



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

PITTMAN CHARTER

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pittman Charter	39686760111336	Original – 01/18/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

Pittman Charter is implementing a Schoolwide Program.

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

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Pittman Charter developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on January 18, 2018 and obtained board approval on May 8, 2018.

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

Pittman Charter and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2. Discussion and review of the evaluation has been notated in the 11/26/18 School Site Council

meeting. However, discussions on SPSA and LCAP goals, actions, and priorities were discussed throughout the year.

In school year 2018-2019, also Year 2, Pittman Charter initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on [insert dates what were the gaps].

In summary, SSC council members were integral in providing feedback on SPSA goals and activities. They were also instrumental in helping the school site adjust activities. Next year, the process of how SSC members provide input needs to be refined and structured in such a way that their input is based latest data available. In addition, we need to ensure that part each SSC meeting is dedicated to analyze, measure, SPSA goals and activities. ELAC parents were given the opportunity to go over the SPSA plan and provide input. In turn, the School Site Council was also given the chance to participate in providing initial input and later was in charge of monitoring implementation progress throughout the school year.

The key personnel in charge of the implementation progress were the school principal, vice principal, program specialist, instructional coach and leadership team. Some of the changes needed to include to insure all stakeholders take part in this monitoring process are to schedule more opportunities for more people to be involved and be informed about our SPSA (LCAP, ELAC Meetings, SSC Meetings, Coffee Hours, Parent Nights).

As a result of the stakeholder involvement and data reviews, SSC member made the following recommendation through the Decision Making Model:

Fall MAP data shows that 28% of students at Pittman met grade level standards. During the Winter MAP administration, this dropped to 27%. In ELA, 25% students met grade level standards in the Fall vs. 23% in Winter. MAP data is congruent with the 2017-2018 SBAC data results. SBAC data indicates that 19% of students were proficient in Math and 24% of students demonstrated proficiency in ELA. After analyzing the above data, SSC recommended to request extra support for students, for us the “extra support” came in the form of a substitute teacher.

Substitute teacher currently works with 5-7 students in small groups and provides T2 support. Students are selected from Kinder-5 grade classrooms. Substitute teacher works with students for 4-6 weeks depending on student academic needs. These small groups are strategically selected using MAP and formative assessment data; as students become proficient in specific grade level skills they are placed back into their T1 groupings.

Although approval had been granted through the SSC and District, hiring a qualified and reliable substitute proved difficult. In fact, we were not able to hire this particular sub until the end of February.

Resource Inequities

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

This section is not applicable for Pittman Charter.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By June 30, 2020, decrease the distance from standard in ELA for all students by 5 points to 52.8 points.

Math SMART Goal:

By June 30, 2020, decrease the distance from standard in Math for all students by 5 points to 64.3 points.

Identified Need

ELA/ELD:

~ 2018 SBAC data indicates 48% of students in 3-8 were performing at the “Standard Not Met” achievement level in ELA

~ Decrease the number of students in the bottom 10th percentile on i-Ready (MAP) to under 10%.

~ Decrease the distance from standard on SBAC by 10 points and

Increase the percentage of students meeting SBAC grade level proficiency by 7%.

359 of our students are considered Socioeconomically

Disadvantaged and as a group they are 57.8 points below standard (orange).

English Learner (42% of student body) Proficiency levels:

Level 4= 22%

Level 3=41%

Level 2=23%

Level 1=14%

As a group they are 110 points below standard.

Reclassified ELs maintained and are 39 points below standard.

Hispanic students maintained (orange) and are 70 points below standard.

African American students increased and are 69 points below standard.

White students declined and are 50 points below standard

English Only students decline by 6 points and are 76 points below standard

Math:

~ Winter MAP data indicates that 26% of K-7 students are in the bottom 10th percentile in Reading and 19% of K-7 students are in the bottom 10th percentile in Math.

