



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Pittman Charter

## Contents

School Plan for Student Achievement (SPSA) Template .....	3
Purpose and Description .....	3
Stakeholder Involvement.....	5
Resource Inequities.....	6
Goals, Strategies, Expenditures, & Annual Review.....	7
LCAP/SPSA Goal 1 – Student Achievement .....	7
Identified Need .....	8
Annual Measurable Outcomes .....	18
Strategy/Activity 1.....	19
Strategy/Activity 2.....	21
Strategy/Activity 3.....	23
Strategy/Activity 4.....	25
Strategy/Activity 5.....	26
Annual Review – Goal 1 .....	27
Analysis.....	27
Goal 2 – School Climate .....	30
Identified Need .....	31
Annual Measurable Outcomes .....	34
Strategy/Activity 1.....	35
Strategy/Activity 2.....	37
Strategy/Activity 3.....	39
Strategy/Activity 4.....	40
Strategy/Activity 5.....	42
Annual Review – Goal 2 .....	43
Analysis.....	43
Goal 3 – Meaningful Partnerships.....	45
Identified Need .....	46
Annual Measurable Outcomes .....	47
Strategy/Activity 1.....	48
Annual Review – Goal 3 .....	50
Analysis.....	50
Budget Summary.....	51
Budget Summary .....	51
Other Federal, State, and Local Funds .....	51

Budget Spreadsheet Overview – Title I .....	52
Budget Spreadsheet Overview – LCFF .....	53

School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pittman Charter	39686760111336	Ver 1 – 05/22/2020	Ver 1 – 06/04/2020	Ver 1 – 07/28/2020

## 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

In the school year 2019-2020, the Comprehensive Need Assessment (CNA) process included forums and meetings with stakeholders outside and in addition to the School Site Council. These meetings were held on August 8, 2019 (Back to School Night), October 31, 2019 (ELAC), November 11, 2019 (Turkey Bingo), January 16, 2020 (Coffee Hour) and May 22, 2020 (ELAC). In addition, during our staff meetings, we spent a great deal of time discussing and collaborating on SPSA goal 1 and goal 2. However, for next year we will need to explicitly connect staff meeting activities and discussions to specific goals and or strategies identified in the SPSA.

Throughout the 2019-2020 school year, the School Site Council reviewed the activities relating to the Title I budget and to the SPSA goals and strategies originally identified. The ELAC committee was also informed on the SPSA strategies, activities, as well as the Title I budget. During those meetings parents were given opportunities to make recommendations and provide input on the SPSA goals and strategies.

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 on the latest data available. In addition, we need to ensure that part of each SSC meeting is dedicated to analyze and measure SPSA goals and activities.

Covering SPSA topics in each SSC meeting was a struggle for the 2019-2020 academic year, as there were always more topics to cover than time allotted for in these meetings.

The key personnel in charge of the implementation and SPSA progress monitoring were the school principal, vice principal, program specialist, instructional coach, leadership team and teachers. Some of the changes needed to include and 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, the following recommendations were made through the Decision Making Model: more intervention support for tier 3 students, social emotional support for our students, parent trainings, continued support for professional development for teachers, staff support in and out of the classrooms to maintain student safety, front office support, additional time for bilingual aides, NS additional coaching support.

Pittman Charter and its School Site Council reviewed the progress of the 2018-2019 SPSA culminating the 2019-2020 SPSA Evaluation document. 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 the 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 noted in the 1/27/20 School Site Council Pittman Charter meeting. However, discussions on SPSA and LCAP goals, actions, and priorities were discussed throughout the year.

## 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.

## LCAP/SPSA Goal 1 – Student Achievement

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

By June 30, 2021, decrease the distance from standard in ELA for all students by 5 points to -31.6 points.

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

By June 30, 2021, decrease the distance from standard in Math for all students by 5 points to -60.4 points.



## Identified Need

- Be sure English Learner data is reviewed and included.

### Goal 1:

#### English Language Arts (ELA):

Pittman performed in the Low Performance Level for 2018-19 Smarter Balanced Summative Assessment (SBAC) ELA test (36.6 points below standard), while showing a SIGNIFICANT increase in Distance from Standard (+21.2). This resulted in an overall YELLOW on the California School Dashboard. The following numerically significant subgroups performed at similar levels to ALL students (419): English Learners (267 students), Hispanic (367 students) and Socioeconomically Disadvantaged (379 students). Students with Disabilities (30 students) performed lower than the above subgroups, which resulted in an overall RED on the California School Dashboard for this numerically significant subgroup.

When disaggregating data into Dual Immersion and English Mainstream, both programs increased SIGNIFICANTLY from the previous year. Dual Immersion is outperforming English Mainstream by eight percentage points in levels 3/4 while both programs are the same distance from level 3. It is important to note that the Dual Immersion program has higher attendance rates and lower suspension rates than the English Mainstream program, and that 13% of teachers in the Dual Immersion program have less than 5 years of teaching experience, compared to 34% in the English Mainstream Program.

Schoolwide, Pittman showed SIGNIFICANT positive gains (15 percentage points or higher) when examining how grade level group scores changed from the previous year on both a percentage increase of students categorized as *met or exceeded standard* (grades six and seven) and a percentage decrease in *standard not met* for ELA (grades five, six, seven and eight).

Schoolwide, Pittman is showing a similar trend as the State with students performing higher on SBAC in ELA than Math. While the State is showing 48% and 52% of students performing at the standard met or exceeded standard (regardless of grade level), Pittman shows an incremental increase from third grade (24%) to seventh grade (40%). Pittman also shows an overall decrease in the percentage of students at *standard not met* from 55% at third grade to 19% at eighth grade. A HUGE accomplishment at grades seven and eight as the percentage of students at *standard not met* (18%/19%) was lower than the state percentage at grades seven and eight (26%). ***This data brings us to the conclusion that the achievement gap is closing for student performance in ELA. It is recommended that Pittman continues with the refinement of our PLCs through training opportunities/extended collaboration time as well as refining our systems of interventions to ensure all students are successful. In addition, we need to expand on individual classroom/teacher successes through presentations, peer coaching, and/or lesson studies.***

The 2019-20 school year was the first year of using i-Ready Diagnostic testing. Diagnostic 2 data shows grades K/3/7/8 having 20% of students on/above grade level (27/32/22/23) in Reading, while grades 1/2/4/5/6 have fewer than 20% of students on/above grade level (13/14/11/16/10). Diagnostic 2 data shows grades K/1 having less than 25% of students two or more grade levels below standard (0/21) in Math, while grades 5/7/8 have more than 45% of students two or more grade levels below standard (46/60/53). With 40% of the year complete, Pittman students showed growth of 54% on i-Ready's Progress to Annual Typical Growth. Grades K-3, 5-8 each met the 40% goal (six individual classrooms did not meet goal), while grade 4 did not meet the 40% goal (two individual classrooms

met goal). Note: Kindergarten and first grade dual immersion classes do NOT take i-Ready reading diagnostic tests.

### Math:

Pittman performed in the Low Performance Level for 2018-19 Smarter Balanced Summative Assessment (SBAC) Math tests (65.4 points below standard), while showing an increase in Distance from Standard (+3.9). This resulted in an overall YELLOW on the California School Dashboard. The following numerically significant subgroups performed at similar levels to ALL students (419): English Learners (266 students), Hispanic (367 students) and Socioeconomically Disadvantaged (378 students). Students with Disabilities (30 students) performed lower than the above subgroups, which resulted in an overall RED on the California School Dashboard for this numerically significant subgroup.

When disaggregating data into Dual Immersion and English Mainstream, both programs have maintained progress from the previous year. Dual Immersion is outperforming English Mainstream by over five percentage points in levels 3/4 and 25 points closer to level 3. It is important to note that the Dual Immersion program has higher attendance rates and lower suspension rates than the English Mainstream program, and that 13% of teachers in the Dual Immersion program have less than 5 years of teaching experience, compared to 34% in the English Mainstream Program.

Schoolwide, Pittman mirrored the state when examining how grade level group scores changed from the previous year on both the percentage of students categorized as *met or exceeded standard* and *standard not met* for Math. Area achievement in Concepts & Procedures shows both the highest percent of students above standard as well as the highest percent of students below standard.

