



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 07/27/2021

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
Amendments	54
Version 2.....	54
Version 3 (Final 2020-2021 Version)	59
2020-2021 Title I Allocation Revision Statement.....	59
2021-2022 SPSA Continuation Statement	59
Goal 1:	60
Strategy/Activity 1.....	60
Strategy/Activity 2.....	64
Strategy/Activity 3.....	66
Strategy/Activity 4.....	68
Strategy/Activity 5.....	70
Strategy/Activity 6.....	72
Goal 2:	75
Strategy/Activity 1.....	75
Strategy/Activity 2.....	77
Strategy/Activity 3.....	79
Strategy/Activity 4.....	81
Strategy/Activity 5.....	83
Strategy/Activity 6.....	85
Goal 3:	87
Strategy/Activity 1.....	87
2020-2021 Budget Spreadsheet.....	90
2021-2022 Budget Spreadsheet.....	91
2021-2022 Staffing Overview.....	92
2020-2021 SPSA Evaluation	93
Comprehensive School Profile Data:	94
Recommendations and Assurances:	95

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 2 – Ver 3 – 03/25/2021	Ver 1 – 06/04/2020 Ver 2 – 02/26/2021 Ver 3 – 06/28/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 07/27/2021

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 notated 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.

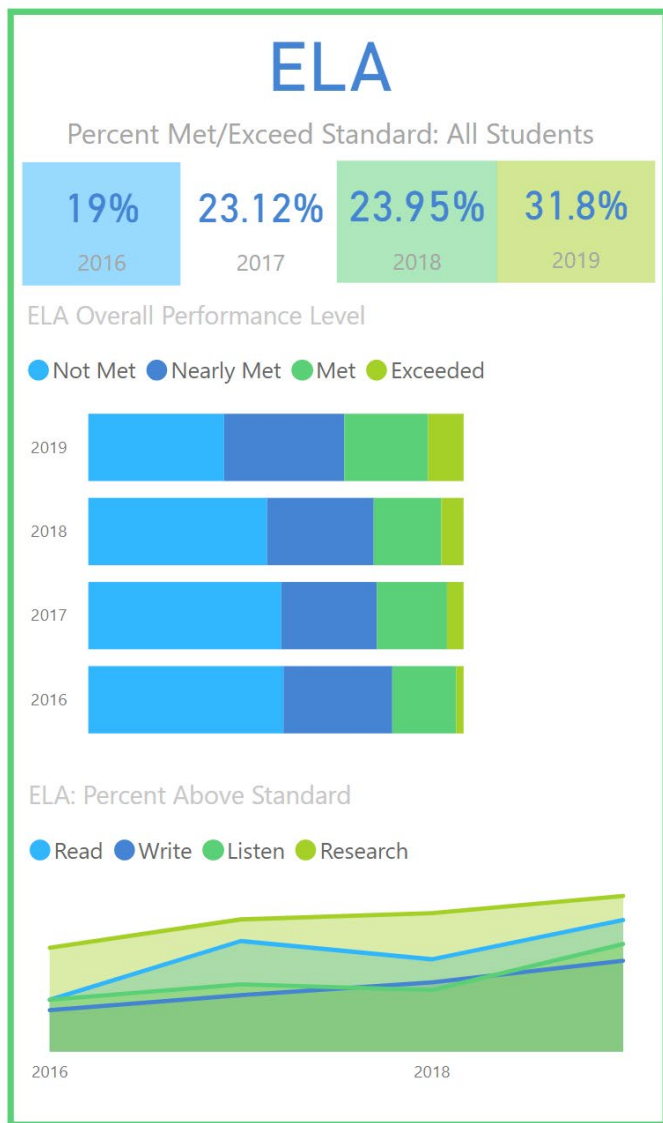
Grade level data showed 9.59% of fifth grade students met or exceeded standard (L3/4), 65.75% at standard nearly met (L2), and 24.66% at standard not met (L1); while eighth grade students showed 12.73% of students met or exceeded standard (L3/4), 70.91% performed at standard nearly met (L2),

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.**

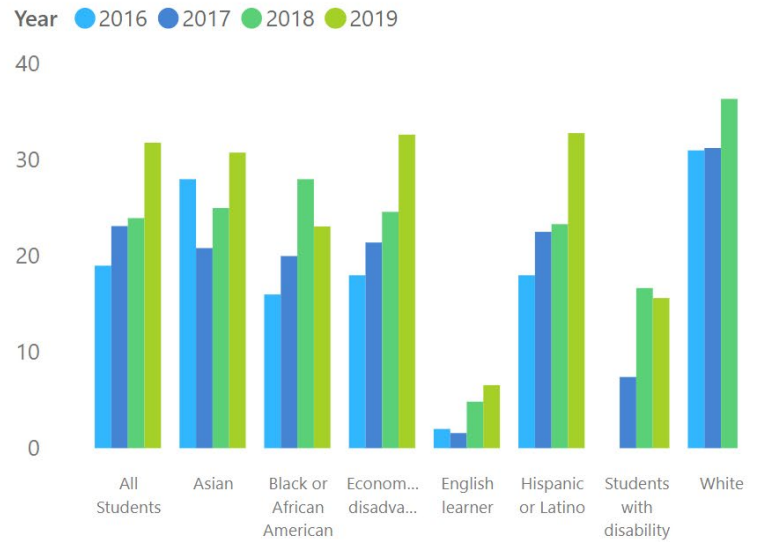
California Spanish Assessment:

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.

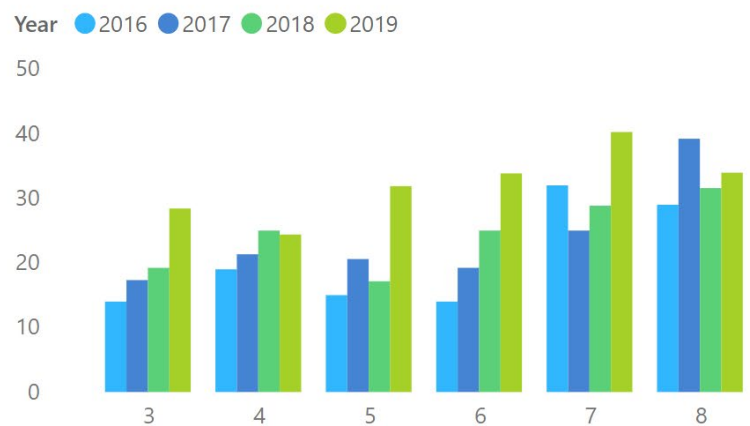
Listed are Pittman grade level mean scaled scores along with State grade level mean scaled scores. Grade 3: Pittman (346.2), State (348.2); Grade 4: Pittman (443.1), State (448.3); Grade 5: Pittman (551.1), State (547.5); Grade 6: Pittman (648.9), State (649.7); Grade 7: Pittman (747.4), State (741.8); 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

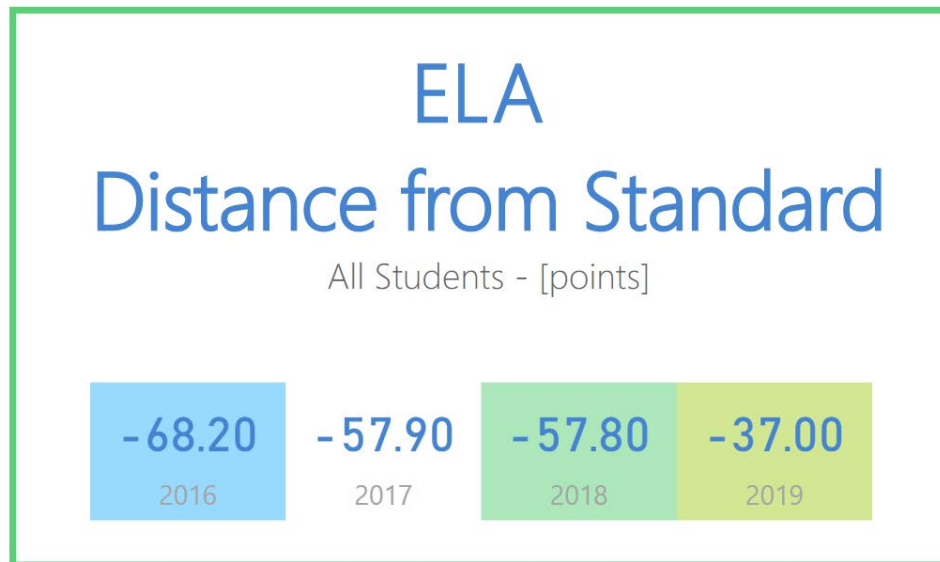


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



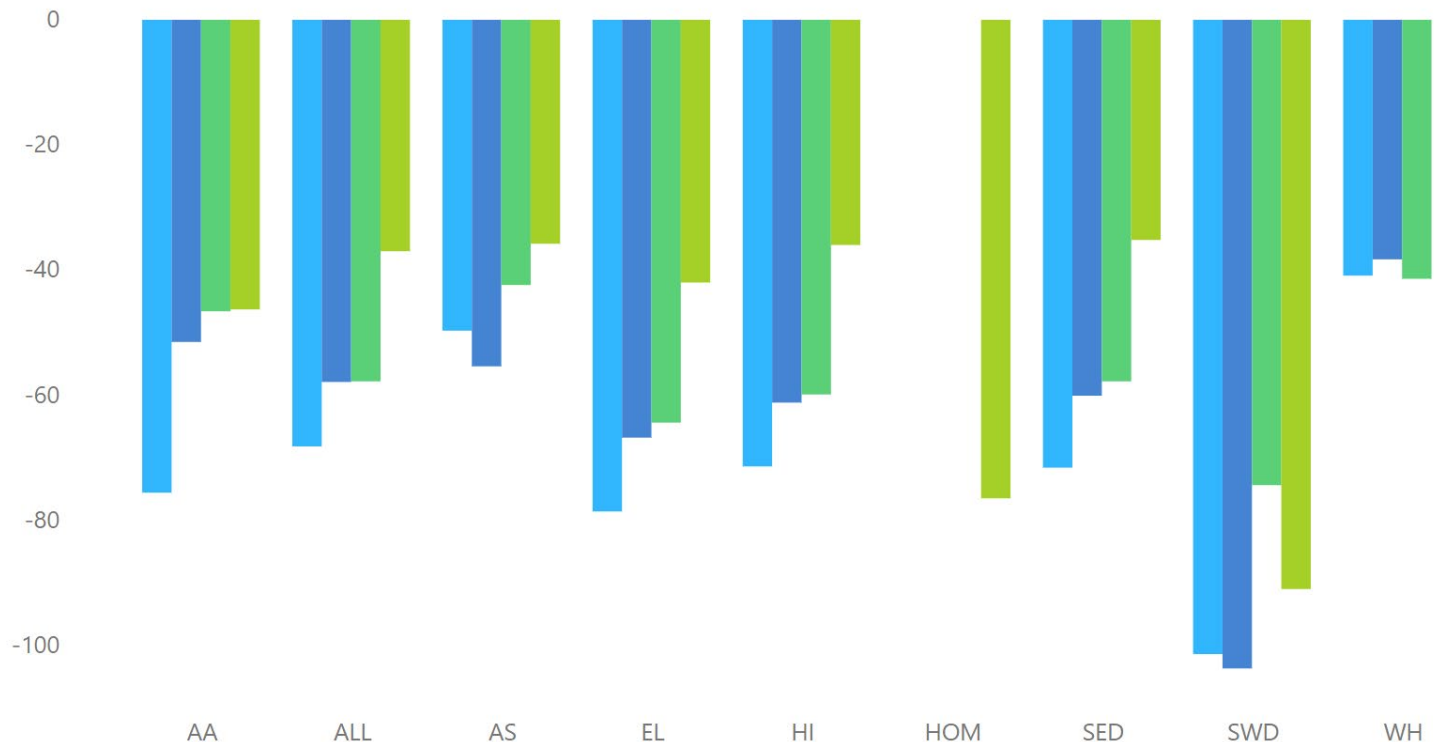
2019 Prelim ELA CAASPP: Area - Percent Above Standard

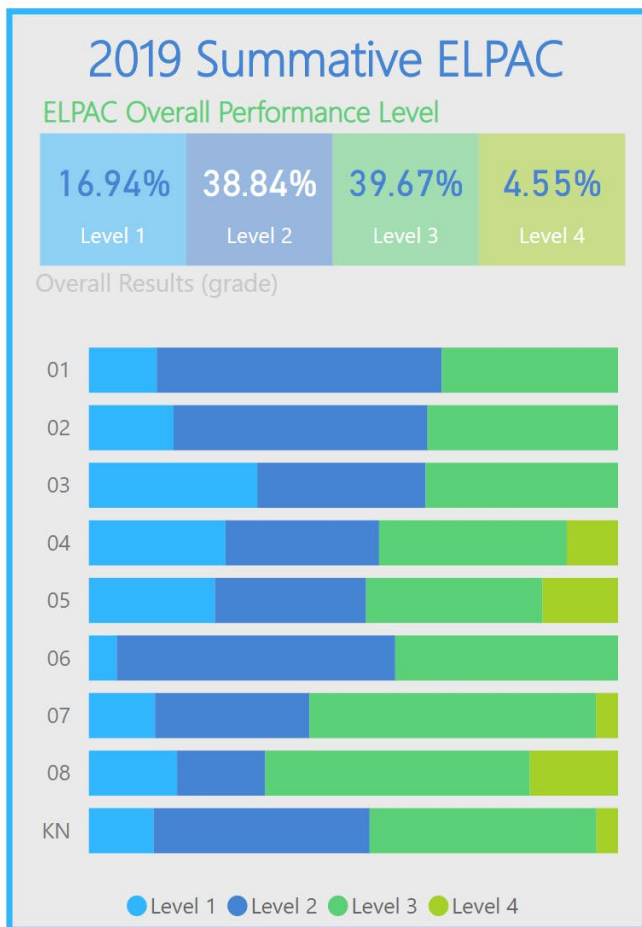




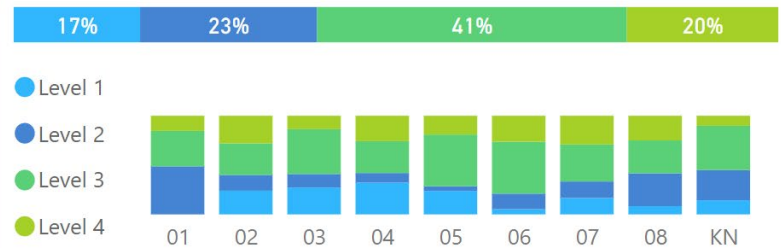
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