~ 2018 SBAC data indicates 47% of 3-8 students were performing at the “Standard Not Met” achievement level in Math.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	57.8 points below	52.8 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	69.3 points below	64.3 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide educators and staff with training opportunities and extended collaboration time to collaborate within grade and cross levels in Professional Learning Communities (PLCs). Teachers and staff will review relevant and appropriate data to support and enhance effective instructional strategies.

These trainings will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull out sessions, and out of district conferences, all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation.

Instructional coach will coach individual teachers as they progress in their understanding and implementation of the PLC process. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction. Provide teachers with professional development opportunities that focus on the PLC process, best practices, specific researched based strategies (Teaching and Learning Cycle (Sentence Patterning), GLAD (Pictorial Input), AVID (planning/organization)) relating to Integrated and Designated ELD, Reading, Writing, Science, Dual Immersion, increasing student academic language and usage, etc.

Grade levels will be released at a minimum of 5 times during the school year to fully implement PLC process. Each grade level will also be given the opportunity to participate in extended collaboration times during and outside of their contractual time.

Provide an opportunity to 14 teachers to attend the PLC conferences in Phoenix or Las Vegas.

Provide an opportunity to 10 teachers to attend the AVID Institute in San Diego.

Provide an opportunity to 10 teachers to attend the ATDLE conference or other conference focusing on second language acquisition or Dual Immersion programs.

Provide an opportunity to 5 teachers to attend GLAD trainings.

Provide an opportunity to all teachers to collaborate with SJCOE trainers to learn/review the Teaching and Learning Cycle process.

Instructional coach will continue to coach all teachers on best practices, research based strategies, coaching cycle, as well as to assist teachers in the faithful implementation of newly adopted ELA and math curriculum.

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)
\$36,330 - 52150 (PLC Conference)	Title I - 50643
\$27,630 - 52150 (ATDLE Conference)	Title I - 50643
\$25,000 - 52150 (GLAD Conference)	Title I - 50643
\$27,270 - 52150 (AVID Conference)	Title I - 50643
\$30,000 - 52150 (TLC - SJCOE)	Title I - 50643
\$27,286 - 19101 (.20 FTE Instructional Coach)	LCFF - 24023

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students, as well as English Learners.

Strategy/Activity

Provide students with appropriate and relevant intervention supports enhancing the ELA/ELD curriculum that meet the needs of students as they progress towards mastery of academic achievement.

Supplemental Intervention Teacher (substitute) will provide tier 2 and tier 3 interventions; specifically, will be working with colleagues to identify students needing support in the areas of reading fluency, comprehension and writing. Teacher will meet with small groups of students for six-week cycles and work with these students on (data) identified needs. Teacher will meet with colleagues to ensure all students in need of interventions have access to those supports.

Two bilingual aides provide EL students at level 1 and 2 primary language support which is reading, scaffolding teacher provided lessons, writing skills and when needed using the students' primary language to give them access to grade level concepts. In addition, bilingual aides are to provide one-on-one and small group instruction focusing basic content specific fluencies (reading/math facts). The Bilingual Assistants will use students' native language and culture to fostering academic success in English Language Development.

Continue to enhance the Dual Immersion Program by retaining one dual teacher per grade level in the first strand from K-8 grade. In addition, to accommodate the Dual Immersion growth, a second dual strand has expanded to include one teacher per grade level up to third grade. Next year, we will need to add 1 FTE Dual Immersion fourth grade teacher. The following year will need to add a 5th grade teacher, and will continue to add additional teachers until the dual program has two K-8th strands.

Continued to use license agreements and resources to enhance student language and literacy acquisition and mathematics proficiency (Safari Montage, Accelerated Reader). Teachers will continue to use data from these programs to inform their instruction as well as to inform parents.

Provide supplemental materials, such as computers, headphones, leveled books, notebooks, planners, pencils, markers, chart papers, etc., to meet specific areas of student needs.

