan. The plan included dedicated to specific intervention times utilizing the Spanish and Music teachers. From Fall 2021 to Winter 2021 has shown increases in i-Ready scores across all grade levels. Currently teachers are struggling with classroom management and social emotional support.

From Fall 2021 to Winter 2021 ELA data shows a 15% increase. From 75 students on grade level to 112 students on grade level (K-5). 55% of students overall are one grade level or more below. In grades 3-5 43% of students are on grade level. 57% of students are one grade level or more below.

Fall 2021 to Winter 2021 Math data shows a 19% increase. From 31 students on grade level to 79 students on grade level (K-5). 69% of students overall are one grade level or more below. In grades 3-5 43% of students are on grade level. 69% of students are one grade level or more below.

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. Lack of an Instructional Coach to help with classroom instructional strategies from i-Ready and the Benchmark curriculum resulted in inconsistent use of district adopted curriculum.

Teachers are preparing high quality core and IB instruction. Students practice in the Benchmark and Ready Math curriculum is not consistent and being left for students to do the i-Ready pathways at home for homework.

## Teaching and Learning Strengths

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

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

## Needs Statements Identifying Teaching and Learning Needs

**Needs Statement 1 (Prioritized):** ELA: In grades 3-5 57% of students are one grade level or more below. **Root Cause/Why:** It is happening because teachers have been focused more on SEL and managing behaviors than creating and implementing effective lessons. Teachers now need additional professional development to provide targeted intervention in ELA and engage in focused collaboration on aligning the district curriculum and IB framework.

**Needs Statement 2 (Prioritized):** Math: In grades 3-5 69% of students are one grade level or more below on the most recent i-Ready test. **Root Cause/Why:** There was a disruption in our professional development which caused a decrease in targeted intervention and teacher preparation in mathematical practices.

# Parental Engagement

## Parental Engagement Summary

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

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

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

Data included:

- Family/community input – site council, parent advisory council, PTA, surveys, etc.
- Community and ethnic group organizations and leaders
- School Leadership Team – this team included teachers from all grade levels and administration
- PLC, or subcommittee that has a specific focus on family engagement

PYA experienced low parent attendance at weekly parent meetings and monthly IB meetings. Parents stated that they were not able to attend due to work, child care needs, lack of knowledge, and Zoom fatigue. PYA will focus on hosting IB meetings in the evening and focus the meeting on more of a family IB learning experience. The weekly coffee hours will return to in-person if allowable.

## Parental Engagement Strengths

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

### Student-Led Conferences

Student-Led Conferences increased parent participation through Zoom. Student-led conferences directly engaged students and parents to participate in learning experiences and goal setting. While SLC were our strength, one great disadvantage was not being able to meet in person. But with the ease of Zoom, this allowed parents to schedule and hold meetings from home and have private conversations with teachers.

### PTA

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

## Needs Statements Identifying Parental Engagement Needs

**Needs Statement 1:** Low parent participation during virtual/in-person parent meetings. **Root Cause/Why:** The same parents consistently attend the meetings. Due to COVID, the meetings have been more lecture type meetings and less collaborative. Parents were not able to interact with each other as they were when they were in person. Virtual meetings are not as engaging as in-person meetings.

# School Culture and Climate

## School Culture and Climate Summary

During the 2020-2021 school year, PYA had a PBIS team in place. The team was able to implement effective classroom management techniques that implemented differentiated equity-based intervention. With the loss of the assistant principal, PYA was not able to continue to focus on PBIS as a separate committee. The principal alone was not able to facilitate PBIS initiatives, SEL curriculum, and monitor weekly data due to staff shortages. PBIS practices and incentives previously focused on reducing bullying incidents, but without consistent monitoring of these initiatives, the climate begins to fail.

Suspensions have increased this year. Teachers, admin team, and counselor have worked together to move students through the tiered system of the SAP process. PYA has had consistent low parent turnout for SAP/SST meeting for students who are absent due to suspensions. This years suspensions and bullying behaviors have increased overall.

School climate surveys show:

- Overall 4th & 5th grade students know how to report bullying, feel like they are part of the school, feel safe at school, and have friend that care about them.
- 5th grade has warnings in several areas 1. I feel like I am part of this school.; 2. I feel safe in my school.; 3. At my school, there is a teacher or other adult who really cares about me.
- African American students in 4th & 5th grade had several warnings: 1. If I saw another student on campus with a weapon I would report it.; 2. There are activities here at school that I enjoy participating in.; 3. I have friends my age that really care about me.
- Hispanic students in 4th & 5th grade had several warnings: 1. I have been bullied on campus in the last 30 days.; 2. I have been bullied on campus in the last 30 days.; 3. I have been bullied on campus in the last 30 days

The data shows that overall students have a positive experience at school, but as we desegregate the data, African American and Hispanic students have some areas of needs to be addressed.