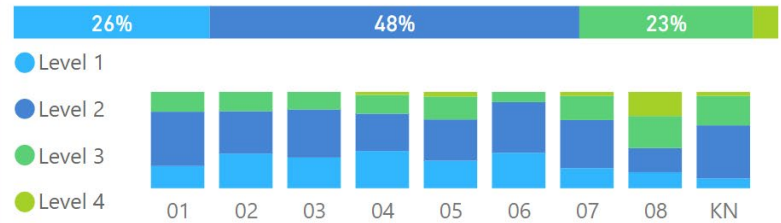




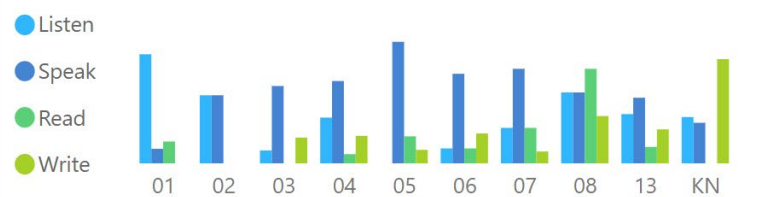
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



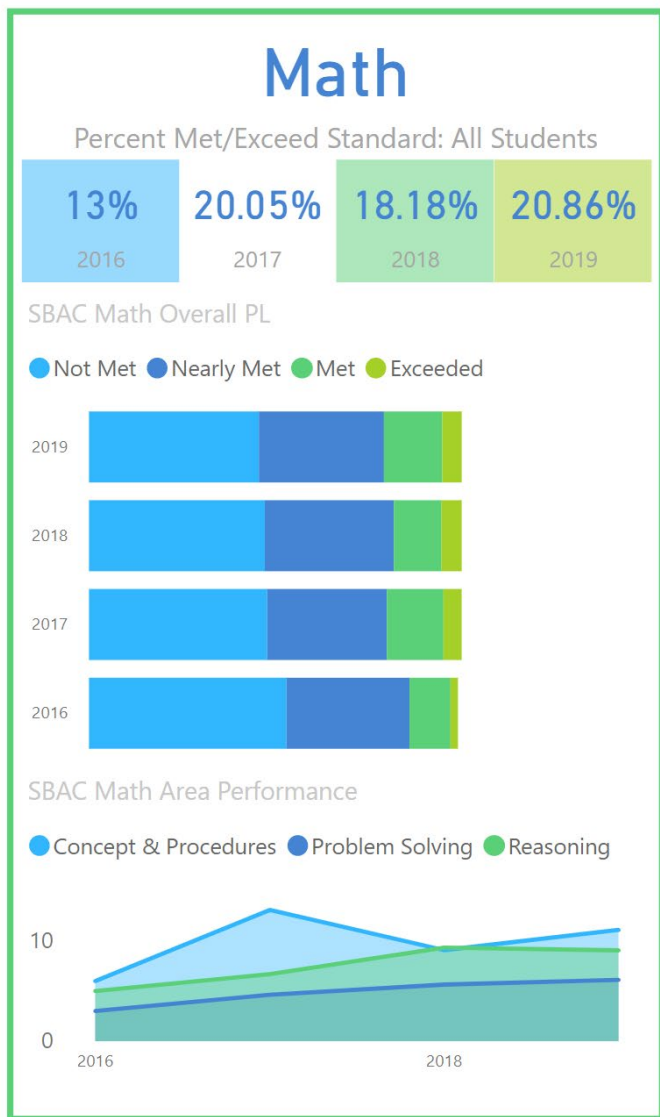
English Learner Progress Reclassification Rates

English Learner Progress Indicator (ELPI)

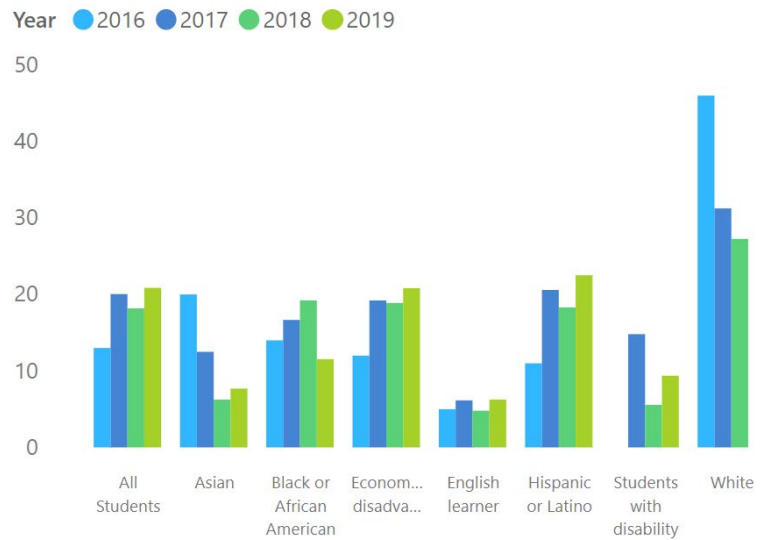


42.3%

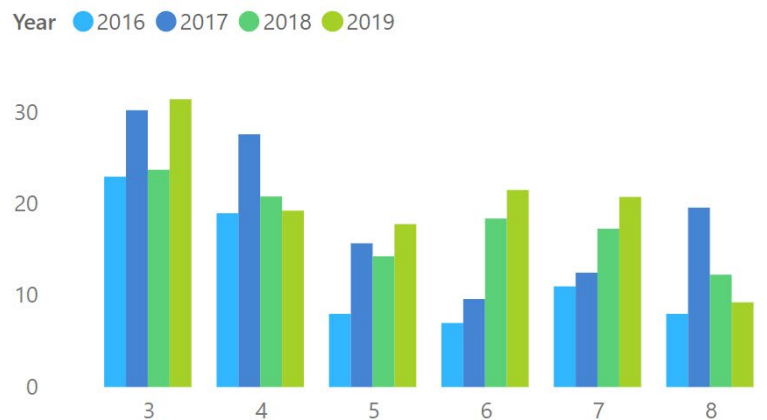
ELPI 2019



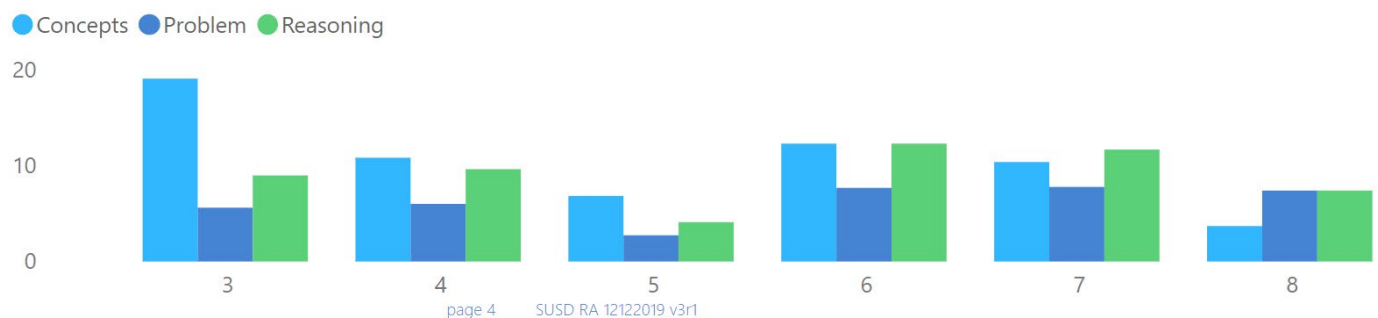
Math CAASPP: Percent Met/Exceed Standard

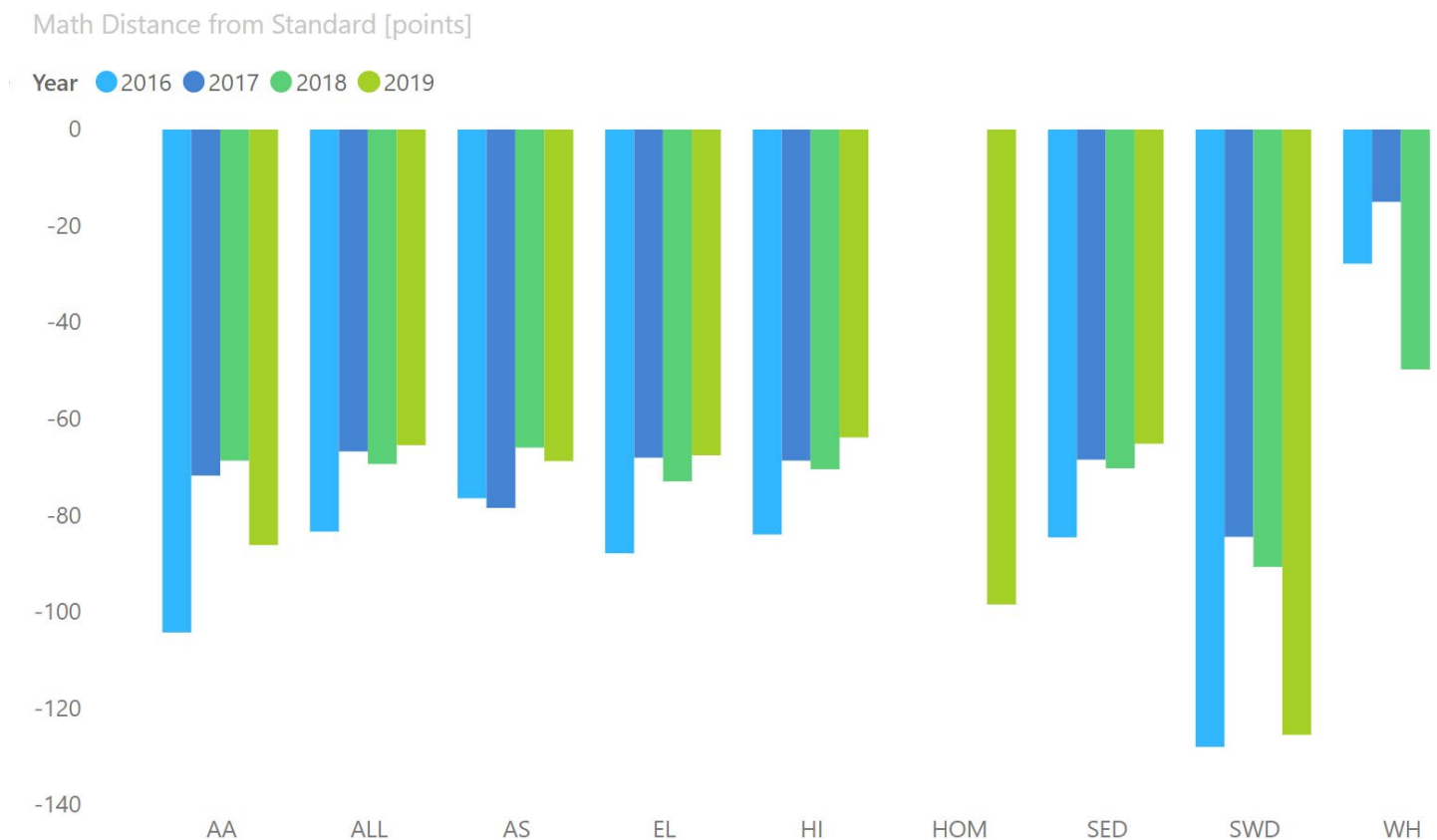
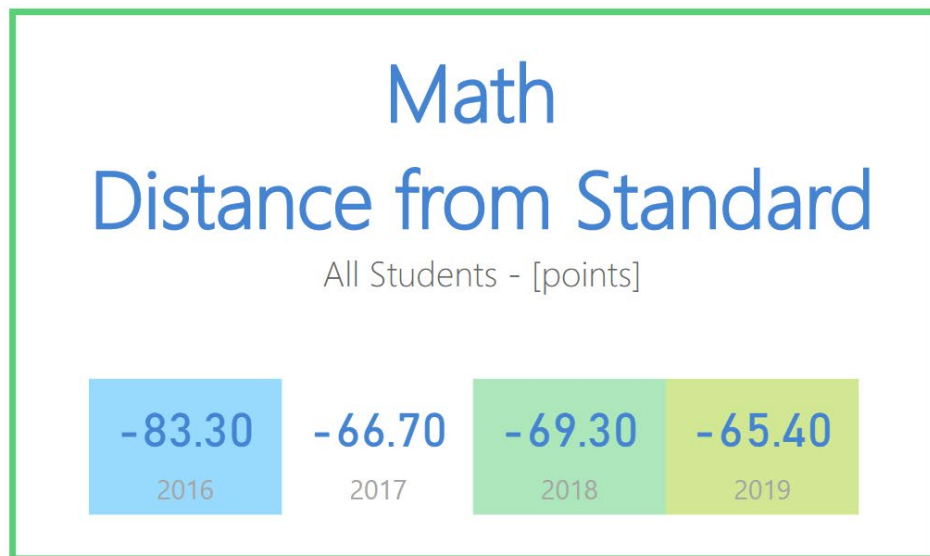


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard





PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

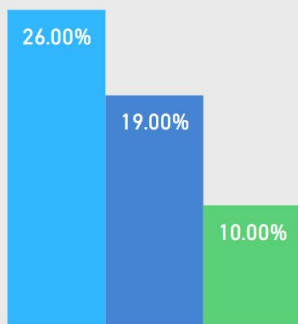
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

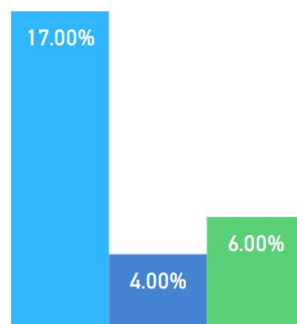
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

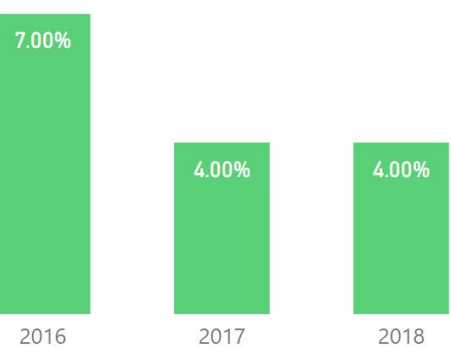
Year ● 2016 ● 2017 ● 2018



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 CAFE.