Schoolwide, Pittman is showing a similar trend as the State with students performing lower on SBAC in Math than English Language Arts/Literacy (ELA), with both groups showing a difference of 11 percentage points. Statewide, as well as at Pittman, students in third and fourth grades tend to perform better in Math than students in eighth grade. The state's range between grade levels of percentage of students that *met or exceeded standard* for Math was 14 percentage points, compared to Pittman which was 22 percentage points. The state's range between grade levels of percentage of students at *standard not met* for Math was 16 percentage points, compared to Pittman which was 33 percentage points. ***This data brings us to the conclusion that the achievement gap for Math is widening instead of closing. The refinement of our PLC process through training opportunities focusing on Lesson Studies as well as providing effective systems of interventions within the PLC process is necessary.***

The 2019-20 school year was the first year of using i-Ready Diagnostic testing. Diagnostic 2 data shows grades K/6/7 having 20% of students on/above grade level (22/21/22) in Math, while grades 1/2/3/4/5/8 have fewer than 20% of students on/above grade level (2/7/16/15/17/17). Diagnostic 2 data shows grades K/1/2/3/4/6 having less than 25% of students two or more grade levels below standard (0/13/23) in Math, while grades 5/7/8 have more than 45% of students two or more grade levels below standard (46/60/53). With 40% of the year complete, Pittman students showed growth of 48% on i-Ready's Progress to Annual Typical Growth. Grades K-5 each met the 40% goal (four individual classrooms did not meet goal), while grades 6-8 did not meet the 40% goal (one individual classroom met goal, no one in 7th grade met the 40% goal).

### English Learner Progress:

English Learner progress is based on results of the English Language Proficiency Assessment for California (ELPAC). The ELPAC has four levels. For the 2018-19 Summative ELPAC, 4.55% of English learners scored at Level 4 (well developed), 39.67% scored at Level 3 (moderately developed), 38.84% scored at Level 2 (somewhat developed), and 16.94% scored at Level 1 (beginning stage).

The four ELPAC levels are divided into six English Learner Progress Indicator (ELPI) levels to determine whether ELs made progress toward English language proficiency. In 2018-19, 42.3% of current EL students progressed at least one ELPI level, 0% maintained ELPI level four (since these students were reclassified), 36.8% maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), and 20.8% decreased at least one ELPI level. The 2018-19 year was the first year of using the ELPI, and the second year of students being administered the ELPAC.

For the 2019-20 school year, 10.3% of English learners were reclassified. For the 2018-19 school year, 31.8% of English learners were reclassified. The 2017-18 school year saw 6.3% of English learners reclassified as well as 16.6% in 2016-17. **The 2018-19 spike in reclassification was due to the fact that districts were able to administer the California English Language Development Test (CELDT) in the Fall of 2017 in addition to the ELPAC in the Spring of 2018. Districts were able to create their own ELPAC reclassification levels for the 2017-18 ELPAC tests. In 2018-19, the ELPAC reclassification criteria was set at an Overall level 4 (well developed). In addition, cut points for level 4 were increased.**

English learners who decreased proficiency levels from 2017-18 to 2018-19 are mainly students in first grade (62% of first graders fell a proficiency level on the ELPAC). In kindergarten, the weighting of the Summative ELPAC Overall score is 70% Oral Language and 30% Written Language, while in grades one through twelve, the weighting of the Summative ELPAC Overall score is 50 percent Oral Language and 50 percent Written Language. From first grade to second grade and second grade to third grade, 33% and 41% of English learners fell a proficiency level on the ELPAC. At both of these grade levels there is a separate test given to students. From third to fourth grade and fourth to fifth grade, 3% and 7% of students fell a proficiency level. Both these grade levels take the same assessment but with different proficiency cut points. From fifth grade to sixth grade, 48% of English learners fell a proficiency level. At this grade level, students take a different ELPAC test. From sixth grade to seventh grade and seventh grade to eighth grade, 5% and 18% of English learners fell a proficiency level. Both these grade levels take the same assessment but with different proficiency cut points. **It is important to recognize that proficiency cut points for the ELPAC test were changed to a higher criteria for the 2018-19 ELPAC Summative assessments.**

#### Science:

The California Science Test (CAST) began its first operational test in the 2018-19 school year. The CAST is an online assessment based on the California Next Generation Science Standards (NGSS) and is given to Pittman students in grades fifth and eighth. Since this was the first year of operation, no data was reported on the California Dashboard. Assessment data showed 9.59% of Pittman students met or exceeded standard (L3/4), 65.75% performed at standard nearly met (L2) and 24.66% performed at standard not met (L1), with the average distance from Level 3 being -23.

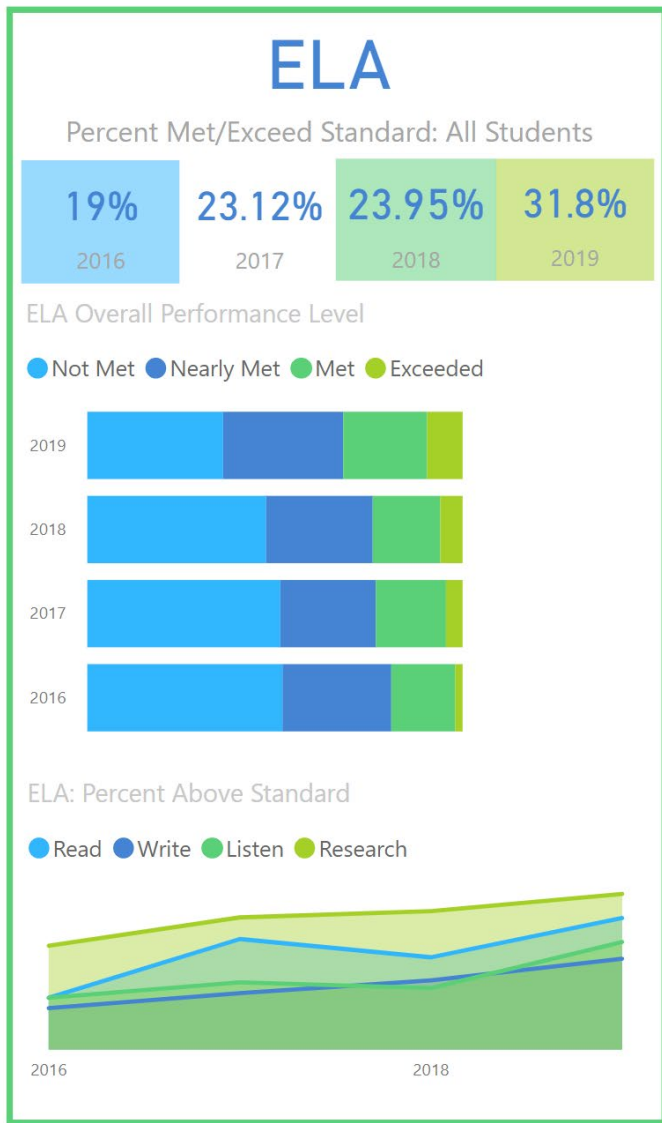
Grade level data showed 9.59% of fifth grade students met or exceeded standard (L3/4), 65.75% at standard nearly met (L2), and 24.66% at standard not met (L1); while eighth grade students showed 12.73% of students met or exceeded standard (L3/4), 70.91% performed at standard nearly met (L2), and 16.36% at standard not met (L1). **It is important to note that the Level 1 percentage is lower**

than State data for eighth grade Level 1 (18.13%) as well as for the eighth grade Life Science strand. This may be due to a departmentalized approach with science at the 8th grade level.

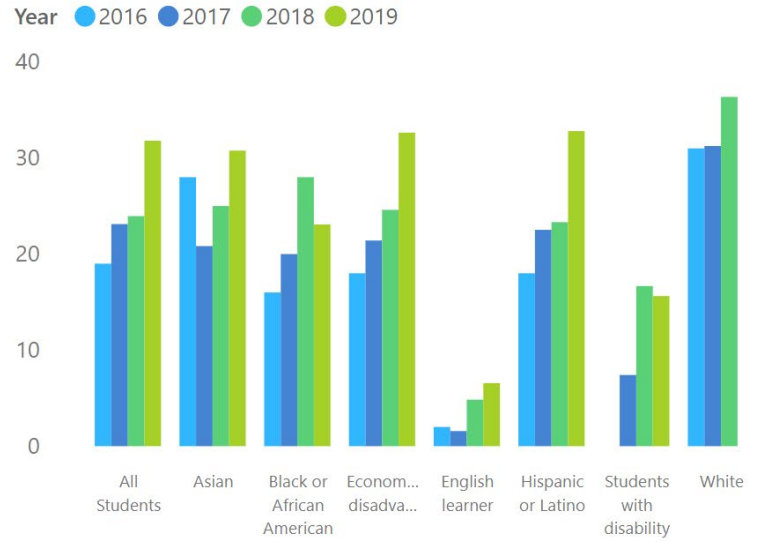
#### California Spanish Assessment:

The California Spanish Assessment (CSA) began its first operational test in the 2018-19 school year. The CSA is an optional test that measures how well students can read, write, and listen in Spanish. These measures help identify and address gaps in knowledge or skills students need to be on track for biliteracy as graduates. Test results for the CSA are different from test results for the SBAC ELA and Math assessments. There are no overall school scores. Test results are given as a mean scaled score for individual grade levels with three score report descriptors at each grade level.