## School Culture and Climate Strengths

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

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

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

## Needs Statements Identifying School Culture and Climate Needs

**Needs Statement 1 (Prioritized):** PYA suspensions have increased from 2.3% in 2019 school year (down 3.8% from the previous year) to 4.4% a gain of 2.1% over the last two years. **Root Cause/Why:** PBIS was a focus last school year during distance learning and upon return to school. PYA no longer has a dedicated team focused on PBIS.



# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP Goal

Goal 1: Student Achievement

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

### Goal 1.1

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

All students in grades K-5 will increase percentage of met/exceed proficiency from 45% Winter iReady Diagnostic to 50% in ELA as measured by i-Ready Diagnostics by May, 2023

ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 10 students.

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

Increase % of students scoring 3 and 4 as measured by ELPAC by May, 2023.

Decrease % of students scoring 1 and 2 as measured by the ELPAC by May, 2023

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

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

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

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

EL: By EOY 2023, 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 2021 iReady diagnostic 31% to 35% in Math as measured by i-Ready by May.

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

## Identified Need

Professional development was not differentiated between grades K-2 and 3-5.

ELA: In grades 3-5 57% of students are one grade level or more below.

Math: In grades 3-5 69% of students are one grade level or more below on the most recent i-Ready test.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Reclassification	1 Student	3 Students
iReady Diagnostic Student Growth Goal Met	ELA 45% Math 31%	ELA 50% Math 35%

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

### Strategy/Activity 1.1.1

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

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

All Students

#### Strategy/Activity

IB Program Specialist will provide an effective balanced approach to literacy and IB instruction to support all grade levels as well as researched based intervention practices. Administrator will provide time and support for the IB Program Specialist to work directly with teachers in the following areas: Data cycle and analysis Integration of the current curriculum, IB framework, assist with academic conferences, and PLC process. Principal and IB Program Specialist will plan teacher PD and parent education working on targeted small group interventions based on i-Ready suggested groupings.

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

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

Teacher Additional Comp:

1 Program Specialist X 16 hours x \$60 = \$600 (Title I \$960)

14 Teachers X 12 hours X \$60= \$10,080 (Title I)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$960	50643 - Title I
\$10080	50643 - Title I

**Strategy/Activity 1.1.2**

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

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

All Students

**Strategy/Activity**

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

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

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

PYA teachers and administrators will attend an IB global conference, July 2022. The International Baccalaureate (IB) Global Conference is a vibrant forum where our community of passionate educators gather and engage in robust discussions and share fresh ideas and best practices for education. For teachers who do not attend the Global Conference, other in-person or virtual conferences will be available.

Substitute pay calculation:

6 days x 2 subs per day x \$200=\$2400 (Title I)

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

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

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

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1920	50643 - Title I
\$8400	50643 - Title I
\$10000	50643 - Title I
\$8000	23030 - LCFF (Site)

**Strategy/Activity 1.1.3**

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

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

All Students

**Strategy/Activity**

Instructional coaches will provide intensive, targeted support and coaching to teachers to ensure high quality first instruction. Instructional Coaches will support teachers through the district adopted coaching model (demo lessons, co- teaching, and collaborative coaching).

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

Professional Development from Instructional Coaches: Standards based lesson design and delivery, and development of common instructional practices. Professional Development around Differentiation/Small group instruction/intervention. Develop high quality lessons integrating IB framework, CCSS, i-Ready, and Benchmark Curriculum. This involves professional development including IB Conferences or after school meetings, CCSS for ELA, ELD, Math, NGSS, Social Studies, and professional learning communities. Professional Development will be ongoing for Benchmark and IB Framework during weekly PLC's and classroom demonstrations.

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

Additional Compensation

14 teachers X 6 hours X \$60 rate of pay= \$5,040 Title I (List of attendees: Core Subject Teachers)

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

Admin Team, teachers, Instructional Coach, Program Specialist

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$960	50643 - Title I
\$5040	50643 - Title I

### Strategy/Activity 1.1.4

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

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

All Students

#### Strategy/Activity

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

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

Library Books = \$3,000 (Title I)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$3000	50643 - Title I

### Strategy/Activity 1.1.5

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

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

All Students

#### Strategy/Activity

Students identified as needing intervention supports in reading and writing will receive small group/one-on-one intervention instruction during the school day. 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. Teachers 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 will utilize SUSD's model for intervention or Benchmark and Ready curriculum intervention supports, SIIPS, 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.