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.

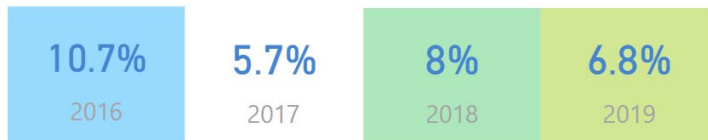
Attendance/Chronic Truancy –

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

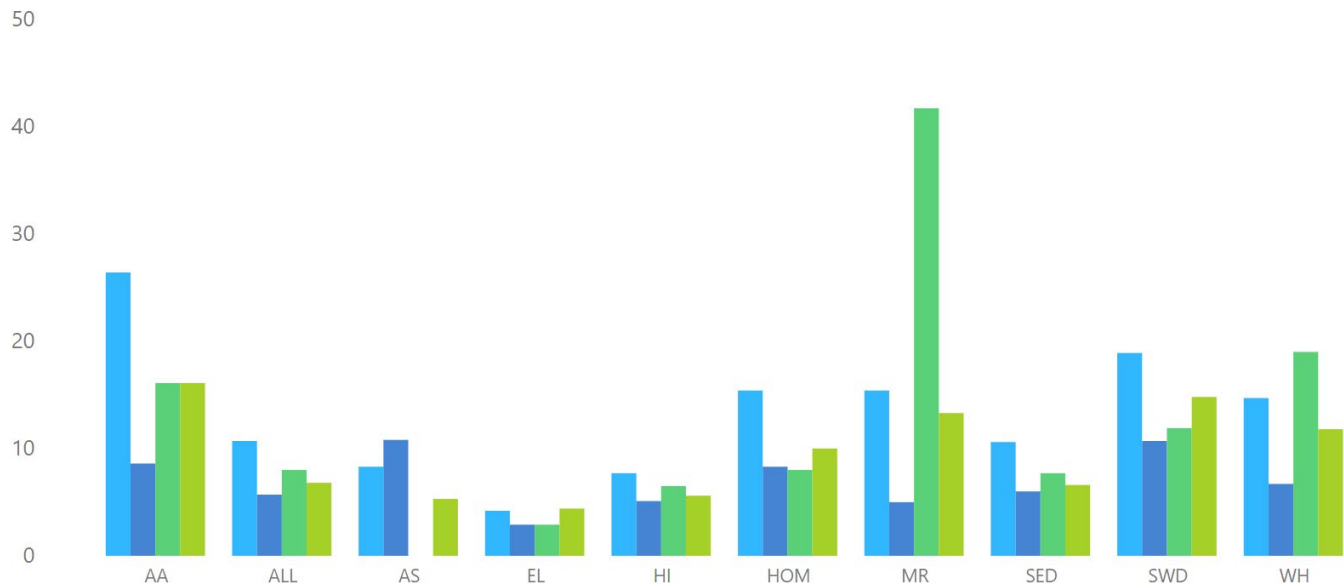


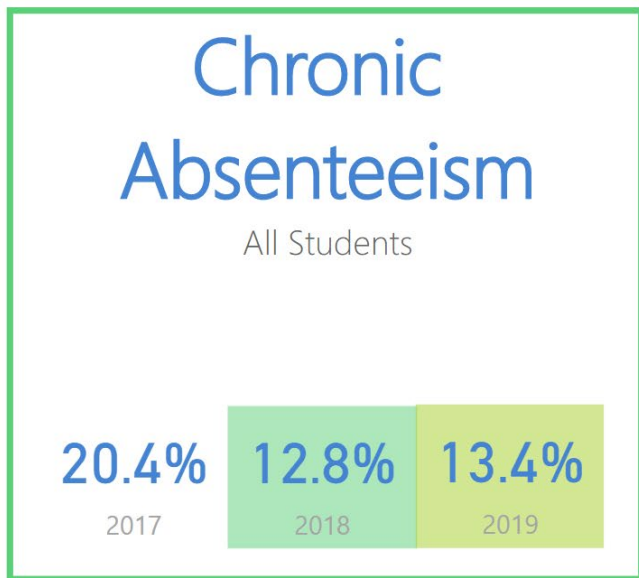
Expulsion

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

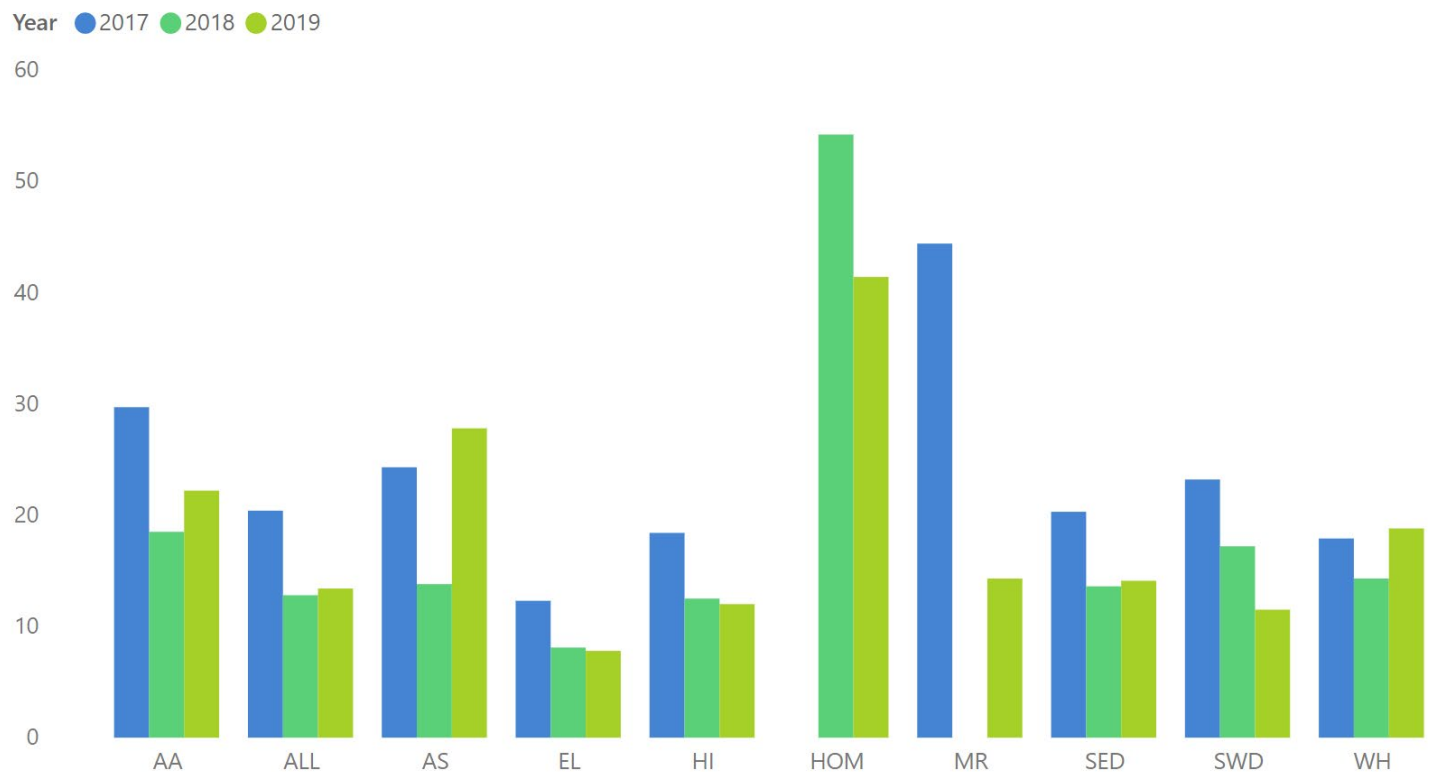
Suspension Rate: Student Group

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.

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Pittman's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Pittman's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

\$9,800 – 52150 – Conferences: Initially, we were planning on 20-25 teachers to attend one or more of the AVID, CABE, and/or GLAD conferences. Due to conferences occurring virtually and other impacts of the pandemic, as of February, we have 12 teachers committed to attending one of these virtual conferences. Because of the change in number of participants, we need to adjust our conference projected budget. By transferring \$9,800 from our (52150) Conferences budget, we can purchase a few of these tools or (43200) non-instructional materials.

SPSA: Goal 1, Strategy 2:

Title I –

\$62,800 – 43110 – Equipment: Reallocating to purchase equipment – document cameras, projectors, interactive white boards for all teachers. As our teachers quickly pivoted from traditional onsite to virtual learning environments, because of the COVID Pandemic, the need for hardware and software became glaringly obvious. Because of these massive shifts in how we educate students, we realized three critical areas needing to be addressed in order for instruction to be delivered effectively. Equitable access to the content within a 100% Distance Learning model, with, at times, unreliable technology (hardware, software, connectivity). Ways for students to be more engaged and teachers to teach with less disruption. Having to supplement the technology that was already issued by the district to students, prior to COVID. With distance learning, we have to address students not being able to engage in their learning, as they normally would in their classrooms consuming and interacting with their materials. Teachers had to replicate ways of teaching unconventionally within our new norm of virtual learning environments. Whereas teachers used to be able to scaffold by writing on the whiteboard and posting anchor charts on the walls, now they require multiple devices in order to project content. Traditionally, teachers can use proximity to monitor engagement and student

work; alternatively, they are having to deliver instruction from one monitor, while interacting with the students on another one. While there is a greater reliance on technology during DL, teachers and students are still having to use the physical learning materials to address issues of unreliable hardware and limited connectivity, for examples. Document cameras and projectors are tools that allow teachers to deliver instruction by utilizing physical and digital materials simultaneously. Likewise, digital whiteboards will link digital content and the physical material, allowing the teacher to deliver instruction through both methods of delivery. Additionally, these digital tools will also facilitate the transition from virtual instruction to hybrid, and then back into traditional instruction delivery. The end result is that these tools allow students to grapple with the content through visual means. Granting these opportunities for students to visually see complex problems, systems, or visual representations of abstract ideas, in still or moving images, is granting them opportunities to be more successful problem solvers. After all, “a picture is worth a thousand words.” During COVID, it has become essential for teachers to find creative, new ways to give equitable access to the entirety of the District adopted curriculums and, thus, mitigate as much as possible the learning loss many of our students are facing. Unfortunately, under current circumstances, the only way to provide this unlimited access is for teachers and students to have available the necessary hardware and software programs/platforms that facilitate the transmission of curriculum components. Under COVID restrictions this means: electronically. With distance learning, we have to address students not being able to engage in their learning, as they normally would in their classrooms- consuming and interacting with their materials. Teachers had to replicate ways of teaching unconventionally within our new norm of virtual learning environments. Whereas teachers used to be able to scaffold by writing on the whiteboard and posting anchor charts on the walls, now they require multiple devices in order to project content. Traditionally, teachers can use proximity to monitor engagement and student work; alternatively, they are having to deliver instruction from one monitor, while interacting with the students on another one. While there is a greater reliance on technology during DL, teachers and students are still having to use the physical learning materials to address issues of unreliable hardware and limited connectivity, for examples.

\$25,000 – 43110 – Instructional Material/Supplies: Reallocating to increase the purchase of supplemental instructional materials already identified in the SPSA Version 1. Effectiveness will be measured through needs surveys -Teacher/site contacts with parents -Where parents are soliciting materials or reporting that they are having difficulty completing tasks due to these issues. -Where parents are contacting the office with assistance needs. -Where teachers are contacting the office with needs requests. Documentation of assignments/instruction that required the listed materials _Could be just stating that “our teachers use the district adopted curriculum, the delivery of which calls for tactile and visual representations, for examples”) -Perhaps one sample from each grade level of a curricular activity that could not be completed without said materials. -Inventory of Pittman’s non-instructional materials and the rate it’s needing to be replenished. What data will we look at to determine if it is an effective strategy or not? -Needs surveys (what were your child’s initial issues with DL? What resources/materials/services helped address the issue?) -Teacher data on student’s completion of assignments, prior to receiving needed materials and then after. -Overall, the site’s student achievement rates and how on par they are with other sites during DL.