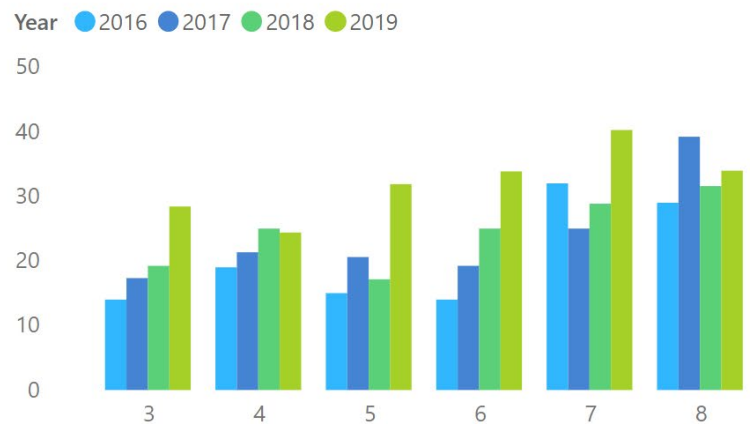
Listed are Pittman grade level mean scaled scores along with State grade level mean scaled scores. Grade 3: Pittman (346.2), State (348.2); Grade 4: Pittman (443.1), State (448.3); Grade 5: Pittman (551.1), State (547.5); Grade 6: Pittman (648.9), State (649.7); Grade 7: Pittman (747.4), State (741.8); Grade 8: Pittman (844.5), State (845.2). **Pittman grades 5 and 7 outperformed the State by 3.6 and 5.6 mean scaled points above the State, while grades 3/4/6/8 were from 0.7 to 5.2 points below the State (2.0/5.2/0.8/0.7)**



ELA CAASPP: Percent Met/Exceed Standard



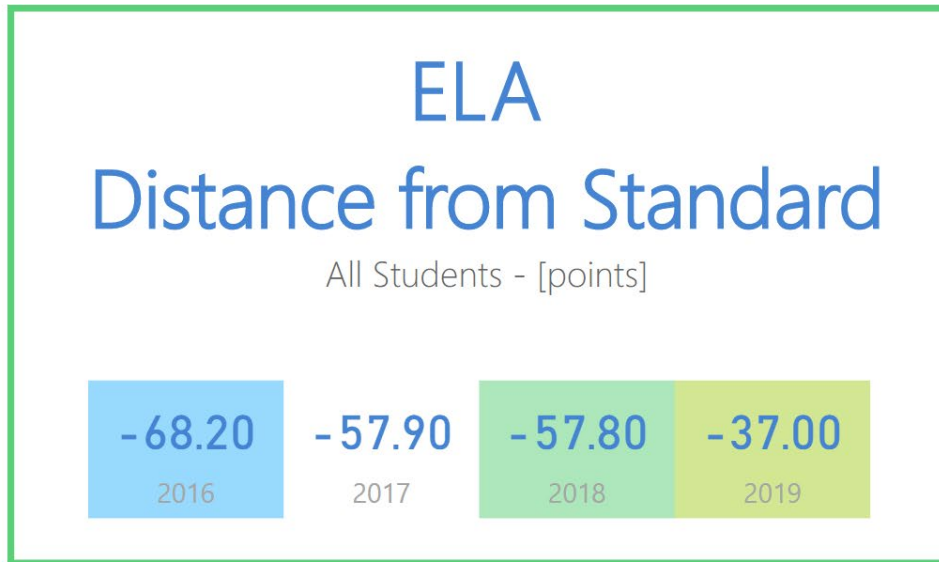
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

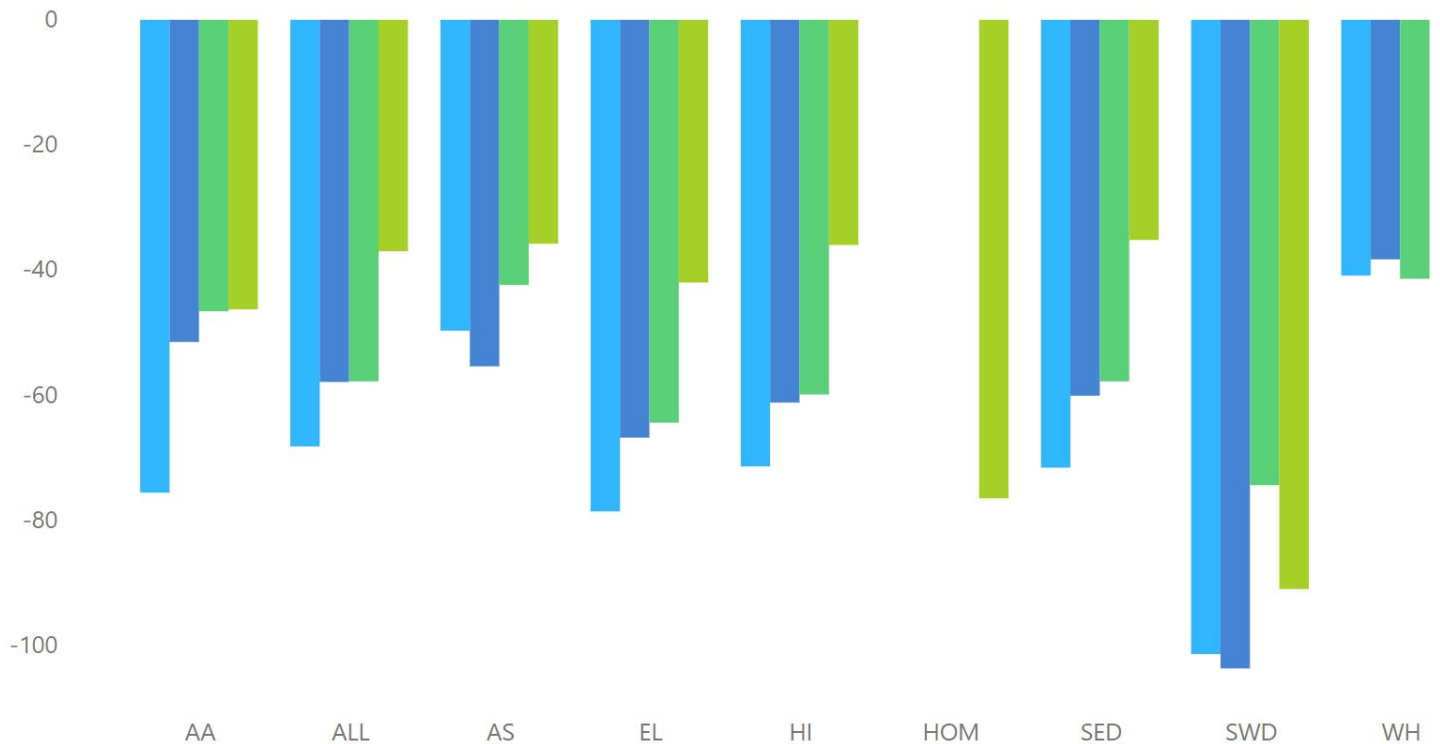


page 2 SUSD RA 12122019 v3r1

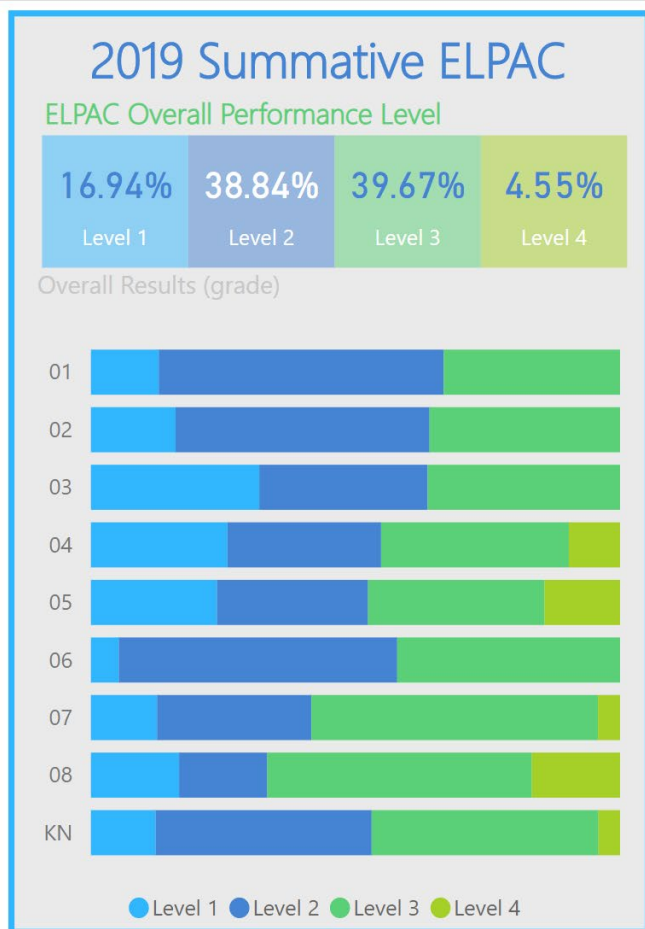


ELA Distance from Standard [points]