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)

\$30,000 - 11700 (Student Interventions Subs)

0000 LCFF Base, 0100 Supp/Conc

Amount(s)	Source(s)
\$75,076 21101 (Bilingual Aides)	0000 LCFF Base, 01000 Supp/Conc
\$190,274 - (Dual Immersion Teacher)	0000 LCFF Base
\$1,271 - 43110 (Instructional Material/Supplies)	Title I - 50643
\$30,895 - 43110 (Instructional Material/Supplies)	0000 LCFF Base
\$4,916 - 58450 (License Agreement)	0000 LCFF Base

Strategy/Activity 3

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 hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.

Provide opportunities for each grade level to attend one field trip based on grade level standards being taught. Teachers will be responsible to create lessons directly linked to what they are learning in the classroom and how the field trips will extend students' classroom experiences. Teachers will make use of pre/post assessments or a culminating project to reflect new student insight.

To provide students with career and college strategies, skills, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources. Students in the AVID program continue to be exposed to many skills needed to become academically successful, and as a result students are gaining new skills in reading, math, critical thinking. They have opportunities to collaborate with peers, and learn executive function skills in organization and meta-cognition. Specifically, students will be working on the organizational executive function.

Provide students with opportunities to participate in the Mathematics, Engineering, Science Achievement (MESA) Program. Students in the MESA program learn how Math, Engineering and Science are part of their daily lives. They also enter a yearly competition hosted at UOP.

Pittman Charter will continue to participate with district in the opportunity for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th grade. Teachers used results to results to differentiate instruction and help students create SMART goals.

Provide supplemental materials, such as planners, binders, binders, highlighters, dividers, pencil pouches, etc., to meet specific areas of student needs.

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)

\$26,531 - 58720 (Non-District Trans Field trips)
\$3,469 - 58720 (Non-District Trans Field trips)

Title I - 50643
0000 LCFF Base, 01000 Supp/Conc

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Deep implementation on the district's adopted Units of Study (UOS) across K-8 grade levels was inconsistent. Veteran teachers were able to more easily implement components of the UOS and at a deeper level than "new" teachers (Based on Admin. Walkthroughs). Pittman hired five new teachers and all five teachers were not familiar with the UOS. Instructional coach worked with new teachers to get them acquainted as quickly as possible with the UOS. However, all teachers were in need of support creating, collecting, researching grade level and standard based materials.

Our ELA and Math SBAC results remained virtually at the same level from the previous year. There was 1% drop in Math and 1% gain in ELA SBAC results over a two-year period. In 16-17, 20% of our students met grade level standards in math vs. 19% in 17-18. In 16-17, 23% of Pittman students met grade level standards in ELA vs. 24% in 17-18.

Funds were set aside to provide teachers with opportunities to attend the PLC, AVID and CAFE conferences. However, the dates of some these conferences coincided with district breaks, and as a result, not many teachers took the opportunity to attend.

Effectiveness

Two bilingual aides continue to provided primary language support for EL students scoring at CELDT (ELPAC) levels 1 or 2.

We made adjustments to our AVID program which put us on the path to pursue certification. All middle school teachers were able to implement Cornell notes, and all AVID students were able to make use of organizational skills learned in their AVID classroom and apply them in rest of their classes. In addition, two middle school teachers were able to attend the Summer Institute (17/18). This summer another 4 teachers will be attending the AVID Summer Institute. Even after making these modifications, we did not received certification.

All grade levels were pulled for half-day collaboration sessions with their grade level peers. In these sessions, we discussed priority standards, high leverage instructional strategies, analyzed current data, created formative assessments, planned for re-teaching and differentiated. All grade levels had a chance to meet with their peers in these half-day PLC sessions. Based on teacher input, they found the extra collaboration time useful. In addition, 7 classroom teachers were able to attend the Fall PLC

conference, and again teacher input was very positive as to how much they had learned about the PLC process and why they felt it was important for all of Pittman teachers to attend these trainings. Unfortunately, because of logistical reasons, we were not able to attend the Summer PLC conference.