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

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Mystery Science within their

Units of Inquiry. A license will be needed for Mystery Science.

Teachers will enhance integrated/designated ELA/ELD curriculum through: K-2: Leveled readers, Interactive KWL, Close Read, and Literacy Stations. 3-5: Quick Writes, Close Read, Journal Writes, Text Reconstruction, Unpacking sentences, Note Making, Ticket Out the Door, Literacy Stations, Give One, Get One, Vanishing Text, and Interactive Notebooks. For grades K-5 applicable supplemental instructional materials/supplies:

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

The lesson's effectiveness to student achievement will be measured by weekly classroom visits, surveys of effectiveness of materials/supplies, lesson design with applicable materials incorporated, and increased achievement on standards based assessments.

The materials listed, will enhance and enliven classroom instruction to keep students engaged and aids in equitably accessing the curriculum. The instructional materials provide for different types of interactions among students, student groups, and teacher. Any material that allow teachers to incorporate a variety of teaching strategies and gives the students opportunities to acquire knowledge and skills will be used to enhance the ELA/ELD, Math, Social Studies, Science, and IB frameworks curriculum. These materials/supplies will help with the learning and retention of information.

K-5 purchase of student planners. Students take ownership of their learning by using planners to organize dates, set challenging goals, practicing fluency, and pursuing person inquires. K-5 purchase instructional posters based on Benchmark curriculum. 5th grade purchase of Exhibition posters and journals. Grades 3-5: SBAC prep-journals.

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 provide an opportunity to pair visual learning with textbook reading and traditional assignments. Posters visually support significant course projects. Poster making materials (Paper, ink) will be needed to enhance lesson delivery.

One printer is out of date. The cost to replace the parts are more than the printer is worth.

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

Instructional Materials/Supplies: \$15,100 - (Title I \$6,000) (LCFF \$9,100)

Equipment: \$1,234

SIPPS Intervention Program additional PD/Training Consultant (\$1,175 LCFF)

Early Literacy License Agreements = \$2,208 (Title I)

Math Olympiads: \$125 (Title I)

Aret Labs (Math Madness): \$200 (Title I)

Non-Instructional: Library Materials =\$800 (LCFF)

Mystery Science License Agreement Cost = \$1,325 (Title I)

Duplicating - \$500 (LCFF)

Non- Instructional Materials/Supplies: \$1,000 (LCFF)

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1175	23030 - LCFF (Site)
\$3733	50643 - Title I
\$125	50643 - Title I
\$12335	23030 - LCFF (Site)
\$6000	50643 - Title I
\$500	23030 - LCFF (Site)
\$5000	23030 - LCFF (Site)
\$2500	50643 - Title I

\$1234	50643 - Title I
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### Strategy/Activity 1.1.6

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

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

All Students

#### Strategy/Activity

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. Five teachers will provide additional instruction based on identified needs of individual students and small groups. Teachers will use the grade level resources for intervention strategies in the new curriculum for ELA and Math to support students in the program.

Extended day staffing: 3 teachers X 8 Hours X \$60 per hour= \$1,440 (LCFF)

1 Coordinator @ 9 total hours= \$540 (LCFF)

2022-2023 Staffing for a 10 day Extended Year Program

1 Coordinator @ 55 total hours= \$3,300 (Title I)

4 Teachers x 4.5 hours per day X 10 days = 180 hours X \$60= \$10,800 LCFFI)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$12240	23030 - LCFF (Site)
\$540	23030 - LCFF (Site)
\$3300	50643 - Title I

### Strategy/Activity 1.1.7

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

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

English Learners

#### Strategy/Activity

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

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

Additional Hourly Pay Calculation: 1 Program Specialist X 8 hours x \$60 = \$480 (LCFF)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$480	23030 - LCFF (Site)

### Strategy/Activity 1.1.8

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

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

English Learners

#### Strategy/Activity

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

Teacher compensation allocated in Goal 1 Strategy 1 Activity 1 and Goal 1 Strategy 1 Activity 3.  
 No additional compensation added.  
 Activities 1 and 3 will cover ELA and ELD strategies during the PD.

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.