SPSA: Goal 1, Strategy 3:

Title I –

\$25,000 – 58720 – Field Trip Non-District Transportation: Reduce funds due to COVID-19 restriction pertaining to social distancing and travel policies, field trips could not be implemented. By transferring \$25,000 from our (58720) Field Trip budget.

SPSA: Goal 2, Strategy 1:

Title I –

\$15,000 – 11500 – Teacher Additional Comp: Based on qualitative data, and formal/informal conversations with our colleagues it became apparent that one of the ways to refine our Professional Learning Communities (PLCs) is through extended collaboration time and training opportunities focusing on relevant and appropriate data to support and enhance effective instructional strategies. However, based on the number of teachers requesting extra collaboration time has been minimal this year, and so, our projected budget of \$23,000 needs to be adjusted. COVID social distancing requirements and Zoom fatigue is one of the biggest contributing factors for the low teacher participation. Therefore, \$15,000 from the (11500) Teacher Add Comp budget will also need to be used to purchase non-instructional materials.

\$15,000 – 12500 – Counselor Additional Comp: There has always been a high need for qualified Mental Health Technicians (MHT) at Pittman, but particularly to be on-site. The intent was to address ongoing behaviors and reduce the likelihood of repeated disciplinary action and loss of instructional time for these students. Students who would receive these support services are typically met with on-site by our MHT. When writing our SPSA, we specifically identified the need to purchase additional days for the MHT to be on site, in order to assist our students with supports in person. Unfortunately, During COVID, these students are having a more difficult time joining even their synchronous or small group instruction. Because of this, scheduling more Zoom meetings for mental health supports would be counterproductive at this point. Therefore, \$15,000 from the (11500) Teacher Add Comp budget will also need to be used to make some of these purchases of (43200) non-instructional materials.

SPSA: Goal 2, Strategy 2:

Title I –

\$23,000 – 11700 – Teacher Substitute: We initially calculated that we would need a minimum of \$25,000 dollars to cover the cost for substitute teachers to cover classes, while our teachers collaborated with SJCOE to develop, plan, write and partake in math lesson study sessions. However, during DL, there is more flexibility for teachers to meet during the workday and/or after school to develop these lessons. Thus, the need for having substitute teachers was reduced drastically. Therefore, \$23,000 from the (11700) Teacher Substitute budget will also need to be used to make some of these purchases of (43200) non-instructional materials.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Pittman is receiving additional monies in Parent Involvement (Cost Center: 50647). Pittman's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials to purchase non-instructional materials for our parents to support their children at home, including but not limited to parent books.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
PITTMAN CHARTER	749	666	88.9%	\$ 181,758	4046	\$ 185,804	\$ 3,623.00	\$ 423.00

\$3,000 – 43200 – Parent Meeting: Reduced funds due to COVID-19 restrictions pertaining to social distancing policies in-person parent meetings are not able to be conducted.

\$3,000 – 43400 – Non-Instructional Materials/Supplies: Reallocated funds to purchase non-instructional materials for our parents to support their children at home, including but not limited to parent books.

Pittman Charter – Budget Summary

[illegible]

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

SPSA Goal 1 - Student Achievement

ELA: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 30 students.

EL: By EOY 2022, per ELPAC, increase the number of students who reclassify by 30 students.

Math: By EOY 2022, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 26 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

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 an opportunity to 15 teachers to attend the PLC portable events package (@ \$689).

15 teachers X \$689 registration = \$10,335 (52170)

Provide an opportunity to attend the AVID Institute.

AVID: 4 teachers, 1 administrator X \$850 registration = \$4,250 (52170)

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

GLAD Conference: 2 teachers X \$1,200 registration = \$2,400 (52170)

CABE: 1 teacher, 1 administrator X \$500 registration = \$1,000 (52170)

SJCOE Math PD: 14 teachers X \$675 registration = \$9,450 (52170)

14 teachers X 12 hours X \$60 = \$10,080 (11500)

2021-2022 Strategy Update

Continued refinement of an effective Response to Intervention (RtI) program focusing on Tier 1 Instruction: Delivery of a high quality instructional program in reading and math for ALL students. Each grading period, the Leadership Team will analyze data of the CORE curriculum end of unit assessments as well as strategy implementation surveys/walkthroughs and will provide recommendations to the staff.

Provide educators and staff with training opportunities and extended collaboration time to focus on further development of highly effective core instructional reading/math programs as well as expansion of supplemental support for students who have not mastered essential learning outcomes.

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 to further develop a highly effective Tier 1 instruction.

Extra Collaboration: 10 teachers X 25 hour X \$60 = \$15,000 (11500)

Professional development opportunities will focus on strengthening Math content knowledge, 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.

PLC Summer Conference Registration:

15 teachers X \$689 = \$10,335 (52170)

PLC Summer Conference Additional Comp:

15 teachers X \$70 hourly X 16 hours = \$16,800 (11500)

PLC Observations/Pull Out Sessions - Substitutes:

54 days X \$200 = \$10,800 (11700)

AVID Institute Registration:

15 teachers X \$500 = \$12,750 (52170)

AVID Institute Additional Comp:

15 teachers X \$70 hourly X 16 hours = \$16,800 (11500)

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

Registration:

15 teachers X \$500 = \$7,500 (52170)

Additional Comp:

15 teachers X \$70 hourly X 19 hours = \$19,950 (11500) (Allocating \$20,000)

GLAD training registration:

15 teachers X \$1,200 registration = \$18,200

GLAD training Additional Comp:

15 teachers X \$70 hourly X 16 hours = \$16,800 (11500)

Provide professional development in mathematics from San Joaquin County Office of Education (SJCOE) with the focus being on lesson studies, co-planning, and co-teaching, as well as strengthening teacher math content knowledge and strategies. 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 (\$42,250 SJCOE; \$19,200 substitute teachers; support staff to cover classes if needed).

SJCOE Consultant: \$42,250 (58100)

Substitutes: 96 days X \$200 = \$19,200 (11700)

Provide teachers with one full time Instructional Coach (2 @ .5 FTE Instructional Coaches – Centralized Service) to better facilitate progress in understanding and implementation of the PLC process. A full time Instructional Coach would provide for a stronger more cohesive relationship with parents, staff, and students. 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/Math curriculum for Tier 1 instruction, as well as focusing on small group instruction planning to support students in Tier 2. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction.

Sources: Guide to Understanding California MTSS

<https://iris.peabody.vanderbilt.edu/module/rti04/cresource/q3/p11/>

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
115,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
91,035	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Continued refinement of an effective Response to Intervention program focusing on Tier 2 Intervention: Additional support to master essential grade-level curriculum without missing critical new core instruction. Grade level teams will analyze Tier 2 data at a minimum of every eight weeks and report back to the Leadership Team.

Provide support (paraprofessionals, support staff, and/or substitute teachers) needed to implement Tier 2 teacher led small group instruction to support students who have not mastered essential learning outcomes.

Provide professional development in English Language Arts (ELA) and Spanish Language Arts (SLA) from within the school (admin/coach/teachers) by sharing successes through presentations, peer coaching and/or facilitating lesson studies for facilitation of Tier 2 intervention.

Provide individual teachers the opportunity to provide extended day/year support to small groups of students to ensure all students in need of interventions have access to academic support for success.

10 teachers X \$70 hourly rate X 40 sessions = \$28,000 (Title I \$4,625)

Continued use of license agreements and resources to enhance student language/literacy acquisition and mathematics proficiency (Safari Montage, EDL/DRA, Accelerated Reader/STAR, STAR Early Literacy, i-Ready, Imagine Learning Espanol, Imagine Math, etc).

Provide supplemental materials, such as leveled books, license agreements, etc., to meet the instructional needs of students as they progress towards mastery of academic achievement.

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

Sources: Iris Center MTSS/Rtl Training Modules Rtl Action Network

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
4,625	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Continued refinement of an effective Response to Intervention program focusing on Tier 3 Intervention:

Support for students lacking foundational skills needed to learn at high levels.

Ongoing (bi-monthly) data analysis of progress monitoring/formative assessments by Program Specialist, RSP teacher, and/or Intervention teacher/s will drive implementation. Supplemental Intervention Teachers will provide tier 3 interventions (pull out); specifically, will be working with Program Specialist, Resource Teacher, Data Team and classroom teachers to identify students lacking foundational reading, writing, number sense, and/or language skills.

Implementation of Learning Centers lead by the RSP teacher for special education students and mainstream students for intense remediation of basic skills.

Provide supplemental materials to meet the needs of Tier 3 students as they progress towards mastery of academic achievement.

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

Sources RTI at Work: Response to Intervention Strategies and Solutions (Solution Tree) Learning Center Information

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Support for an effective Response to Intervention (Rtl) program to increase performance for ALL students in reading and math. Data dissemination will identify strategy effectiveness.

Establishment of a data team (lead by the Program Specialist) that will facilitate implementation of

- (1) Schoolwide Master Schedule for Rtl;
- (2) Identify screening tools specific to ALL students (i-Ready, fluency, etc.) as well as those specific to the Spanish Dual Immersion Program (EDL, STAR Spanish, STAR Early Literacy Spanish, etc.);
- (3) Plan for Data Management/Use;

(4) Report to Leadership Team results of school wide assessments. Note: Dual K/1 students do not take i-Ready English Reading Diagnostic. Provide support (substitute teachers) needed to screen students for beginning of year assessments (EDL/DRA, fluency, high frequency words, BPST, phonemic awareness, etc.) Review of data that includes all stakeholders [(student, parent, teacher, support staff. (administration, counselor, RSP teacher, speech teacher, psychologist, mental health technician), Leadership Team, CARE Team, Data Team, English Language Advisory Committee, School Site Council, Charter Advisory Committee, etc.].

Sources: Response to Intervention Blueprints for Implementation (National Association of State Directors of Special Education, Inc.) Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention (National Center on Intensive Intervention at the American Institutes for Research) Scheduling Guidance for MTSS (Massachusetts Department of Elementary and Secondary Education) Oregon Response to Intervention Infrastructure Checklist

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

English Language Learners Provide two bilingual aides for 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 on 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. Science Training by District in implementation of new science curriculum.

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.

Provide science-based extended learning for students (MESA, Drone, Gardening, Anatomy, etc.).

Pre and post surveys will provide data for continued program implementation.

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, Project Lead the Way specific project materials, and equipment for extended learning).

Dual Immersion Program Provide Spanish support for EO students in the Spanish Dual Immersion program (one-on-one and small group instruction) focusing on the development of the Spanish language to foster academic and linguistic success. School wide data analysis of Dual Immersion Program is needed to better understand and build upon our successes and areas for improvement.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 30, 2022, decrease suspensions for All Students by 1.8%.

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

By June 30, 2022, increase attendance rate from 95% to 98% for All Students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Suspensions– We will be continuing the implementation process and moving forward with PD. 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 to fully implement PBIS principles.

Organize newer support staff on site that are able to support discipline 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 admin will support 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.

The PBIS incentives will be reintroduced and the system will be in place (Class DoJo) to implement school-wide monitoring.

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 to continue providing structured one-on-one and small group sessions on social skills, reinforcement of Pittman's four rules and PBIS practices; incorporate the Second Step. Our Mental Health Therapist will need additional days (from 2 days to 5 days) to ensure that all students who need social emotional support receive it on a timely basis.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 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. There will be a more coordinated effort to include CWA in our Support Team meetings; support will be provided for the CWA to work with the teachers and access our PBIS incentives.

We will also be incorporating the district behavior specialist into our CARE support team- especially to support behaviors as students get re-acclimated to school settings and expectations.

An additional full-time AP 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 SST will assist in consistent communications from school to home.

**Pittman may be limited in its capacity to maintain due to district not hiring (additional full-time AP 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.

Emphasis will shift from an additional AP (1 FTE x \$183,232) to an additional counselor (1 FTE x \$138,845) /MHC (1 FTE x \$154,083) to address COVID related traumas.

*A school our size really does need an additional AP for the multiple credentialed supports they can provide.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

For 2021-22, we anticipate the students behaviors being comparable to before the pandemic and will still need the additional staff. We also predict that students will have new types of minor behaviors, stemming from not being in a structured class setting and with dramatically decreased socialization for over a year.

Hire an additional CSA (1 FTE x \$52,538)/3 noon duties (3 x 3.5 hr x \$30,000) 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 playground, as well as inside the cafeteria. Pittman may be limited in our ability to monitor student safety in these areas with 1 CSA and 3 noon duties. 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Continue with attendance supports, including a coordinated effort to include CWA in our Support Team meetings.

Support will be provided for the CWA to work with the teachers to incorporate/document more Tier 1 & 2 supports, prior to moving onto Tier 3, SARBs, etc., and access our PBIS 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Strategy 5: Hire a second bilingual clerical staff (1 FTE x \$__) (SST- schools with 750+ students typically have a ratio of 3:1 for students to office support).

The need for a clerical staff member was multiplied during the COVID pandemic by just the immense amount of COVID related communications, alone (i.e. a parent needing tech support, changes at home or with enrollment, illness/death in the family from both District and School Site), as well as a large uptick with regularly scheduled support meetings. The SST 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).