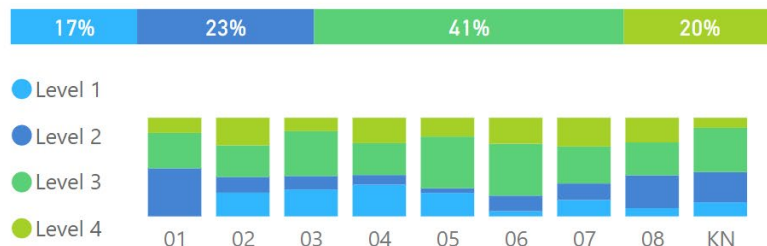
Year ● 2016 ● 2017 ● 2018 ● 2019



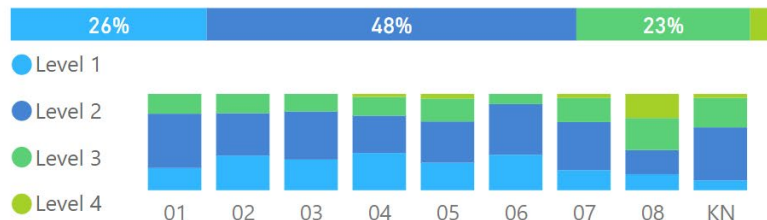




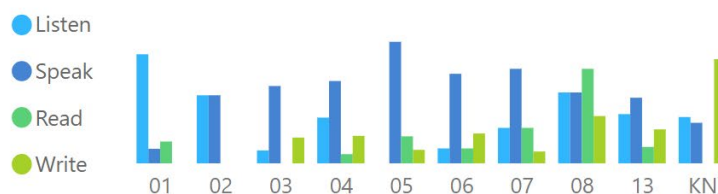
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



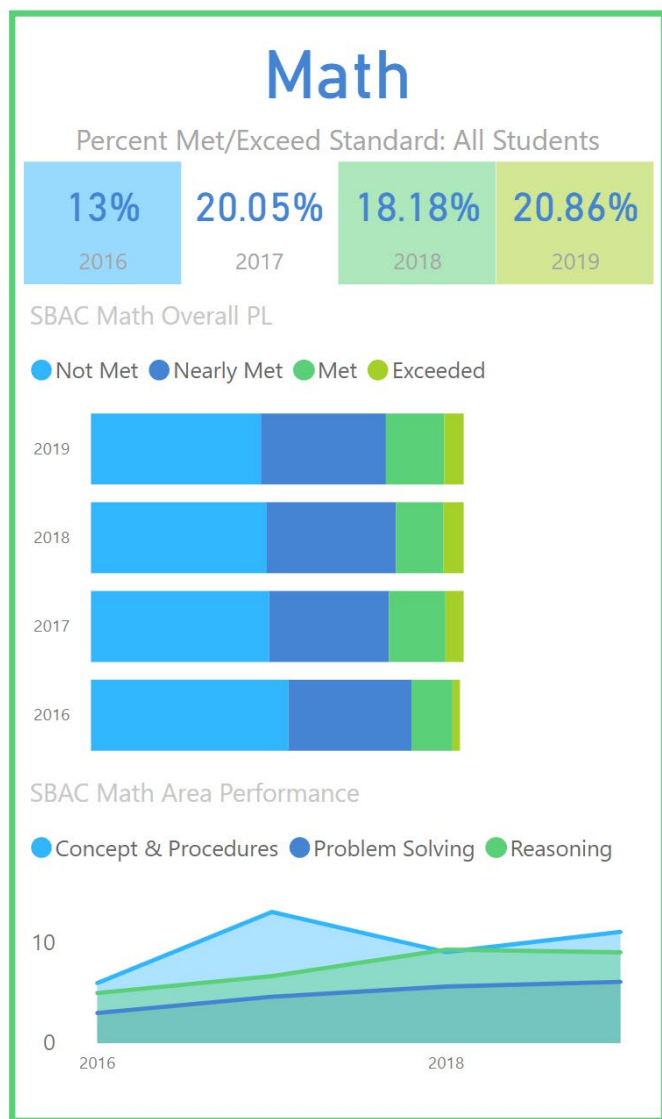
## English Learner Progress Reclassification Rates

### English Learner Progress Indicator (ELPI)

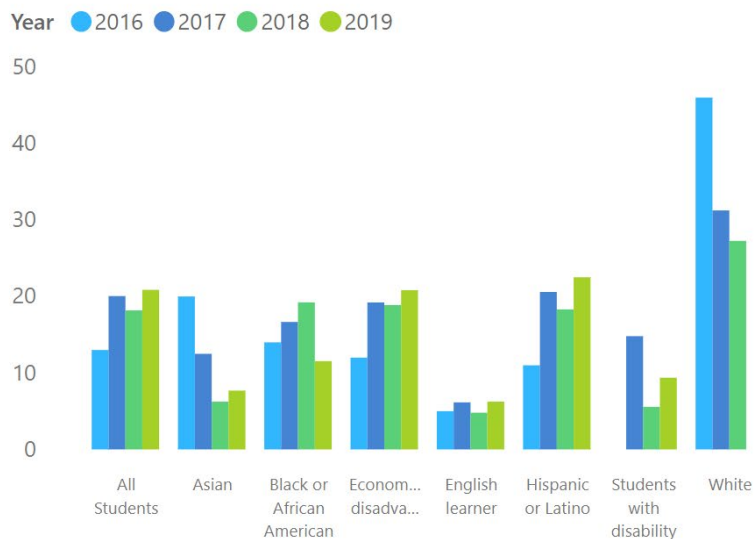


42.3%

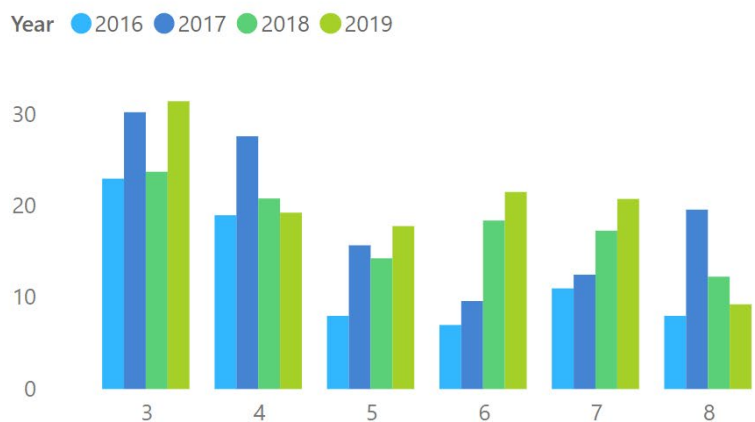
ELPI 2019



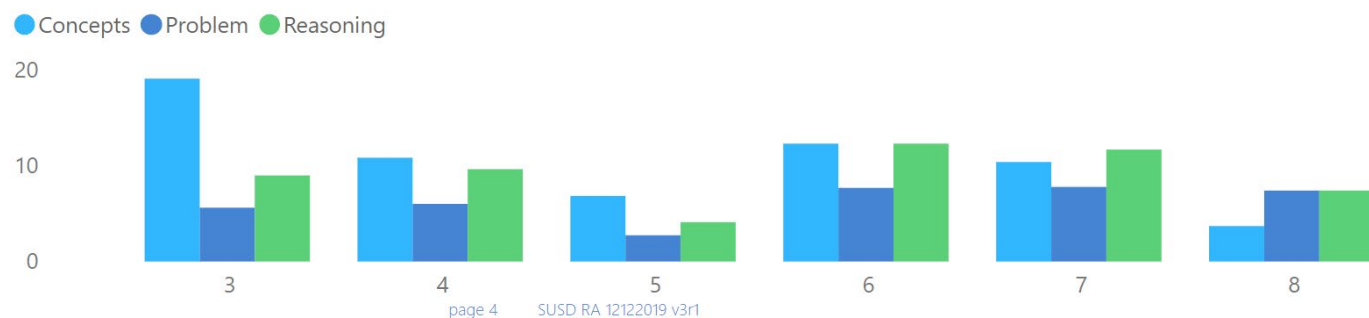
Math CAASPP: Percent Met/Exceed Standard