Extended Day Teacher pay: 1 teacher X 8 sessions X \$60 per hour = \$480 (LCFF)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$480	23030 - LCFF (Site)

**Strategy/Activity 1.1.9**

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

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

**Strategy/Activity**

Provide students opportunities to:

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

**Annual Review**

**SPSA Year Reviewed: 2021-2022**

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

**ANALYSIS**

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

Primary Years Academy teachers attended three district PDs. PYA focused on collaboration, change. IB Framework integration into core curriculum, PLC process and IB Instructional Action Plan. Academic conferences were conducted after school due to sub shortage. Teachers were able to focus on creating action plans for student intervention. Program Specialist held two EL PDs focused on integrated and designated ELD and ELPAC strategies. She provided teachers support with the data cycle, ELD and the IB units of inquiry and collaboration. Teachers used Toddle to collaborate and create authentic IB learning experiences. Through teacher collaboration we created an intervention Monday with the Music and Spanish teachers. Teachers had one hour a week dedicated to work with at least three intervention groups. Students for intervention were identified through the CARE Team process. Teachers who attended conference presented the information during staff meetings. From the conference information and data collected at the school site, PYA created an IB Instructional Action Plan.

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 COVID, strategies such as, conferences, substitutes for academic conferences, and reassignment of instructional coaches cause a major shift in funding, collaboration, and professional development. This caused an excess of funds in those areas. The strategies/activities that were developed had to be implemented in creative ways. Teachers attended virtual conferences on weekends that did not require subs. Academic conferences were held after school hours and virtually. Based on two years of not being able to implement the strategy associated with Library Media Assist, this strategy will not longer be implemented.

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. Strategy/Activity 2 had will continue with a reduced amount of days for substitute pay. Strategy/Activity 2 will include additional strategy for effective use of conferences. PYA teacher and administrators will attend an IB global conference, July 2022. The International Baccalaureate (IB) Global Conference is a vibrant forum where our community of passionate educators gather and engage in robust discussions and share fresh ideas and best practices for education. For teachers who do not attend the Global Conference, other in-person or virtual conferences will be available. Strategy/Activity 3 will be re-implemented if Instructional Coaches are placed back on sites during the 2022-2023 school year. Instructional Coach will support both ELA and Math with implementation of effective instructional strategies. Strategy/Activity 4 will be eliminated. Strategy/Activity 5 was restructured to implement a viable intervention plan that includes a substitute utilized two days a week from September 2022-April

2023 to provided targeted intervention utilizing the SIIPS Intervention program. We will reduce the number of Read Naturally licenses for more targeted intervention

## LCAP Goal

Goal 2: Safe and Healthy Learning Environments

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

## Goal 2.1

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

By June 2022, decrease number of suspensions for all students from 2.3% to 1.3% to place us in green on the California Dashboard.

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

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

## Identified Need

ELA: In grades 3-5 57% of students are one grade level or more below.

Math: In grades 3-5 69% of students are one grade level or more below on the most recent i-Ready test.

PYA suspensions have increased from 2.3% in 2019 school year (down 3.8% from the previous year) to 4.4% a gain of 2.1% over the last two years.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Chronic Truancy Rate	6.3%	4.3%
Suspension Rate	2.3%	1.3%

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

### Strategy/Activity 2.1.1

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

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

All Students

#### Strategy/Activity

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 2023.

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

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

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

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



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

### Strategy/Activity 2.1.2

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

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

All Students

#### Strategy/Activity

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

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

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

No funds are associated with this activity.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

### Strategy/Activity 2.1.3

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

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

All Students

#### Strategy/Activity

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

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

To support students with social emotional learning, counselor will purchase instructional materials & equipment to teach students social skills during recess times.

Counselor will use instructional supplies such as: yoga cards, sensory equipment, timers, fidget activities, playground equipment, SEL materials, and supplies to support SEL program.

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

Instructional Materials: \$1,000 (LCFF)

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

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$1000	23030 - LCFF (Site)
\$750	23030 - LCFF (Site)

### Strategy/Activity 2.1.4

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

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

All Students

#### Strategy/Activity

To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% attendance. Administrative will increase parent awareness through targeted meetings and trainings. Attendance team will monitor students attendance weekly to reach out to families of students with chronic absences. The team will make home visits. Monthly attendance team meetings (Principal, AP, Counselor, Secretary, CWA, and Parent Liaison) will occur to discuss attendance expectations defined for families and students based on research. Goal setting with students and progress monitoring weekly. Funding allocated in Goal 2, Strategy 2, Activity 1

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

**Annual Review**

**SPSA Year Reviewed: 2021-2022**

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

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Administration has attended the district PBIS meetings monthly. PYA counselor assisted with classroom presentations. Teachers requested assistance from the counselor. Counselor and administration visited the classrooms to gather data for management suggestions, give challenging students a break, and provide release for teachers to administer on the spot intervention. Falcon Feather behavior incentive was successful. We held SST meetings with students who were chronically absent or tardy (with the exception of the VA students). We started working with CWA in February 2022 (new hire assigned to our site). Counselor, Admin, and CWA developed plans to support families and identified and removed barriers. Despite success with the counselor providing support in the classrooms, due to not having AP support to continue holding monthly PBIS team meetings, PBIS strategies and implementation suffered. Administration was not able to hold monthly PBIS meetings with the staff or effectively monitor implementation behavior intervention strategies. Without the support of an AP suspensions increased dramatically.