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Maintain and expand extracurricular activities/enrichment academies (i.e. drone, ballet folklórico, karate, archery, guitar) by supplying staffing and materials needed.

Extracurricular activities will provide opportunities to encourage peer relationships, while students explore common interests. In addition, these enrichment academies will create experiences that students can connect to learning happening in the classroom.

Extracurricular activities/enrichment academies will supplement the curriculum and fulfill our site mission of being a STEAM school.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

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

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

We are dedicated to maintaining recruitment and organization of volunteers. Additionally, staff 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.

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, light snacks and refreshments.

Books: \$932

Parent Meeting: \$3,000

****Incentives/gifts/appreciation "events"/entertainment is unallowable using State and Federal funds.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
3,932	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

[illegible]

2021-2022 Budget Spreadsheet

2021-2022 BUDGET PITTMAN CHARTER - 271 - P1 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 211,060		LCFF		TOTAL ALLOCATION		\$ -		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,932					
TOTAL BUDGET DISTRIBUTED BELOW				\$ 211,060		TOTAL BUDGET DISTRIBUTED BELOW				\$ -		TOTAL BUDGET DISTRIBUTED BELOW				\$ 3,932					
TO BE BUDGETED (Should be \$0.)				0		TO BE BUDGETED (Should be \$0.)				0		TO BE BUDGETED (Should be \$0.)				0					
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	\$ 90,025	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 90,025
11700	Teacher Substitute (incl benefits)	0.000	\$ 30,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 30,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
21500	Bl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22601	Library Media Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22500	Lib Med Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 120,025		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 120,025
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than \$500 per item)																	\$ 932		\$ 932	\$ 932
43400	Parent Meeting																	\$ 3,000		\$ 3,000	\$ 3,000
44000	Equipment (\$500 - \$4999.99 per item)																			\$ -	\$ -
Sub Total - Books & Supplies			\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,932		\$ 3,932
Services																					
57150	Duplicating																			\$ -	\$ -
57250	Field Trip-District/Non-District Trans																			\$ -	\$ -
56590	Maintenance Agreement																			\$ -	\$ -
**** 52150	Conference		\$ 48,785																	\$ 48,785	\$ 48,785
58450	License Agreement																			\$ -	\$ -
58920	Pupil Fees																			\$ -	\$ -
***** 58100	Consultants-Instructional/Non-Instructional		\$ 42,250																	\$ 42,250	\$ 42,250
Sub Total - Services			\$ 91,035		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 91,035
GRAND TOTAL			\$ 211,060		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,932		\$ 3,932

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

***State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

****State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

No staff positions are being funded using Title I funds for the 2021-2022 school year.

2020-2021 SPSA Evaluation

EVALUATION of SPSA 2020-2021

Area of Focus: Goal 1 Academic Achievement/Strategy 1 PLCs- Conferences/PD

Strategy (narrative/action plan):

Goal 1 Strategy/Activity 1 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.
- The Instructional Coaches 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.
- 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 15 teachers to attend the PLC portable events package/30 day access (@ \$689).

Provide an opportunity to 15 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.).

Metric(measurement):

Monitoring (frequency):

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

During 2020-21, we sent:

GLAD: 2 teachers participated in a GLAD Conference X \$1,2000

AVID: 4 teachers participated and 1 administrator participated in an AVID conference X \$850 X Hourly Rate.

For CAFE, we sent one teacher and one administrator X \$500 X Hourly Rate

Math PD: 14 teachers participated in the SJCOE Math PD X \$675 X Hourly Rate

Due to COVID, individual training and extra collaboration were very limited. We had 5 teachers and 2 administrators attend various training/conferences (GLAD, CAFE, AVID). We currently have 12 teachers signed up to participate in the SJCOE Math PD this summer. We provided extra

EVALUATION of SPSA 2020-2021

collaboration/lesson study during the day for only one grade level team and one grade level team participated in an extra collaboration after school.

Collaboration with SJCOE (Math Lesson Studies) was held within the distance learning environment. Teacher surveys provided positive feedback on both the math content/strategies and the benefits (social-emotional and academic) the math discourse strategies provided for students. We were able to provide two rounds of Math Lesson Studies with each grade level as well as individual coaching sessions.

Our Instructional Coaches focused mainly on supporting teachers through the new demands of the distance learning environment.

All supplementary materials helped to facilitate distance learning activities.

Services by two half time coaches would be better served by having one full time coach. This would provide for a stronger more cohesive relationship with parents, staff, and students. While we always share academic success, due to COVID the extent of this strategy was not fully attained.

Effectiveness (Of what was implemented, how effective was it?):

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

No significant changes were made.

**Future changes (Of the strategy identified, what might change for the future?
Of the strategy implemented are there changes for the future, enhancements, adjustments?):**

Continued refinement of an effective Response to Intervention (RtI) program focusing on Tier 1 Instruction: Delivery of a high quality instructional program in reading and math for ALL students. Each grading period, the Leadership Team will analyze data of the CORE curriculum end of unit assessments as well as strategy implementation surveys/walkthroughs and will provide recommendations to the staff. Provide educators and staff with training opportunities and extended collaboration time to focus on further development of highly effective core instructional reading/math programs as well as expansion of supplemental support for students who have not mastered essential learning outcomes.

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 to further develop a highly effective Tier 1 instruction.

Professional development opportunities will focus on strengthening Math content knowledge, the PLC

EVALUATION of SPSA 2020-2021

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 professional development in mathematics from San Joaquin County Office of Education (SJCOE) with the focus being on lesson studies, co-planning, and co-teaching, as well as strengthening teacher math content knowledge and strategies.

Provide teachers with one full time Instructional Coach (support staff/centralized) to better facilitate progress in understanding and implementation of the PLC process.

A full time Instructional Coach would provide for a stronger more cohesive relationship with parents, staff, and students. 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/Math curriculum for Tier 1 instruction, as well as focusing on small group instruction planning to support students in Tier 2. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction.

Continue to educate the District on the unique needs of our dual language program (we cannot mix students in the Spanish dual immersion program and the English only program in certain content areas).

Advocate for the acquisition of one BCLAD instructor for grades 4-6 for the 2021-22 school year, as well as a 7-8 BCLAD instructor for the 2022-23 school year.

Provide students with hands-on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, programs (AVID, Project Lead the Way, etc.), as well as other opportunities that support core instruction.

Provide supplemental materials to provide support for student achievement such as technology equipment (student chrome books to create full sets in each classroom, projectors, document cameras, Smart Boards/Interactive Whiteboards, color printers, etc.), writing curriculum, replacement CORE student books (lost during distance learning), printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc., to facilitate strategy implementation.

Sources: Guide to Understanding California MTSS

<https://iris.peabody.vanderbilt.edu/module/rti04/cresource/q3/p11/>

Field Trips and Tier 1 Interventions

Amount Object Code Description

1A - Training (Site Based)

1A - Extra Collaboration \$15,000 11500 (Object)

1B - SJCOE \$43,000 58100 (Object)

EVALUATION of SPSA 2020-2021

1B - Substitutes for SJCOE \$27,000 11700 (Object)

1C - Instructional Coach (centralized service) \$145,623

1D - BCLAD Teacher (intermediate) \$145,623

1E - Field Trips \$22,119 57250 (Object)

1F - Supplemental Material (technology) \$24,000 43200 (Object) 1F - Supplemental Material \$20,000 43200 (Object)

Area of Focus: Goal 1 Academic Achievement/Strategy 2 Intervention Systems

Strategy (narrative/action plan):

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.

For the 2021-22 school year we will need to add an intervention teacher to our teaching staff. One of the main responsibilities for this staff member will meet with small groups of students for six-week/ten week cycles and work with these students on their ELA/ELD/Math Tier2 and Tier 3 identified needs. The intervention teacher will meet with the Program Specialist and teachers and analyze classroom as well as school-wide data to identify all students in need of interventions and to ensure these students have the access to supports they need. In addition, we will be providing 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. Our two bilingual aides will continue to provide EL students who are at levels 1 and 2 primary language support reading, writing, speaking and listening. To accommodate for the Dual Immersion growth, a second dual strand has expanded to include two teachers in K-3rd; however, next year, we will need to add 1 FTE Dual Immersion in the intermediate grades as well as a BCLAD middle school teacher. Continue to use license agreements and resources to enhance student language and literacy acquisition and mathematics proficiency (Safari Montage, EDL/DRA, Accelerated Our bilingual aides continued to provide support to our level 1 and 2 English learners primary language support. We'll continue to renew software licensing agreements as they were beneficial within the distance learning environment, per teacher feedback.

Metric(measurement):

Monitoring (frequency):

Implementation (Of the strategy identified, what was implemented and how was it

EVALUATION of SPSA 2020-2021

implemented?):

Due to COVID, individual trainings addressing effective systems of interventions were put on hold.

Supplemental interventions were very limited. Interventions were provided mainly by teachers during their office hours. The 2021 Summer Learning Academy has been opened up to all students as well as the EL Summer Learning Academy for our English Learners.

Our bilingual aides continued to provide primary language support to our level 1 and 2 English learners.

We have been unsuccessful in obtaining a sixth grade teacher for our Dual Immersion Program due to limited understanding by the District of the unique needs of our dual language program (we cannot mix students in the Spanish dual immersion program and the English only program in certain content areas).

The continuation with software licensing agreements have been beneficial especially within the distance learning environment.

Effectiveness (Of what was implemented, how effective was it?):

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

No significant changes were made.

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

Continued refinement of an effective Response to Intervention program focusing on Tier 2 Intervention: Additional support to master essential grade-level curriculum without missing critical new core instruction. Grade level teams will analyze Tier 2 data at a minimum of every eight weeks and report back to the Leadership Team.

Provide support (paraprofessionals, support staff, and/or substitute teachers) needed to implement Tier 2 teacher led small group instruction to support students who have not mastered essential learning outcomes.

Provide professional development in English Language Arts (ELA) and Spanish Language Arts (SLA) from within the school (admin/coach/teachers) by sharing successes through presentations, peer coaching and/or facilitating lesson studies for facilitation of Tier 2 intervention.

EVALUATION of SPSA 2020-2021

Provide individual teachers the opportunity to provide extended day/year support to small groups of students to ensure all students in need of interventions have access to academic support for success.

10 teachers X \$70 hourly rate X 40 sessions = \$28,000 (Title I \$4,625)

Continued use of license agreements and resources to enhance student language/literacy acquisition and mathematics proficiency (Safari Montage, EDL/DRA, Accelerated Reader/STAR, STAR Early Literacy, i-Ready, Imagine Learning Espanol, Imagine Math, etc).

Provide supplemental materials, such as leveled books, license agreements, etc., to meet the instructional needs of students as they progress towards mastery of academic achievement.

Sources: Iris Center MTSS/RtI Training Modules RtI Action Network

Area of Focus: Goal 1 Academic Achievement/Strategy 3 Hands-On Learning

Strategy (narrative/action plan): Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc. 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. Due to COVID, we were unable to provide students with hands-on experiential learning experiences. However, we were able to provide supplemental materials, such as planners, binders, binders, highlighters, dividers, pencil pouches, etc., to meet specific areas of student needs. These supplemental materials were invaluable during the 2020-2021 school year. We're planning to continue to provide students with these supplemental materials. Teachers will continue to use formative and informative data results to differentiate instruction and help students create SMART goals.

Metric(measurement):

Monitoring (frequency):

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

Due to COVID, we were unable to provide students with hands-on experiential learning experiences.

EVALUATION of SPSA 2020-2021

Effectiveness (Of what was implemented, how effective was it?):
Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)
Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?): Continued refinement of an effective Response to Intervention program focusing on Tier 3 Intervention: Support for students lacking foundational skills needed to learn at high levels. Ongoing (bi-monthly) data analysis of progress monitoring/formative assessments by Program Specialist, RSP teacher, and/or Intervention teacher/s will drive implementation. Supplemental Intervention Teachers will provide tier 3 interventions (pull out); specifically, will be working with Program Specialist, Resource Teacher, Data Team and classroom teachers to identify students lacking foundational reading, writing, number sense, and/or language skills. Implementation of Learning Centers lead by the RSP teacher for special education students and mainstream students for intense remediation of basic skills. Provide supplemental materials to meet the needs of Tier 3 students as they progress towards mastery of academic achievement. Sources RTI at Work: Response to Intervention Strategies and Solutions (Solution Tree) Learning Center Information

Area of Focus: Goal 1 Academic Achievement/Strategy 4 Kindergarten Bridge Program
Strategy (narrative/action plan): Provide students opportunities to: <ul style="list-style-type: none">• interact with their peers who will attend their kindergarten class promoting social skills,

EVALUATION of SPSA 2020-2021

- 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.

Preschool opportunities were provided to our neighborhood children. However, some of the planned activities between preschool and kindergarten did not occur because COVID did not allow for co mingling of classes. We did not offer Summer Bridge program to students, because the lack of teacher interest/participation.

Metric(measurement):

Monitoring (frequency):

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

Due to COVID, the Summer Bridge program was not offered.

Effectiveness (Of what was implemented, how effective was it?):

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

Support for an effective Response to Intervention (RtI) program to increase performance for ALL students in reading and math. Data dissemination will identify strategy effectiveness.