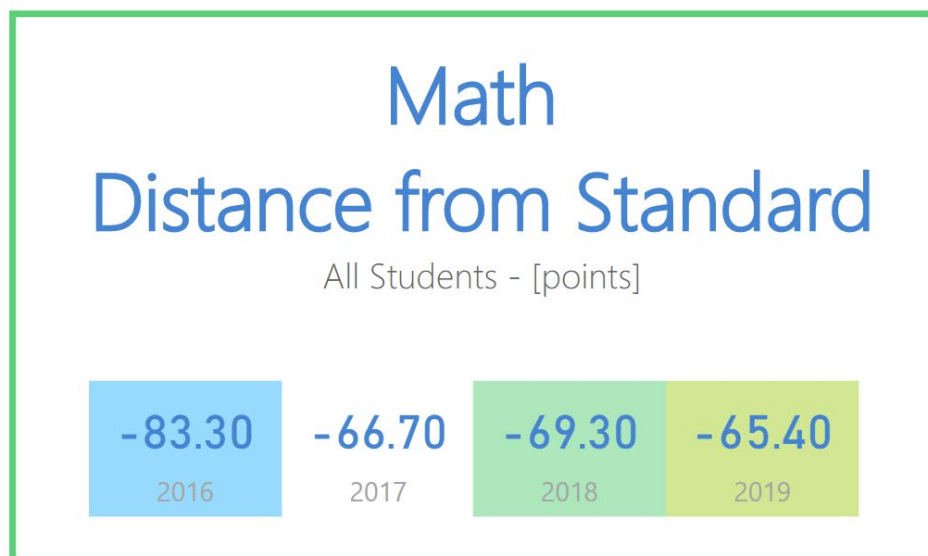
Math CAASPP: Percent Met/Exceed Standard by Grade Level



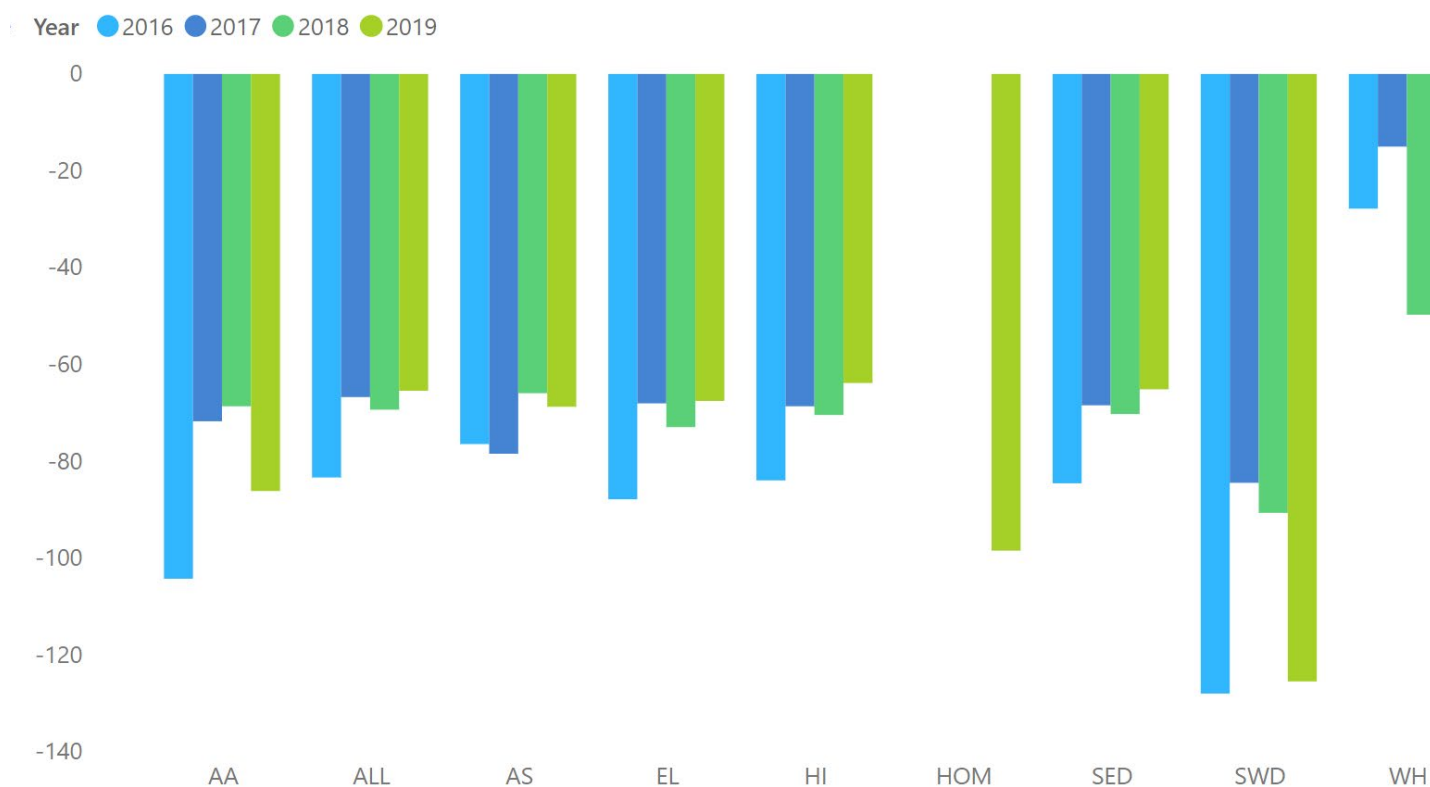
2019 Math CAASPP: Percent Above Standard







Math Distance from Standard [points]



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

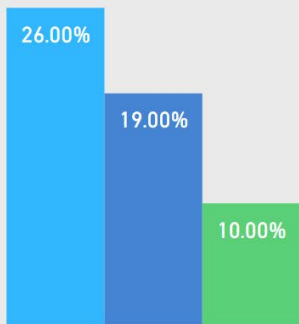
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

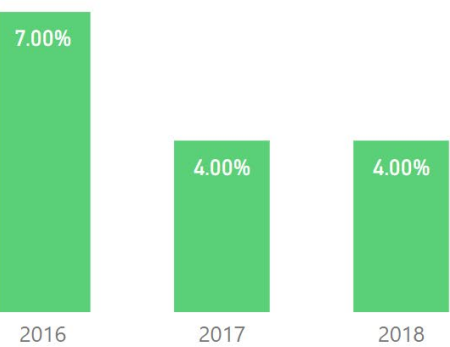
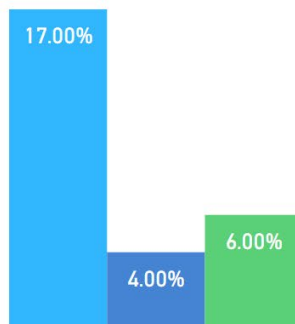
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



page 9 SUSD RA 12122019 v3r1

## Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-36.6 points below	-52.8 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-65.4 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, as well as English learners.

### Strategy/Activity

All Students, as well as English learners.

### Strategy/Activity

***Continued refinement of our Professional Learning Communities (PLCs) through training opportunities and extended collaboration time, focusing on relevant and appropriate data to support and enhance effective instructional strategies.***

- Provide educators and staff with training opportunities and extended collaboration time to work within and across grade levels in the PLC process. These trainings/extended collaboration 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/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation. Professional development opportunities will focus on the PLC collaborative process, GLAD language acquisition strategies (Pictorial Input, Sentence Patterning, 10:2, etc.), AVID strategies (focused note taking, organization, inquiry based activities, goal setting, etc.), Lesson Study (study, select, plan, implement, analyze, adjust), and other best practices relating to Integrated and Designated ELD, Reading, Writing, Math, Science, and Dual Immersion - with the end result to meet the needs of ALL students as they progress towards mastery of academic achievement.
- Provide individual teachers with an Instructional Coach (support staff) to better facilitate progress in understanding and implementation of the PLC process. The Instructional Coach will continue to coach all teachers on best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the newly adopted ELA and math curriculum. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction.
- Provide individual classroom/teachers the time and opportunity to share successes through presentations, peer coaching and/or facilitating lesson studies.
- Provide supplemental materials, such as color printers, printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc., to facilitate strategy implementation.

Provide each grade level the opportunity to participate in extended collaboration times during and outside of their contractual time.

Provide an opportunity to xx teachers to attend the PLC portable events package/30 day access (@ \$689).

Provide an opportunity to xx teachers to attend the AVID Institute.

Provide an opportunity to xx teachers to attend conferences focusing on second language acquisition or Dual Immersion programs (ATDLE, CAFE, etc.).