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

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

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

All of the funds associated with Goal 2 were spent according to the SPSA. Strategy/Activity 2 classroom circles were not implemented. This was not an effective strategy as training for circles did not occur until Dec 2022 and there was no PBIS team in place to implement and monitor. We will continue to offer pizza parties for the classes who spell FALCONS and acknowledge daily class perfect attendance. We will continue to distribute the Falcon (plush toy) trophy for highest class attendance monthly. To address the issue of Chronic Absenteeism, we will begin by identifying students that are not meeting a minimum of 85% attendance. Staff will work to identify and remove barriers that restrict these students from coming to school. We will build a list of resources, in conjunction with Child Welfare and Attendance, that can be shared with families during SSTs.

## LCAP Goal

Goal 3: Meaningful Partnerships

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

## Goal 3.1

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

Increase family and community engagement in school activities and parent meetings from 1% to 10% as measured by sign-in sheets by May, 2023

### Identified Need

ELA: In grades 3-5 57% of students are one grade level or more below.

Math: In grades 3-5 69% of students are one grade level or more below on the most recent i-Ready test.

PYA suspensions have increased from 2.3% in 2019 school year (down 3.8% from the previous year) to 4.4% a gain of 2.1% over the last two years.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PYA Volunteer Sign-in Sheets	1%	10%

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

### Strategy/Activity 3.1.1

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

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

All Students

#### Strategy/Activity

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.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

### Strategy/Activity 3.1.2

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

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

All Students

#### Strategy/Activity

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

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

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

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.

Parent Meeting- \$850 Title I

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$850	50647 - Title I - Parent
\$330	50643 - Title I
\$227	50647 - Title I - Parent
\$500	23030 - LCFF (Site)

**Strategy/Activity 3.1.3**

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

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

**Strategy/Activity**

We will develop a parent and family events calendar that will be accessible to parents in paper form and at the site. Volunteer opportunities will be posted at the site to offer parents and families more insight on ways to volunteer. We will also offer more guest speakers to address different topics. A bridge between our different committees and will be discussed in initial meetings with parent groups. A light snack, water/ juice, will be provided to increase volunteer and parent attendance. PYA will provide parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks will be used to enhance the activities.

Parents will be given the opportunity to attend virtual or in-person Conferences designed to help parents (ex: California Association for Bilingual Education (C.A.B.E).

Books: Books will be utilized to provide parents with current strategies around positive parenting, ELA & Math strategies to support their children at home or library books that can be checked out to help foster parent and student literacy. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

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.

Parent Meeting: \$500 (LCFF) \$200 (Title I)  
Books \$500 (LCFF)  
Non-Instructional Materials \$200 (LCFF)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$500	23030 - LCFF (Site)
\$200	50643 - Title I
\$500	23030 - LCFF (Site)
\$200	23030 - LCFF (Site)

**Annual Review**

**SPSA Year Reviewed: 2021-2022**

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

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Student-Led Conferences occurred virtually in trimester 1 and a mix of virtual and in-person in trimester 2 & 3. Not all parents attended the event. We offered our monthly IB Family meetings virtually. Parent attendance was minimal. The same parents attend whether in-person or virtual.

PTA involvement revolves around the same volunteers. Classroom volunteers are also at a minimum, as well. A baseline is not available at this time. We held Back to School Night in August. Each teacher chose a day and time to host in order to accommodate parents with multiple age groups and our annual Open House in February. 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 virtual family nights, escape rooms, and monthly activities based on the IB Learner Profile Traits.

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

Due to COVID, we did not have any parent volunteers on campus. In Strategy/Activity 3 PYA did not offer in-person meetings. We did not have the opportunity to purchase snacks for our meetings. We did not hold a volunteer appreciation. Parents who did crosswalk duty were recognized in the weekly newsletter. We did not have any parents that attended C.A.B.E. One or two parents attended the trip to New York conference hosted by SUSD.

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

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

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$58859
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$103059

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$57782
50647 - Title I - Parent	\$1077

Subtotal of additional federal funds included for this school: \$58859

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$44200
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: \$44200

Total of federal, state, and/or local funds for this school: \$103059