Establishment of a data team (lead by the Program Specialist) that will facilitate implementation of

(1) Schoolwide Master Schedule for RtI;

(2) Identify screening tools specific to ALL students (i-Ready, fluency, etc.) as well as those specific to the Spanish Dual Immersion Program (EDL, STAR Spanish, STAR Early Literacy Spanish, etc.);

EVALUATION of SPSA 2020-2021

(3) Plan for Data Management/Use;

(4) Report to Leadership Team results of school wide assessments. Note: Dual K/1 students do not take i-Ready English Reading Diagnostic. Provide support (substitute teachers) needed to screen students for beginning of year assessments (EDL/DRA, fluency, high frequency words, BPST, phonemic awareness, etc.) Review of data that includes all stakeholders [(student, parent, teacher, support staff. (administration, counselor, RSP teacher, speech teacher, psychologist, mental health technician), Leadership Team, CARE Team, Data Team, English Language Advisory Committee, School Site Council, Charter Advisory Committee, etc.].

Sources: Response to Intervention Blueprints for Implementation (National Association of State Directors of Special Education, Inc.) Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention (National Center on Intensive Intervention at the American Institutes for Research) Scheduling Guidance for MTSS (Massachusetts Department of Elementary and Secondary Education) Oregon Response to Intervention Infrastructure Checklist

Area of Focus: Goal 1 Academic Achievement/Strategy 5 NGSS Curriculum Enhancement

Strategy (narrative/action plan):

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. In 2021-2022 we will be implementing a new science curriculum and with it a renewed opportunity to enhance student learning through hands-on science experiments. In addition, we will be adding science supplemental materials to continue to enhance students' science instruction (Instructional materials will include but not limited to: math manipulatives, 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, etc.).

Metric(measurement):

Monitoring (frequency):

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

EVALUATION of SPSA 2020-2021

Due to COVID, our science strategies were not fully implemented. Overcoming the shortened instructional day to the AB77 minimum minutes adopted by the district and distance learning were two challenges that got in the way of giving students hands-on activities.

Effectiveness (Of what was implemented, how effective was it?):

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

English Language Learners Provide two bilingual aides for 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 on 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. Science Training by District in implementation of new science curriculum.

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.

Provide science-based extended learning for students (MESA, Drone, Gardening, Anatomy, etc.).

Pre and post surveys will provide data for continued program implementation.

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, Project Lead the Way specific project materials, and equipment for extended learning).

Dual Immersion Program Provide Spanish support for EO students in the Spanish Dual Immersion program (one-on-one and small group instruction) focusing on the development of the Spanish language to foster academic and linguistic success. School wide data analysis of Dual Immersion Program is needed to better understand and build upon our successes and areas for improvement.

EVALUATION of SPSA 2020-2021

Area of Focus: Goal 2 School Climate/Strategy 1 PBIS

Strategy (narrative/action plan):

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 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 admin will support 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 AP).

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 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.

Metric(measurement): Suspensions, chronic absenteeism, Class DoJo points

Monitoring (frequency): Monthly/weekly

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

Teachers/staff attended the first 3 months of site and district PBIS PD. Once the content of these meetings shifted from PBIS strategies and supports to protocols for reopening, it was not effective to have all types of staff attend all of the meetings.

A formal site PBIS committee was formed consisting of a K-2 teacher, 3-6 teacher, Jr. High teacher, our RSP teacher, counselor, CSA, and custodian. They all attended the first 3 months of site and district meetings. PBIS expectations and interventions were established for both Distance Learning and full return environments (posters, common language from grade to grade). At the district PD, teachers/staff received content pertaining to how to model and teach these expectations (STOIC, CHAMPS), and also strategies for working with students of trauma- specifically in regards to the impacts of the pandemic.

EVALUATION of SPSA 2020-2021

Only part of two staff meetings was dedicated to DL PBIS expectations, our school-wide incentives plan, and available resources (i.e. Class DoJo, pbis.org).

No additional administrative staffing was available for the year.

Due to the COVID pandemic and schools shutting down in Spring 2019 and opening remotely in the Fall, minimal PBIS planning/preparation was able to take place prior to the beginning of the school year. Furthermore, COVID restrictions limited or did not allow for rallies and other gatherings. Morning announcements were not done during DL.

Group/peer counseling sessions were not able to be conducted virtually, due to privacy concerns.

Effectiveness (Of what was implemented, how effective was it?):

Once the content of these meetings shifted from PBIS strategies and supports to protocols for reopening, some teachers/staff stopped attending the district meetings.

The committee was able to create expectations/procedures for during Distanced Learning (DL) and full return, tiered systems of support, and an incentives plan and tracking system (Class DoJo). However, full implementation did not occur. All K-2 teachers used DoJo for incentive point monitoring, but only a total 22/31 teachers used it.

Only part of two staff meetings was dedicated to PBIS. PBIS supports were utilized on an as needed basis, based on a teacher's specific needs for students, rather than maintained on a consistent school-wide level..

No additional administrative staffing was available for the year.

No rallies or PBIS were pushed out school-wide to the students. No morning announcements occurred during DL.

No group/peer counseling sessions were conducted.

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

No significant changes were made.

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

EVALUATION of SPSA 2020-2021

No changes were made to Strategy 1; we will be continuing the implementation process and moving forward with PD. The PBIS incentives will be reintroduced and the system will be in place (Class DoJo) to implement school-wide monitoring.

Area of Focus: Goal 2 School Climate/Strategy 2 CARE Process & Support Staff

Strategy (narrative/action plan):

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 an 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 AP 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 SST 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 AP 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.

Metric(measurement): [Suspensions, chronic absenteeism](#)

Monitoring (frequency): [Monthly](#)

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

CAREs and SSTs were scheduled according to existing protocols. However, immediate access to resources was provided on a case-by-case basis, due to the extenuating circumstances created by COVID (i.e. district flagged concerning language/search on a student's device or a parent came to the office/teacher with a severe concern). The counselor and MHC conducted counseling and therapy sessions virtually. Because there was a greatly higher need for mental and socioemotional support, we began to hold weekly or bimonthly Support Team meetings to coordinate our information and resources. The district CWA staff was not incorporated into the CARE process because of restrictions on her schedule between

EVALUATION of SPSA 2020-2021

multiple sites and limitations on what reach-outs because of COVID restrictions. We were not able to hire an additional full-time AP or bilingual SST- as we foresaw in writing our SPSA.

During the DL and with staff working remotely, referrals and meetings were done almost entirely virtually.

There were no behaviors occurring over the period of DL, to warrant facilitating parent trainings with COVID restrictions.

Effectiveness (Of what was implemented, how effective was it?):

The Support Team meetings were effective in coordinating shareable information and support staff's services and resources, to more efficiently meet the students' needs- though some members had difficulty attending meetings with being assigned to multiple sites, working remotely, and other restrictions due to COVID. These factors impacted some team members especially, and district counterparts had to be brought in to assist with Pittman's referrals and caseloads. We were not able to hire an additional full-time AP or bilingual SST- as we foresaw in writing our SPSA.

Mental and socioemotional supports were provided readily and consistently during COVID and DL. The counselor serviced through virtual counseling a total of 23 students amounting to 104 virtual counseling sessions. The counselor also conducted CARE meetings for 47 students and SST meetings for 30 students. The mental health clinician serviced 22 students for a total of 182 virtual therapy sessions.

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

We had to bring in other support team members to assist with referrals and caseloads. Attendance was a much larger behavioral issue due to technological and equity issues during DL and CSWs were especially overwhelmed, in part, because they were not able to make home visits during COVID restrictions and limited staffing was available to meet the attendance needs (i.e. attending Support Team meetings, coordinating with teachers for tiers of support).

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

We will be incorporating the district behavior specialist into our CARE support team- especially to support behaviors as students get reacquainted to school settings and expectations. A more coordinated effort to include CWA in our Support Team meetings; support will be provided for the CWA to work with the teachers and access our PBIS incentives.

EVALUATION of SPSA 2020-2021

Emphasis will shift from an additional AP to an additional counselor/MHC to address COVID related traumas. *A school our size really does need an additional AP for the multiple credentialed supports they can provide.
Add additional days for the MHC, increase to 2-3 more days on site.

Area of Focus: Goal 2 School Climate/Strategy 3 CSA/Noon-Duty Staffing

Strategy (narrative/action plan):

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 playground, as well as inside the cafeteria. **Pittman may be limited in our ability to monitor student safety in these areas. *We had 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.*

Metric(measurement): [Suspensions](#)

Monitoring (frequency): [Monthly](#)

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

We did not hire an additional CSA/noon-duty. It was not necessary, as DL lasted almost the entire school year.

Effectiveness (Of what was implemented, how effective was it?):

We were not able to implement this strategy.

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

For nine out of the ten months, no students were on campus and another CSA/noon-duty was not necessary for our site. However, for the last month that the district reopened in Hybrid, we did face challenges with providing adequate coverage when only one staff member was not present.

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

For 2021-22, we anticipate the students behaviors being comparable to before the pandemic and will still need the additional staff. We also predict that students will have new types of

EVALUATION of SPSA 2020-2021

minor behaviors, stemming from not being in a structured class setting and with dramatically decreased socialization for over a year.

Area of Focus: Goal 2 School Climate/Strategy 4 Attendance Supports

Strategy (narrative/action plan):

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.

Metric(measurement): Chronic absenteeism

Monitoring (frequency): Monthly

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

We did not implement attendance supports consistently. During DL, attendance issues were overwhelming to the site and district. We focused on reaching out to and incentivizing for the ten students with the highest chronic absentee rate. The CWA followed attendance support protocols that were not practical for the absenteeism that occurred during the pandemic.

Effectiveness (Of what was implemented, how effective was it?):

Our attendance supports were minimal, on a more case-by-case basis. It was difficult, with COVID restrictions and remotely working, to coordinate the CWA with teachers and parents, at multiple sites. Traditional tiers of support (i.e. parent conferences, home visits) were restricted during DL.

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

Due to the COVID pandemic and DL, there was an overwhelming amount of chronically absent students. Some of the absenteeism issues were a result of new attendance tracking systems and staff having to learn to report attendance accurately during DL.

EVALUATION of SPSA 2020-2021

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

Continue with attendance supports.

This will be more coordination with our district CWA, to incorporate/document more Tier 1 & 2 supports, prior to moving onto Tier 3, SARBs, etc.

Area of Focus: Goal 2 School Climate/Strategy 5 Office Staffing

Strategy (narrative/action plan):

Hire a second *bilingual* clerical staff (SST- schools with 750+ students typically have a ratio of 3:1 for students to office support). The SST 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).

Metric(measurement): Suspensions, chronic absenteeism

Monitoring (frequency): Monthly

Implementation (Of the strategy identified, what was implemented and how was it implemented?):

We did not hire a bilingual clerical staff. The need for one was multiplied during the COVID pandemic by just the immense amount of COVID related communications, alone. We utilized any available Spanish speaking staff, for when a situation would arise (i.e. a parent needing tech support, changes at home or with enrollment), as well as leaned on them for regularly scheduled meetings.

Effectiveness (Of what was implemented, how effective was it?):

There was no implementation. We used Spanish speaking staff that was available. Various staff members felt the additional time that was required to assist outside of their regular duties.

Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)

EVALUATION of SPSA 2020-2021

There was an immense uptick in the amount of translating we had to provide, due to the increased volume of communications being pushed out during the pandemic. Additionally, there were more outreaches to the school for resources and assistance (i.e. technological, mental health, death of loved ones), due to the impacts of the pandemic.

Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):

We will continue with hiring an additional bilingual clerical staff.

Area of Focus: Goal 3 Meaningful Partnerships/Strategy 1 Parent Outreach & Involvement

Strategy (narrative/action plan):

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. SUSPD, El Concilio) to provide requested workshops.

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.