Provide an opportunity to xx teachers to attend GLAD training (online @ \$1,200).

Provide an opportunity to all teachers to collaborate with SJCOE to learn/review the Lesson Study process: 2 full days of lesson study plus follow-up coaching (\$40,250 SJCOE; \$19,200 substitute teachers; support staff to cover classes if needed).

Instructional Coach (support staff) (\$136,430)

Teacher release time or additional compensation to share academic successes.

Supplementary material (color printers, printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc.) to effectively implement PLCs, Lesson Study, GLAD, AVID, and other best practices.

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$60,250	52150	Conferences (PLC, AVID, GLAD, ATDLE, SJCOE)
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

## 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

#### ***Expansion of Effective Systems of Interventions***

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

- Receive training from that will address effective systems of interventions with limited personnel and resources to create a tiered system of support that will work parallel with PLCs [RTI at Work (portable events package) 5 @ \$689]
- Supplemental Intervention Teachers will assist with tier 2 (in class) and provide tier 3 interventions (pull out); specifically, will be working with Program Specialist and teachers to identify students needing support in the areas of Reading (phonemic awareness, phonics, high frequency words, vocabulary, reading fluency, comprehension of literature and informational text), Writing, and Math (math fluency, number and operations, algebra and algebraic thinking). Supplemental Intervention Teachers will meet with small groups of students for six-week cycles and work with these students on identified needs through the use of data. These teachers will meet with the Program Specialist and teachers to ensure all students in need of interventions have access to those supports. The Program Specialist will create an intervention schedule that will ensure students are NOT being pulled during CORE academics.
- Provide individual teachers the opportunity to work after school with small groups of students to ensure all students in need of interventions have access to academic support for success.
- 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 foster 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 fifth grade. Next year, we will need to add 1 FTE Dual Immersion sixth grade teacher.
- Continued to use license agreements and resources to enhance student language and literacy acquisition and mathematics proficiency (Safari Montage, EDL/DRA, Accelerated
- Reader/STAR, i-Ready). 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 the needs of students as they progress towards mastery of academic achievement.

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$16,508	43110	Instructional Materials/Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

### 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 student 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 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 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$25,000	58720	Non-District Trans Field trips



\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 4

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

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

Subgroup: Preschool, Transition to 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 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

#### Science Related Strategy:

- Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.
- Applicable curriculum and supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.
- Equipment: {insert description of equipment and quantity}

### Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	43110	Instructional Materials/Supplies (Science curriculum)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

During the 2018-2019 school year, the implementation of 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 administrator walkthroughs). Pittman hired five new teachers and all five teachers were not familiar with the UOS. The Instructional coach worked with the 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.

Pittman implemented a PLC "intensive" during the 2018-2019 school year. Each Monday grade levels were pulled for half a day to work with the Principal in refining the PLC process with a focus on writing.

Pittman was able to send 5 teachers to the PLC conference, 2 teachers to GLAD trainings, 4 teachers to AVID, and 0 teachers to CABE.

Pittman continued with the use of substitute teachers providing Reading intervention to our first through third grade students.

All this proved to be successful as our ELA SBAC scores showed a SIGNIFICANT increase in Distance from Standard (+21.2). We also saw SIGNIFICANT positive gains (15 percentage points or higher) when examining how grade level group scores changed from the previous year on both a percentage increase of students categorized as *met or exceeded standard* (grades six and seven) and a percentage decrease in *standard not met* for ELA (grades five, six, seven and eight).

In Math, Pittman is showing a similar trend as the State with students performing lower on SBAC in Math than English Language Arts/Literacy (ELA), with both groups showing a difference of 11 percentage points. Statewide, as well as at Pittman, students in third and fourth grades tend to perform better in Math than students in eighth grade. The state's range between grade levels of percentage of students that *met or exceeded standard* for Math was 14 percentage points, compared to Pittman which was 22 percentage points. The state's range between grade levels of percentage of students at *standard not met* for Math was 16 percentage points, compared to Pittman which was 33 percentage points.

### Effectiveness

Two bilingual aides continued to provide 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 the 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 receive certification.

All grade levels were pulled for half-day collaboration sessions with their grade level peers. In these sessions, we discussed priority standards and high leverage instructional strategies, analyzed current data, created formative assessments, and planned for re-teaching and differentiation. 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 difficulty that we 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; 10:2 strategy (after every 10 minutes of teacher input, students will be given 2 minutes to process the information; 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 exceed the 10% or more of budgeted funds for conferences. Although the opportunities were available, teachers were not able to attend because COVID 19. A virtual AVID conference option became available during the 2019-2020 summer; however, teachers chose not to attend the virtual 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.

### **Future Changes**

Adjustments made to goal one are as follows:

1. Based on stakeholder input and after analyzing data, staff will continue to receive GLAD and Teaching and Learning Cycle trainings and/or attend the PLC, AVID, ATDLE conferences. For the year 2019-2020, teachers were not able to attend some of the conferences due to COVID 19. In addition, scheduling conflicts and lack of substitute teachers interfered with some of these trainings,
2. In 2019-2020, six teachers and principal attended the ATDLE conference. An additional two teachers received training in GLAD. Partial funding came for the GLAD training from the Language Development Office (LDO).
3. In 2019-2020, we continued to work with grade level teams using the PLC process as a model to develop ELA or math lessons based on grade level priority standards. In addition, funding was made available for all grade level teams who needed “extra” collaboration time to meet after teachers’ regular work hours. However, only one grade level took advantage of this opportunity prior to March 13.  
  
During these collaboration times, the focus was to identify priority standards, develop common formative assessments, agree on implementing researched based strategies, and as grade level teams agree on learning objectives and formative assessments. Prior to March 13, each grade level met at least 3 times for ½ a day during the school day.
4. Teachers will continue to have available opportunities to collaborate with their grade level teams after their workdays.
5. In 2019-2020, the school district adopted new curriculum for ELA and Math. Teachers attended all district provided professional development opportunities.
6. Three action walks with four teachers, 1 admin., 1 coach every 6-8 weeks were scheduled, but did not occur.
7. We continued to focus on four school-wide instructional norms: Rigor of questions, Rigor of 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

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

By June 30, 2021, decrease suspensions for All Students by 1.8%.

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

By June 30, 2021, increase attendance rate from 95% to 98% for All Students.

## Identified Need

### Suspension –

Our overall suspension rate decreased by 1.2%, and we did see decreases across multiple subgroups. However, our next two highest percentages maintained (Afr. Amer., 16.1%) or increased by 3% (students with disabilities, 14.8%)- *well above the 6.8% overall suspension rate*. In addition, Afr. Amer. and students with disabilities are getting suspended disproportionately. In 2018, Afr. Amer. were 7.7% of students but they made up 15.5% of suspensions. By the end of 2019, the disparity was greater with them making up a smaller percentage of the total students (7.3%), but now 17.0% of total suspensions. Likewise, students with disabilities made up 7% of total students, but 10.5% of suspensions and their suspension rate was 18.5%.

An additional concern is the sharp increase in the number of Afr. Amer. with multiple suspensions, which increased from 11.1% to 56%. And while the percentage of Hispanics suspended decreased slightly, still 34% of them were suspended more than once. All other subgroups had very small percentages of students suspended multiple times. Additionally, Afr. Amer. & Hispanics made up 90% of total susp.

Discipline data also showed an obvious concentration of behaviors that were committed by repeat offenders. Frequent behaviors were fighting, 53.7% and sexual harassment (social media also instigated fights during the school day), 14.7%; vaping and disruption/defiance each made up 10.5% of the suspensions. Intense restorative conversations and interventions were needed to prevent these behaviors. These efforts needed to be supported by a more organized process and personnel resources, getting services to these students and their parents.

Upon examining when and where discipline incidents occur, 56.4% at lunch/14.5% at recess and 32.2% on the playground, data reinforces the need for an additional noon-duty or CSA. Schools with 750+ students typically have four noon-duties to logistically provide sufficient supervision.

### Attendance/Chronic Truancy –

Chronic Absenteeism is at 13.4%. Our Hispanic and ELL groups decreased slightly down to 12% and 7.8%, respectively. However, Our African American group increased by 3.7% up to 22.2%, Whites increased by 4.5% up to 18.8%, and Low-Socioeconomic group increased by 0.5% to 14.1%.

Chronic absences among these groups are due to: illness due to physiological symptoms as a result of academic, social, emotional stresses (i.e. bullying, performing below grade level, trauma out of school); lack of reliable medical services; and lack of supports in the home. Spanish speaking families are limited to medical and other resources by language and/or immigration status barrier; continued bilingual support for access to these resources is necessary.