Unfortunately, there were many times not all teachers participated in these collaboration times, because there were no substitute teachers available to release teachers.

In the last part of the year, we were able to hire a roving sub to help provide intervention for students needing the extra support for six-week cycles. Pending promising final data analysis this can be a strategy for supporting students that fall in Tier 2 and Tier 3 that we carry over for next year. An additional difficult that will need to overcome will be finding a reliable and qualified candidate for this position.

All teachers agreed to the following School-Wide agreements: Interactive Student Data Binders with the following tabs attendance, SMART goals, data; After every 10 minutes' teachers will allow for students to process and share information learned with their peers; ensuring to ask questions at the same rigor level as the standard being covered; ensuring all teachers are faithfully implementing the PLC & Teaching and Learning Cycle. Much more work needs to be done in all four of these school-wide agreements.

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

Material Changes

Material differences did not exceed the 10% or more of budgeted funds for conferences. All though the opportunities were available, teachers were not able to attend. We were not able to attend the summer PLC conference, because they did not receive payment on time. Another opportunity was offered to teacher to attend at a later date, but teacher declined because of summer plans.

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

Future Changes

Adjustments made to goal one are as follows:

1. We are to attend the two PLC conferences in 2017-2018. A total of 8 teachers, 1 Program Specialist and 1 administrator are planning to attend the Phoenix conference in February. In June, 8 teachers are planning to attend the PLC Conference. Also in June, 4 teachers, 1 counselor, and 1 Administrator are planning to attend the AVID Summer Institute. Two teachers are getting trained in GLAD.

2. Instead of holding “academic conferences,” we’re planning to pull-out grade level teams and collaborate using the PLC process as a model. In addition, we’ll also include the “Teaching and Learning Cycle” as part of these collaborations. The plan is to ensure grade level teams identify priority standards, develop common formative assessments, agree on implementing high level strategies, and agree on learning objectives. In total each grade level will have a least two opportunities to meet for ½ a day during the school day.
3. Teacher will be given opportunities to collaborate after their workdays.
4. We are going to schedule three action walks with four teachers, 1 admin., 1 coach every 6-8 weeks.
5. We will agree as a team on 3 school-wide instructional norms: Rigor of questions, activities, instruction; 10:2 (Students are to be given opportunities to share what they are learning with the teacher, a classmate, or with a group of peers every ten minutes); make use of interactive data binders and SMART goals.

Goal 2 – School Climate

Suspension –

By June 30, 2020, decrease suspensions for All Students by 4%.

Attendance/Chronic Truancy –

By June 30, 2020, increase attendance rate from 95% to 98% for All Students.

Identified Need

Suspension –

~ Our suspension Rate increased and is currently at “8% suspended at least once”. All major subgroups are at a red level.

Attendance/Chronic Truancy –

Chronic Absenteeism is at 13%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension (All Students)	8%	4%
Chronic Absenteeism (All Students)	12.8%	7.8%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers and staff (Noon Duties, CSA) opportunities to attend district provided PD on Restorative Justice until 100% of teachers receive the training.

Provide opportunities for all teachers to be part of the PBIS committee and help administration fully implement PBIS principles.

Modify staff meetings to include PD on Restorative Justice, Kelso’s Choice, CHAMPs or other teacher needs identified through teacher needs assessment survey. These trainings will be facilitated by teacher peers, district personnel, instructional coach or administration. For district trainings, teachers will need a substitute teacher.

Schedule four School-wide rallies focusing and Pittman’s four rules: Be Safe, Be Responsible, Be Respectful, Be Kind.

Modify morning announcements to include school’s vision, expectations, rules and “I am mantras”.

Based discipline incidents and location areas, need to provide funds to cover expense for an outside agency to provide structured play activities during recess.