Metric(measurement): Parent group and event attendance, volunteer logs

EVALUATION of SPSA 2020-2021

Monitoring (frequency): monthly
<p>Implementation (Of the strategy identified, what was implemented and how was it implemented?):</p> <p>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.</p> <p>During the 2020-21 school year, sites were not able to 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. SUSPD, El Concilio) to provide requested workshops.</p> <p>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.</p> <p>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.</p>
Effectiveness (Of what was implemented, how effective was it?):
Significant Material Differences (Of the strategy identified, did something significant change?): (see mid-year review)
<p>Future changes (Of the strategy identified, what might change for the future? Of the strategy implemented are there changes for the future, enhancements, adjustments?):</p> <p>Continue with holding our parent event nights, but possibly having do provide virtual engagement opportunities.</p> <p><i>*We will try to maintain 3 parent-teacher academic conferences, utilizing the teachers' 18 hrs. and with additional compensation.</i></p>

EVALUATION of SPSA 2020-2021

Comprehensive School Profile Data:

CONFIRMS WHY

CONFIRMS HOW

CONFIRMS WHAT

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
<u>Back to School Night</u> Eng./Dual K 11-B/21 1 st 17/26 2 nd 17/29 3 rd 22/12-E 4 th 14-P/27 5 th 12/S 5 th /6 th 9 6 th M/G 7 th R/47 8 th 37/21 <u>Coffee Hour</u> Aug. 19 Sep. 11 Oct. 12 Nov. 8 Jan. 12 Feb. 7 <u>ELAC</u> Aug. 10 Sep. 8 Oct. 14 Nov. 14 Jan. 8	<p>There is more parent attendance in the Dual Program vs. the English Program.</p> <p>We are able to get at least 19 parents at the initial Coffee Hour, but was not able to maintain.</p> <p>The most parents that have attended is 14.</p>	<p>Parent opportunities are provided mostly during school hours.</p> <p>We do not provide childcare for younger siblings if parents want to attend a meeting.</p> <p>Five points of communication were not always utilized.</p> <ul style="list-style-type: none"> • Marquee • Robo call • Facebook • School website • Monthly calendar • Fliers • Banners 	<p>Grade level discussions of how/why certain parent groups have better event attendance.</p> <p>Provide evening opportunities for parent meetings and workshops.</p> <p>Provide childcare.</p> <ul style="list-style-type: none"> • <i>Conduct live meetings virtually, as well (Zoom)</i> • Designate staff to promote organize events for families. • Utilize the staff at the SUSD Community 	<p>Collaboration time</p> <p>Be A Mentor volunteers, Classified staff</p> <p>Third bilingual, clerical staff (office assist. or Parent Liaison) in the office</p> <p><i>Points of communication including virtual/digital meeting information</i></p>	<p>Sign-in sheets from Back to School and Open House nights, parent and committee meetings, and conferences</p> <p>Parent surveys</p> <p>Teachers tracking attendance at Family Event Nights</p>

<p><u>Volunteerism</u> 50 in 2018-19 80 in 2019-20</p> <p><u>Charter Advisory Committee</u> 7-8 attendees</p> <p><u>Parent-Teacher Conferences</u> <i>*Attendance was not collected.</i> K 1st 2nd 3rd /9-12, E 4th 5th 5th/6th 6th 7th 8th</p> <p><u>PTA</u> 14 potential families (with 20 committed parents)</p> <p><u>Afr. Amer./Black Advisory Committee</u> 61 potential families</p>	<p>Cleared volunteers increased by 37.5%.</p> <p>There is consistent membership and attendance.</p> <p>Tracking of Parent-Teacher Conferences was inconsistent.</p> <p>There is no PTA.</p> <p>There is no AABAC.</p>	<p>Parents aren't always aware of content of meetings.</p> <p>Parents do not feel that they are able to contribute but respond when they are approached to volunteer; staff pushed out beamentor.org throughout the year (vs. just at the beginning).</p>	<p>Outreach Dept. to organize events and provide workshops.</p> <ul style="list-style-type: none"> Survey parents to determine interest for workshops and presenters. Push out meeting agendas so parents are aware. <p>Teachers will meet with each parent at least twice each year to discuss student academic progress and current data; track parent attendance.</p> <p>Form a PTA.</p> <p>Form a AABAC.</p>	<p>PTA membership and account</p> <ul style="list-style-type: none"> Recruit Afr. Amer./Black parents 	
---	---	---	--	--	--

<u>Family Event Nights</u> Monthly, at least 300 attendees to each event	Evening school family events are well attended.		Maintain monthly Family Event Nights <ul style="list-style-type: none"> • Opportunities for families to be on campus and interact with the community • Showcase of student products 	<ul style="list-style-type: none"> • Attend district AABAC meetings District provides student activity reimbursement funds	
---	---	--	---	---	--

SUSPENSIONS

CONFIRMS WHY

CONFIRMS HOW

CONFIRMS WHAT

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
<u>Dashboard</u> <i>Not available for the year ending in 2020</i> All Kids 2018 8% 2019 6.8% White 2018 19% 2019 11.8% Low Socioecon. 2018 7.7% 2019 6.6% Hispanic 2018 6.5% 2019 5.6% ELLs 2018 2.9% 2019 4.4% African-American 2018 16.1% 2019 16.1% Disabled 2018 11.9% 2019 14.8%	<ul style="list-style-type: none"> Our overall suspension rate from 2018-2019 has decreased by 1.2%. Our highest percentage, whites 11.8% decreased by 7.3% (that's only a couple of students, however, as whites are only 2% of total students). Our largest group, socioeconomically disadvantaged (682 students) declined, by 1.1% (7-8 students, as well as Hispanic. 	Generational poverty: trauma in the home, lack of resources, minimal academic and <i>behavioral</i> support or accountability, unreliable contact info	Continue current programs (CARE process) for continuing our overall decreasing trend. <ul style="list-style-type: none"> Link families to community & district resources Restorative conferences with parents & students Disciplinary and socioemotional counseling Consistent lines of communication from school and home 	<ul style="list-style-type: none"> <i>Additional full-time support staff</i> <i>MHT from the district</i> (Cristal Rodriguez) CARE team (admin, counselor, MHT, psychologist) Teachers trained in CARE referral process (members of the care team, necessary forms, protocol) 	PBIS meetings Student referrals Synergy discipline reports for repeated behaviors

<p><u>For the year ending in 2020 (0 susp. for 20-21)</u></p> <p><u>Disabled Students in Synergy</u></p> <p>7% of total students 10.5% of suspensions 18.5% suspension rate</p> <p><u>2018 Afr. Amer. were:</u></p> <p>7.7% of Students 15.5% of Suspen.</p> <p><u>2019</u></p> <p>7.3% of Students 17.0% of Suspen.</p>	<ul style="list-style-type: none"> • However, our next two highest percentages maintained (Afr. Amer., 16.1%) or increased by 3% (disabled students, 14.8%)- <i>well above 6.8%.</i> 	<p>Teachers are reactionary vs. proactive</p>	<p>Support teachers in the classroom with engagement, cultural awareness, relationships</p> <ul style="list-style-type: none"> • Book Study • Training • Walkthroughs • Second Step (SEL curriculum) • Restorative Conferences with teacher and stud. 	<ul style="list-style-type: none"> • Additional full-time support staff 	
<p><u>2018 Mult. Susp.</u></p> <p>Afr. Amer. 11.1% Hispanic 41%</p> <p><u>2019</u></p> <p>Afr. Amer. 56% Hispanics 34.2%</p>	<p>Afr. Amer. students are getting suspended disproportionately.</p>	<p>Ongoing behavioral issues for a small percentage of students</p>	<ul style="list-style-type: none"> • Parent education (AABAC, Coffee Hours) 	<ul style="list-style-type: none"> • Support staff coordinates and facilitates groups 	
<p><u>Synergy Discipline</u></p> <p><i>During DL 2020-21, 3 social media referrals made up all disciplines incidences.</i></p> <ul style="list-style-type: none"> • Fighting, 53.7% • Sexual Harrassment (social media → fights during the 	<ul style="list-style-type: none"> • Sharp increase in # of Afr Amer. with multiple suspensions • Afr. Amer. & Hispanic make up 90% of total susp. 	<p>As of 2/29/20, our # of suspension days is higher by 37.66 than that time in 2019 - due to repeat offenders engaging in the most frequent behaviors.</p>	<p>Student/Parent Drug & Social Media Outreach Education</p> <ul style="list-style-type: none"> • Peer Groups for Positive Social Interactions and Conflict Resolution (SUSD PD Girls and Boys Empower., PLUS, 	<ul style="list-style-type: none"> • Partnerships with SUSD PD, and community speakers & mentors • PLUS advisor • Facilitator for peer groups 	

<p>school day), 14.7%</p> <ul style="list-style-type: none"> • Vaping, 10.5% • Disruption/Defiance, 10.5% <p>Disciplines occur: 56.4% at lunch 14.5% at recess 32.2% on playground 30.6% in classrooms</p>	<p>Fighting</p> <ul style="list-style-type: none"> • Social Media/Sexual Harrassment • Bullying <p>Vaping, during passing periods</p> <p>Disruption/Defiance</p> <p>For all groups to meet our goal of 5%, the groups need to decrease by:</p> <ul style="list-style-type: none"> • All kids, 1.8% • Afr. Amer., 11% • Hisp., 0.6% • Socioecon., 1.6% • Disabled, 9.8% • ELLs, maintain • Whites, 6.8% 		<p>Social Skills groups)</p> <ul style="list-style-type: none"> • SUSD PD presentations <p>Sufficient campus supervision and student assistance, during lunch and recesses, on playgrounds</p> <p>PBIS Program</p> <ul style="list-style-type: none"> • Restorative practices with students • Cultural awareness 	<p>Hire an additional CSA/noon duty staff</p> <ul style="list-style-type: none"> • All staff training in PBIS and restorative practices • Form a committee • Coordinate staff (relationships) 	
--	---	--	---	--	--

CHRONIC ABSENTEEISM

CONFIRMS WHY

CONFIRMS HOW

CONFIRMS WHAT

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
Do I know where I am?	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
<p><i>Not available for the year ending in 2020</i></p> <p><u>Dashboard</u></p> <p>All Kids 2018 12.8% 2019 13.4%</p> <p>African-American 2018 18.5% 2019 22.2%</p> <p>Hispanic 2018 12.5% 2019 12.0%</p> <p>Low Socioecon. 2018 13.6% 2019 14.1%</p> <p>Disabled 2018 17.2% 2019 11.5%</p> <p>ELLs 2018 8.1% 2019 7.8%</p> <p>White 2018 14.3% 2019 18.8%</p>	<p>Our overall chronic absenteeism from 2018-2019 increased by only 0.6%. This was overall maintaining our 8% decrease from the year before.</p> <p>Our Hispanic and ELL groups decreased slightly.</p> <p>Our African-American group increased by 3.7%, and Whites increased by 4.5% (of only 16 kids).</p> <p>While our Hispanic group decreased, 12% equates to 77 students chronically absent.</p>	<p>Chronic absences due to:</p> <ul style="list-style-type: none"> 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 Lack of home support <p>Spanish speaking families are limited to medical and other resources by language</p>	<p>Implement Second Step (SEL curriculum)</p> <ul style="list-style-type: none"> Schools with 750+ students typically have a ratio of 3:1 for students to office support. Liaison to participate in CWA team meetings, between site and parents. For Spanish speaking families, increase parent awareness of students' attendance, through communication 	<p>Ensure all staff have the curriculum and training</p> <p>Third bilingual, clerical staff (office assist.) in the office</p>	<p>Attendance Reports, weekly/monthly (student, class, and grade/program)</p> <p>CARE/SARB referrals and documentation</p> <p>Monitor parent attendance and survey responses</p>

<p><i>For the year ending in 2020</i> <u>Synergy Discipline</u> Chronic absenteeism: 2018: 80.4% were Hispanic and 10.9% were Afr. Amer. 2019: 77% were Hispanic and 12% were Afr. Amer. <i>During DL 2020-21, sychr./asychr. and hybrid attendance</i></p>		<p>and/or immigration status barriers.</p>	<p>and collaboration with parents and CWA.</p> <ul style="list-style-type: none"> • Support teachers with parent communication and the CARE process. • Work with counselor and teachers to ensure SEL curriculum is implemented school-wide <p>Attendance monitoring (CWA team) incorporated into the CARE process and PBIS programs</p>	<ul style="list-style-type: none"> • Retain current CWA team staffing (counselor, AP, district MHT and CWA) • Train teachers on attendance referral protocol. • Familiarize teachers with attendance support staff/contact. • Cougar PAWS incentive program 	
--	--	--	--	---	--

			AABAC	<ul style="list-style-type: none"> • Formed and coordinated with district's AABAC 	
			ELAC/El Concilio	<ul style="list-style-type: none"> • The addition of bilingual support services reaches families with language as a barrier. 	

Progress

school search

Pittman Elementary

2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



730

Enrollment

37.9%



EL

0.1%

FOS

2.5%

HOM

87.0%

SED

8.2%

SWD

90.8%

UPC

December

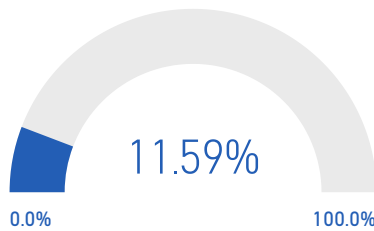


CWA

36

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

93%

ELA: K-11

On-Track

23%

Percent



Participation

99%

Math: K-8

On-Track

22%

Percent



Participation

(Blank)

MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

87%

Percent GL Tested

ELPAC IA

40

Total Tested

Reclassification

12

RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

1049

Total Test Count

Ready Class

2640

Total Test Count

Saavas

(Blank)

Total Test Count



Plus Survey

School Climate

12.8%

87.2%

At my school, there is a teacher or other adult who really cares about me.

19.2%

80.8%

I feel like I am part of this school.