# Suspension Rate

All Students  
percent of unduplicated suspension

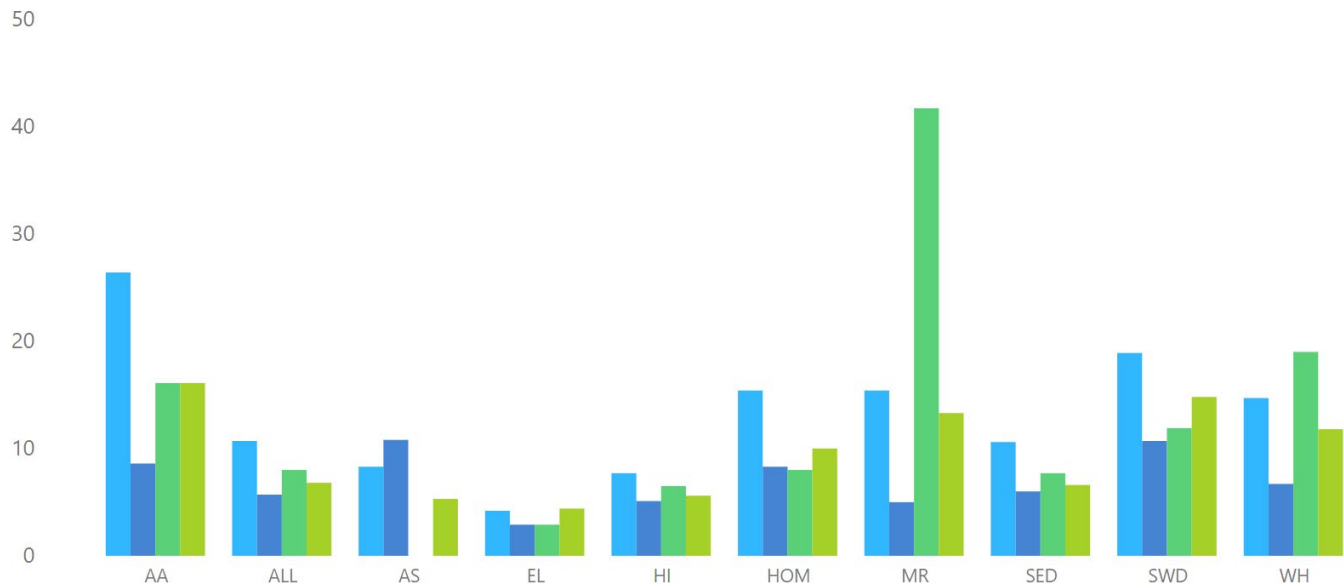


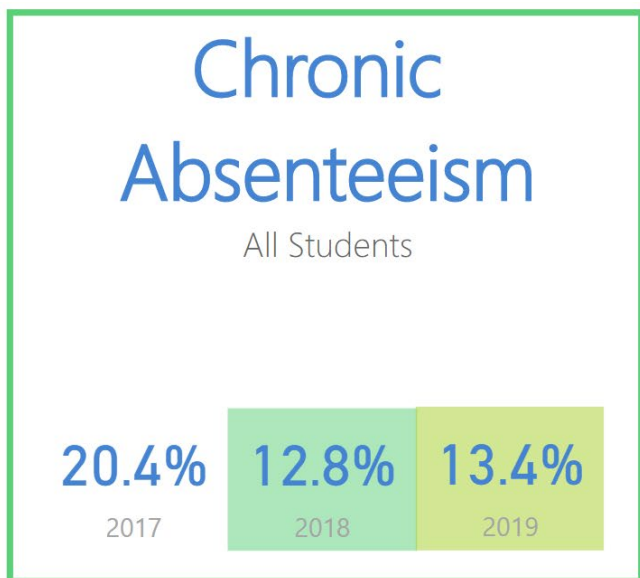
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

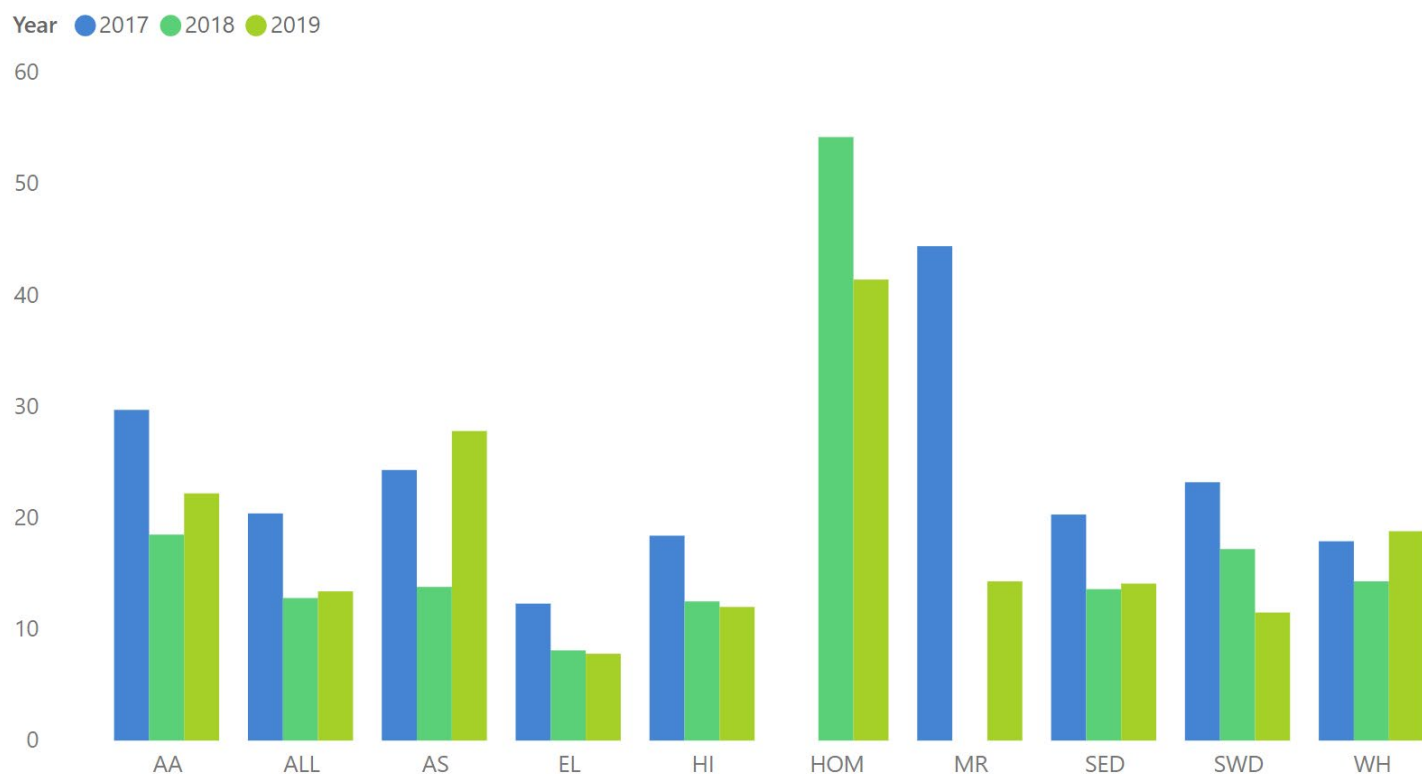
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	6.8%	5%
Chronic Absenteeism (All Students)	13.4%	5%

## 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 (CSA, noon duties, resource staff) opportunities to attend district provided PD PBIS until 100% of teachers and permanent support staff receive the training.

Continue to rely on district PBIS PD and supports to organize our PBIS committee, with teachers across grade spans and support staff, to design and fully implement PBIS principles. Organize staff on site that are able to support discipline of students with PBIS interventions (restorative conferences, coaching of corrective behaviors).

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.

An additional full-time support staff will assist certificated and classified staff in the development and implementation of PBIS strategies, acquired through PD. Provide social-emotional curriculum (Second Step), coaching on restorative conferences and redirecting towards appropriate behaviors, match needs of teachers to available PBIS resources. \*\*Pittman may be limited in our capacity to follow-through due to district not hiring (additional full-time support staff).

Schedule beginning of the year school-wide rally focusing on Pittman's four rules: Be Safe, Be Responsible, Be Respectful, Be Kind.

Modify morning announcements to emphasize Pittman's four rules and school-wide PBIS expectations.

Counselor or therapist to provide structured one-on-one and small group sessions on social skills, reinforcement of Pittman's four rules and PBIS practices; incorporate the Second Step.