Counselor to provide structured one on one and small group sessions on social skills, reinforcement of Pittman’s four rules and Restorative Justice.

Additional Hourly Pay Calculation:

15 teachers X 27 hours X \$60 = \$24,300 (Allocated \$25,000)

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)

\$25,000 - 11500 (Teacher Additional Time)

0000 LCFF Base, 01000 Supp/Conc

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students needing extra support

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. Valley Community Counseling (VCC), VICTOR program, etc.), structured student engagement activities, etc.

Continue working with VCC

For the VCC program there were 23 students referred in 2018-2019, and in total, they received 60 sessions. During these sessions, the counselor/therapist worked with students on social skills, anger management, anxiety, depression, grief and loss. etc.

Continue working with VICTOR

For the VICTOR program, there were 25 students referred in 2018-2019. Students participated in weekly sessions and program facilitator also had “check-ins” with students on an as needed basis. Facilitator met with students’ parents on a monthly basis. During these sessions with students, the School Based Wraparound Facilitator worked with students on attendance, academics, focusing skills, self-control, peer interactions, morning and afternoon routines, social skills, linking parents and students to resources/other agencies. etc.

Attendance Incentives

Continue to implement school-wide attendance incentives and recognize individual students and classrooms throughout the year. Provide incentives such as certificates, pencils, notebooks, stickers, tablets, trophies, etc. to students improving their attendance or being present 100% of the time. Continue to invite parents to all Shout-Out assemblies.

PBIS and PLUS

Continue to rely on District provided PD to enhance and expand our PBIS and PLUS programs. A grassroot effort is need it to make long lasting impact on discipline and attendance.

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)

\$25,000 - 58320

0100 LCFF Supp/Conc

\$10,000 Student Incentives

43200 Mandated Cost One Time, Instruction

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

Suspension –

~ Our suspension Rate increased and is currently at “8% suspended at least once”. All major subgroups are at a red level.

Attendance/Chronic Truancy –

~ Increase attendance from 95% to 98%.

Chronic Absenteeism is at 13%.

Effectiveness

PLUS students continued to share their experiences with all students in 4th-7th grade levels. PLUS students conducted forums presentations for a total of 10 classrooms in 4th through 7th grade.

Through PBIS we work with school staff to guide, teach and review school-wide expectations of Pittman’s four rules: Be Safe, Be Responsible, Be Respectful, Be Kind, as well as to monitor that routines, procedures, and structure are being implemented and followed.

Continue working with VCC

For the VCC program there were 23 students referred in 2018-2019, and in total, they received 60 sessions. During these sessions, the counselor/therapist worked with students on social skills, anger management, anxiety, depression, grief and loss. etc.

Continue working with VICTOR

For the VICTOR program, there were 25 students referred in 2018-2019. Students participated in weekly sessions and program facilitator also had “check-ins” with students on an as needed basis. Facilitator met with students’ parents on a monthly basis. During these sessions with students, the School Based Wraparound Facilitator worked with students on attendance, academics, focusing

skills, self-control, peer interactions, morning and afternoon routines, social skills, linking parents and students to resources/other agencies. etc.

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

Material Changes

The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include:

- _ Expenditures were covered as a district-wide initiative, or
- _ Expenditures related to agreement settlements

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

Future Changes

1. We will continue to work with VCC and VICTOR agencies to ensure students needing more emotional or mental health support get their needs met. However, these two programs are from community agencies and as such we have little control over staff turnover, number of days at school, agency needs...etc.
2. We will continue to celebrate, encourage daily attendance and provide incentives for students improving their attendance.

We need to continue to refine PBIS implementation. We will continue to provide opportunities for staff to receive PD on Restorative Justice, Kelso's Choice, and CHAMPS. In addition, we need to celebrate students observing and adhering to Pittman's four rules during Shout-Out assemblies as well as Friday Shout-Outs.

Goal 3 – Meaningful Partnerships

SMART GOAL

By June 30, 2020, parent participation will increase by 10%.

Identified Need

Strategic Area of Focus

Parent Outreach

Our school events are not as well attended as we would like them to be. We need to do a better job reaching out to parents of middle school students. For the most part we have cohort of about 20 parents that come to all the committee meetings.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night	300 Parents Signed-In	330 Parent Sign-Ins

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All parents

Strategy/Activity

Provide parents and community partners with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, parent meetings (e.g. Parent Coffee Hour, Back To School Night, Parents Nights, etc.), etc.

Back to School Night

Increase attendance to our Back to School Night. Over 300 parents were part of our back to school night this school year.

Continue to provide monthly opportunities for parents to become active and informed school participants by offering monthly coffee hour meetings.

Each teacher will provide two opportunities for their classroom parents to come and learn current academic levels and how they can help their children at home. These meetings will be offered in the Fall and Spring. Teachers will continue to use part of their 18 hours to also meet with individual Parent/Teacher conferences.

Provide all parents opportunities to participate in monthly SSC and ELAC meetings, as well as 4 meetings for the Charter Advisory Board meetings, parent/teacher meetings, student led conferences, individual academic conferences, etc.

Provide monthly opportunities for parents to attend Family Nights: Harvest Carnival, Festival of Honor, Turkey Bingo, Festival of Lights, Literacy, Numeracy, Science, Movie Night, Art Slam. In addition to Shout-Out assemblies and Academic Awards Assemblies.

Provide essential materials for active parent participation, pencils, markers, paper, flyers, folders, painter’s tape, poster boards, student awards, as well as coffee and snacks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,500 - 43200 (We Both Read Libraries)	Title I - 50647
\$946 - 43400 (Parent Meetings)	Title I - 50647

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

This year, we continued to provide parents opportunities to participate in structured parent/school interactions through school committees such as SSC, ELAC, Charter Board Advisory Meetings, Back to School Night, Academic Assemblies, AVID parent meetings, and Parent/Teacher Conferences. In addition, continued to host less structured Family Nights such as Festival of Honor, Turkey Bingo, Literacy and Numeracy Night, Art Slam, Movie Nights, and Parent Child Dances. It is difficult to ascertain an exact number of visitors to the Family Night events as not all parents signed-in.

Effectiveness

Overall, in 2017-2018 there were more opportunities for parents to be active participants in the school life of their children. These participation opportunities happened throughout the year and were open to all. Although events are well attended, we are far from getting 100% of our parents engaged in these events. During Family Night events, based on anecdotal parent comments, they seem to be really enjoying their time on campus just “hanging out” with their children. One of the things that was not implemented and need it to be was a feedback form for each event.

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

Material Changes

There was no material difference for Goal 3 as most of these events are led by volunteers. However, next year, we will need to pay hourly rate for teachers to compensate them for their time at the events, if their 18 hours of parent contact have been fulfilled.

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

Future Changes

Next year, we’ll continue to provide parents opportunities to participate in structured parent/school interactions through school committees such as SSC, ELAC, Charter Board Advisory Meetings, Back to School Night, Academic Assemblies and Parent/Teacher Conferences. In addition, we’ll continue to host less structured Family Nights such as Festival of Honor, Turkey Bingo, Literacy and Numeracy

Night, Art Slam, Movie Nights, Parent Child Dances. We will adjust results on a Needs Assessment Survey.

Next year, we will be adding Student Led Conferences to the “structured events” in an effort to include more academic conferences with the parents.

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	\$177,478
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$599,394

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$177,478

Subtotal of additional federal funds included for this school: \$177,478

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

State or Local Programs	Allocation (\$)
LCFF	\$411,916
Mandated Costs	\$10,000

Subtotal of state or local funds included for this school: \$421,916

Total of federal, state, and/or local funds for this school: \$599,394