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$20,000	11500	Teacher Additional Comp
\$15,000	12500	Counselor Additional Comp

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------

--	--	--

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
--------------	-------------	-------------


## 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

Maintain our current CARE support team and process to address ongoing behaviors and reduce the likelihood of repeated disciplinary action and loss of instructional time; continue funding a Mental Health Technician (MHT), a counselor, psychologist, and CWA. Ensure that the district CWA staff (for attendance) is incorporated into the CARE process, funneling into SSTs and SARBS, if more targeted interventions are needed. An additional full-time support staff will: help facilitate referrals and supports, conduct restorative conferences with parents and students, provide disciplinary and socioemotional counseling (in tandem with the counselor). An additional bilingual Office Assistant Technician will assist in consistent communications from school to home. \*\*Pittman may be limited in our capacity to maintain due to district not hiring (additional full-time support staff and SST).

Refine the CARE referral process (support staff roles, forms, timelines, etc.). Articulate the CARE process to teachers to better identify students in need of additional supports and match them with appropriate social and emotional support strategies and resources (PBIS, PLUS, individual counseling, peer groups, etc.).

Provide opportunities for parents to attend workshops (parent advisory meetings, Coffee Hours), informing them about common negative behaviors (drug use, social media and bullying, chronic absenteeism), and how parent support impacts student learning.

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$25,000	11700	Teacher Substitute

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

### 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

Hire an additional CSA/noon duty to have sufficient, strategically placed supervision. Noon duties will be placed in areas where 71% of our behaviors occur- during recesses and lunches. Sufficient coverage will supervise restrooms/hallways and the playground, as well as inside the cafeteria. \*\*Pittman may be limited in our ability to monitor student safety in these areas. **Currently we have 750 students and only 1 full-time CSA and three 3 and a half hour noon duties to supervise three recess periods and four lunch periods**

#### Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.



## Strategy/Activity 4

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

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

All Students

### Strategy/Activity

#### Attendance Incentives

Continue to implement school-wide attendance incentives and recognize individual students and classrooms throughout the year (Cougar Paws, and district incentive programs). 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.

Continue to rely on district provided PD to enhance and expand our PBIS and PLUS programs to develop students' organizational and time management skills; teachers will have access to Step Up, as well. A grassroots effort is needed to make long lasting impacts on discipline and attendance.

\* Incentives are not allowable using Title I funds.

### Proposed Expenditures for this Strategy/Activity 4

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Hire a second *bilingual* clerical staff (office assistant- schools with 750+ students typically have a ratio of 3:1 for students to office support). The office assistant will participate in the attendance monitoring process, assisting with communication between site and parents, supporting teachers with parent communication and CARE referrals. For Spanish speaking families, increase parent awareness of students' attendance, through communication and collaboration with parents and CWA. Assist with pushing communications regarding attendance and family resource workshops through our programs and partnerships (ELAC, El Concilio, PBIS/PLUS).

### Proposed Expenditures for this Strategy/Activity 5

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.

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

#### Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

# Annual Review – Goal 2

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 –

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

Staff researched PBIS strategies and implemented the schoolwide behavior expectations, RRSK-Cougars are always Respectful, Responsible, Safe, and Kind. Staff received training on restorative justice, Kelso's Choice, CHAMPs.

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.

For the VICTOR program, there were 25 students referred in 2018-2019. Students participated in weekly sessions and program facilitators 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/Chronic Truancy –

VCC and Victor programs meet with a greater number of Hispanic and English learner families.

We continued to implement school-wide attendance programs and promotion at assemblies.

Attendance was not incorporated into the developing PBIS program.

#### Effectiveness

For the year ending 2019, our suspension rate decreased to 6.8% suspended at least once. All subgroups decreased, except for African American and Disabled students which maintained or increased (16.1% and 14.8%, respectively). Programs we have in place are effective but need to be targeted and made more accessible to families of students who are getting suspended disproportionately and excessively- our African American, Disabled, and Hispanic groups.

Additionally, more targeted approaches for improving attendance need to be made for our African American group. Chronic Absenteeism was at 13.4%. Our Hispanic and ELL groups decreased slightly down to 12% and 7.8%, respectively- due in large part to the addition of bilingual wraparound services.

However, Our African American group increased by 3.7% up to 22.2%, Whites increased by 4.5% up to 18.8%, and the Low-Socioeconomic group increased by 0.5% to 14.1%. Access to those services need to be replicated schoolwide.

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. For the 2019-2020 school year, the district did not fund these two agencies. In trying to ensure that students in need of more emotional or mental health supports got their needs met, and in also trying to expand beyond the Hispanic/EL caseloads, the school counselor attempted to replicate their work through the CARE process. The CARE process coordinates resources for students identified needs.
2. We need to continue to refine PBIS implementation and incorporate attendance into the strategies and programs. Attendance expectations and incentives will be consistent schoolwide and will be explicitly explained to students and families.

## Goal 3 – Meaningful Partnerships

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

By June 30, 2021, parent participation will increase by 10%.

**Identified Need****Meaningful Partnerships:**

While our volunteerism increased by 37.5%, we need more strategic parent involvement. We need to do a better job reaching out to parents of middle school students, where most of our repeated suspensions happen- especially among African Americans and Hispanics (56% and 34.2%, respectively). For the most part we have a cohort of approximately 20 parents that come to all the committee meetings. We need to expand our outreach to parents through an African American Advisory Committee, for example, one of which we do not currently have. In addition, there is minimal organized parent support in the classrooms, for putting on Family Events, and raising funds for student activities because there is not a current parent group (PTA).

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
African American/Black Advisory Committee members	0	10
PTA members	0	30



## 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

We will maintain the number of parent outreach that we offer (committees, Family Event Nights, workshops), however we will increase our inclusivity by forming an African American/Black Advisory Committee and PTA. Provide all parents with opportunities to become informed and active stakeholders in monthly SSC and ELAC meetings, as well as 4 meetings for the Charter Advisory Board meetings. We will provide opportunities for more inclusive parent involvement, by holding a number of meetings in the evening and organize childcare for attendees.

The district's volunteer registering system (beamentor.org) was pushed out throughout the year. A second office clerk (SST) will assist in maintaining recruitment and organization of volunteers. Additionally, they will help with the five points of communication to inform parents of offerings and soliciting parent feedback and needs requests. An SST will also assist in organizing volunteers for family events and working with district/site community partners (i.e. SUSD PD, El Concilio) to provide requested workshops. \*A key component of parent support will be access to technology use and digital curriculum access training, *prior* to the start of the school year (this can be provided by instructional coaches, as well).

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

Provide essential materials to hold Family Event Nights and the aforementioned parent/community meetings- pencils/pens/markers, paper, flyers, folders, painter's tape, poster boards, student awards, as well as beverages and snacks.

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$623	43200	Books
\$3,000	43400	Parent Meetings

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 3

## SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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, and Charter Board Advisory, and during events such as Back to School Night, Academic Assemblies, AVID parent meetings, and Parent/Teacher Conferences. In addition, we continued to host informal 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 2018-2019, there were more opportunities for parents to be active participants in the school lives 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 would be needed is a feedback form for each event. Additionally, Parent/Teacher Conferences did not happen consistently across grade levels/programs.

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 will track attendance and implement feedback forms.

Schedules will be created for Parent/Teacher conferences.

## 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	\$185,381
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	\$185,381

## 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	\$185,381

Subtotal of additional federal funds included for this school: \$185,381

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	\$0

Subtotal of state or local funds included for this school: \$0

Total of federal, state, and/or local funds for this school: \$185,381

## Budget Spreadsheet Overview – Title I

## PITTMAN

## Preliminary Budget Allocation - TITLE I

## FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$	181,758
TOTAL BUDGET DISTRIBUTED BELOW	\$	181,758
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	3,623
	TOTAL BUDGET DISTRIBUTED BELOW	\$	3,623
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp				\$ 20,000			\$ 20,000
11700	Teacher Substitute				\$ 25,000			\$ 25,000
12151	Counselor				\$ 15,000			\$ 15,000
13201	Assistant Principal							\$ -
19101	Program Specialist							\$ -
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
	Sub Total - Personnel/Benefits		\$ -	\$ -	\$ 60,000	\$ -	\$ -	\$ 60,000
Books & Supplies								
42000	Books						\$ 623	\$ 623
43110	Instructional Materials							\$ -
43200	Non-Instructional Materials		\$ 36,508					\$ 36,508
43400	Parent Meeting						\$ 3,000	\$ 3,000
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Supplies		\$ 36,508	\$ -	\$ -	\$ -	\$ 3,623	\$ 40,131
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 60,250					\$ 60,250
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans		\$ 25,000					\$ 25,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
	Sub Total-Services		\$ 85,250	\$ -	\$ -	\$ -	\$ -	\$ 85,250
	GRAND TOTAL		\$ 121,758	\$ -	\$ 60,000	\$ -	\$ 3,623	

## **Budget Spreadsheet Overview – LCFF**

Not applicable.