Enrollment

school search

Pittman Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-2↓

Dec-Jan change

01-Aug

729

Enrollment

06-Jan

728

Enrollment

02-Sep

728

Enrollment

03-Oct

726

Enrollment

04-Nov

730

Enrollment

05-Dec

730

Enrollment

SUSD RA v1.1

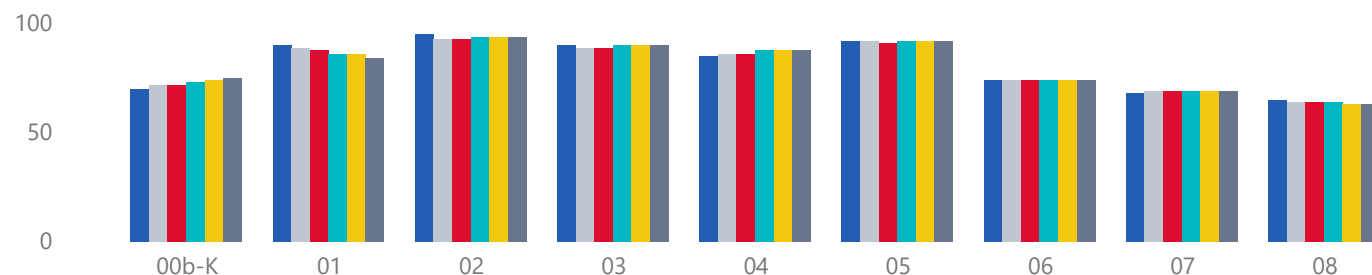
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

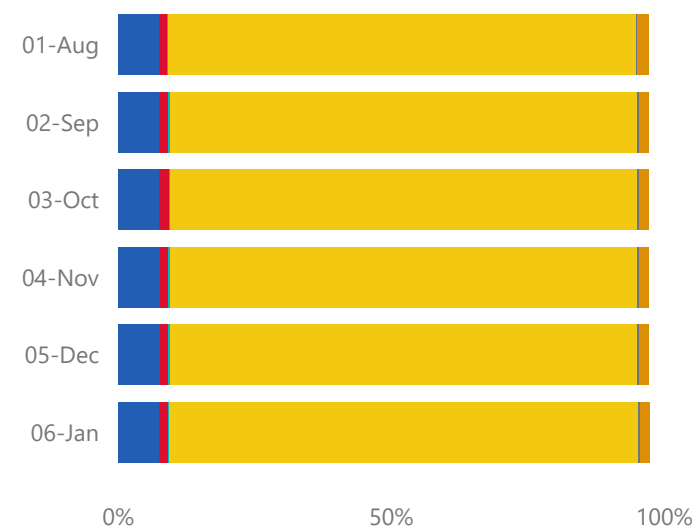
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



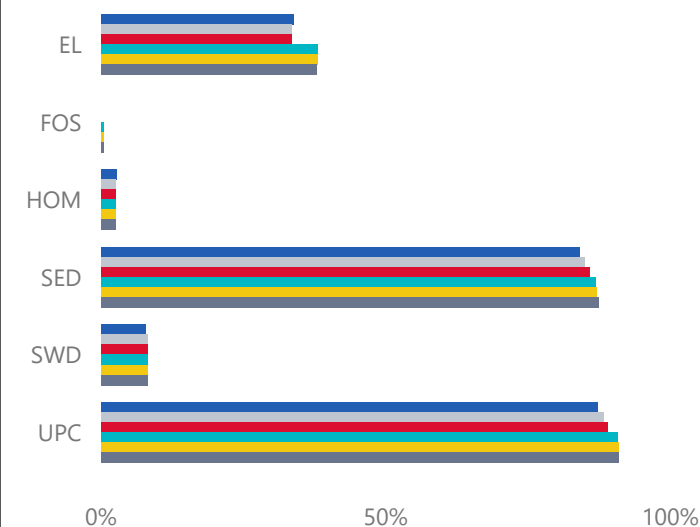
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Pittman Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.01↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

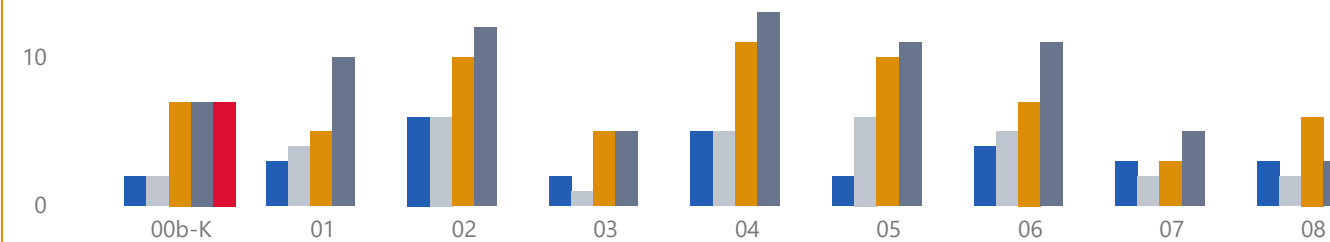
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

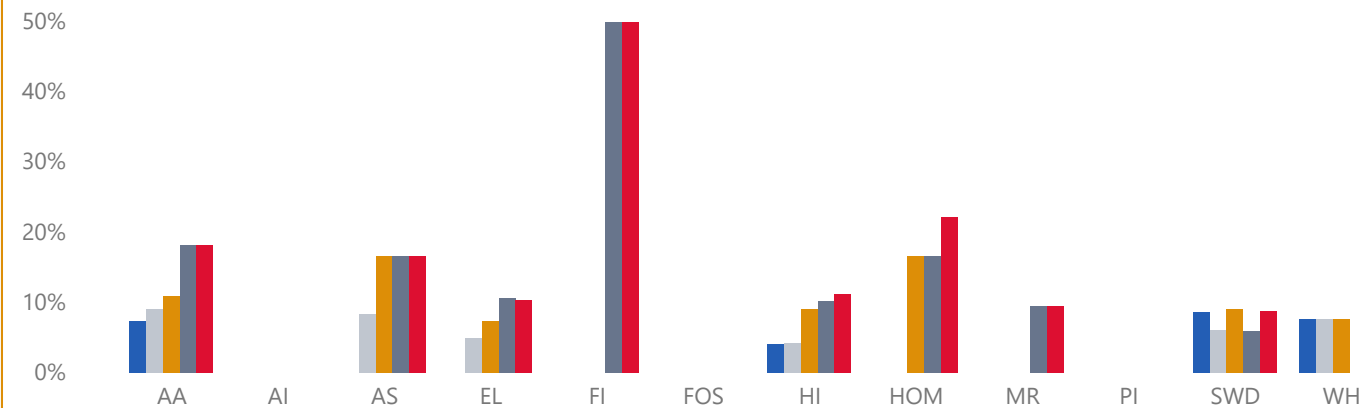
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



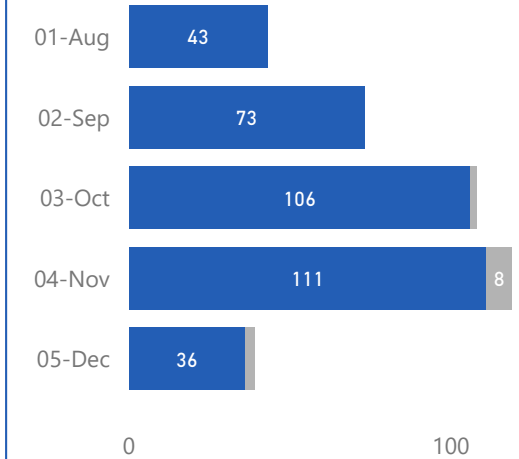
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation

87%

Fall

93%

Winter

Spring

Overview:

Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level:

percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below:

(2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth:

(0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation:

Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source:

Research; Program Exports

Frequency:

Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

24%

Fall

23%

Winter

Spring

2+ Below

57%

Fall

48%

Winter

Spring

No Gro...

36%

All

27%

Winter

Spring

iReady Percent On-Track

Student Group	Diagnostic (01-Fall)	02-Winter
00	70%	54%
01	28%	
02	20%	18%
03	18%	17%
04	21%	
05	26%	26%
06		26%
07	18%	28%
08	23%	34%
AA	19%	17%
ALL	24%	23%
AS	27%	33%
EL		
FI		50%
HI	24%	24%
MR	24%	
PI	50%	50%
SBAC	21%	23%
SED	21%	23%
SWD		
WH	38%	31%

iReady Percent Two or More Years Below Grade Level

Student Group	Diagnostic (01-Fall)	02-Winter
01		
02	54%	42%
03	56%	44%
04	55%	49%
05	65%	68%
06	80%	68%
07	79%	65%
08	77%	62%
AA	46%	45%
ALL	57%	48%
AS	55%	50%
EL	78%	60%
FI	100%	50%
HI	59%	48%
MR	43%	43%
PI		
SBAC	67%	59%
SED	57%	48%
SWD	86%	67%
WH	62%	62%

iReady Percent No Growth (since Winter 2019)

Student Group	Diagnostic (01-Fall)	02-Winter
01		
02		
03	28%	
04	40%	24%
05	36%	34%
06	52%	38%
07	44%	34%
08	53%	42%
AA	27%	29%
ALL	36%	27%
AS	22%	30%
EL	36%	
FI	50%	50%
HI	38%	26%
MR	38%	43%
PI	100%	
SBAC	41%	30%
SED	36%	26%
SWD	27%	22%
WH		30%

F-W Growth

48%

All

F-S Growth

iReady F-W Typical Growth

Student Group	Typical Growth
00	30%
01	24%
02	45%
03	49%
04	48%
05	42%
06	63%
07	62%
08	70%
AA	45%
ALL	48%
AS	55%
EL	52%
FI	100%
HI	49%
MR	55%
PI	50%
SBAC	54%
SED	49%
SWD	58%
WH	10%

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

2640

Total Test Count

Saavas

(Blank)

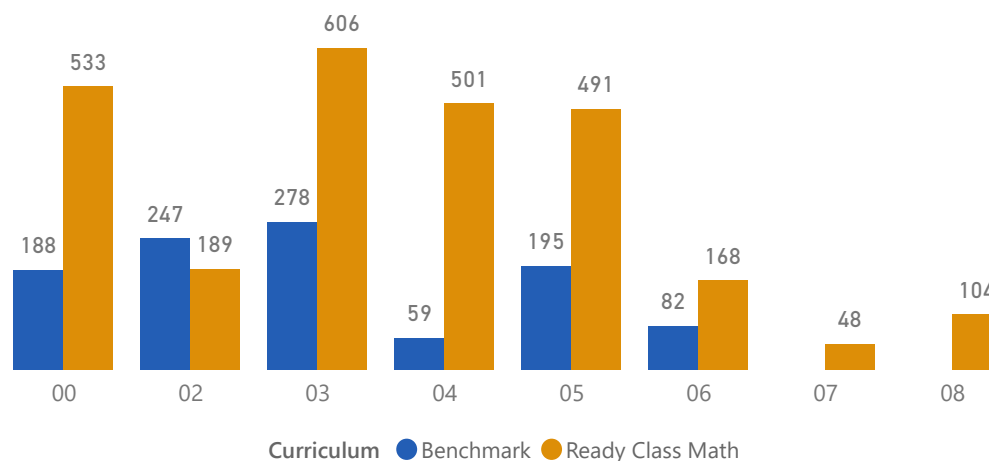
Total Test Count

Benchmark

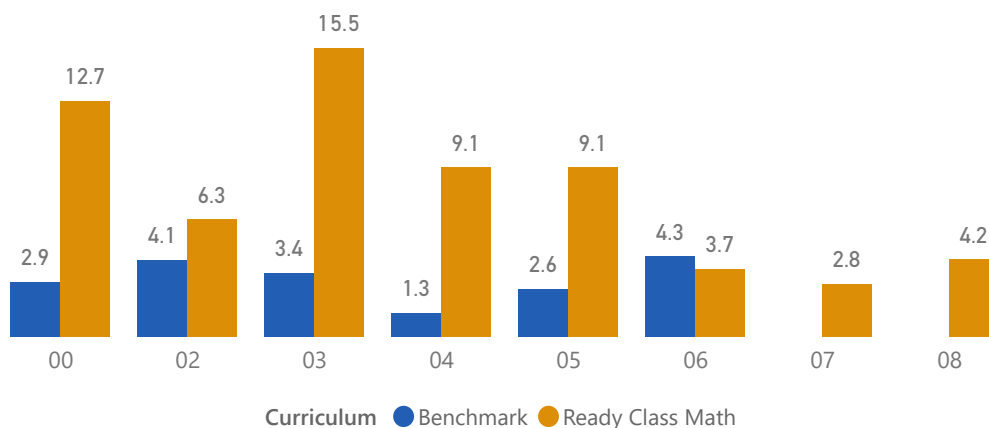
1049

Total Test Count

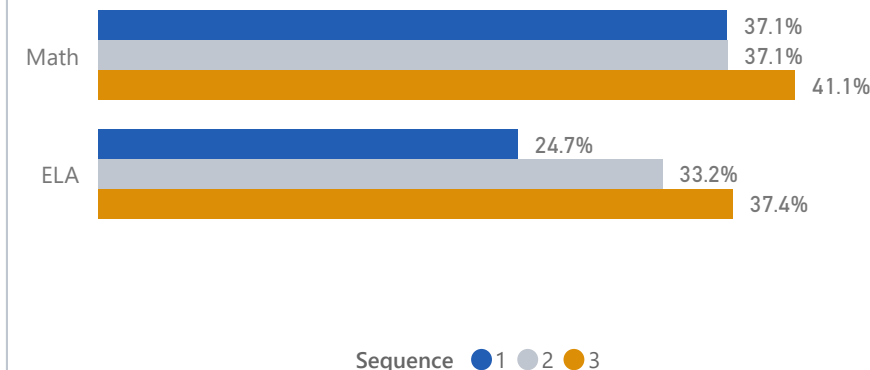
Curriculum: Test Count



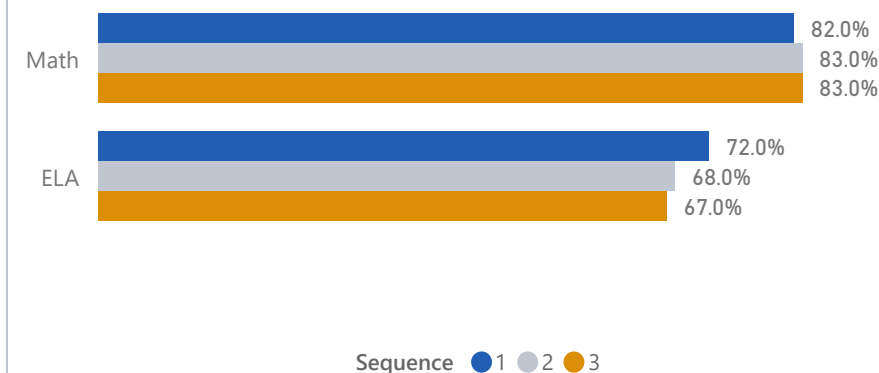
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

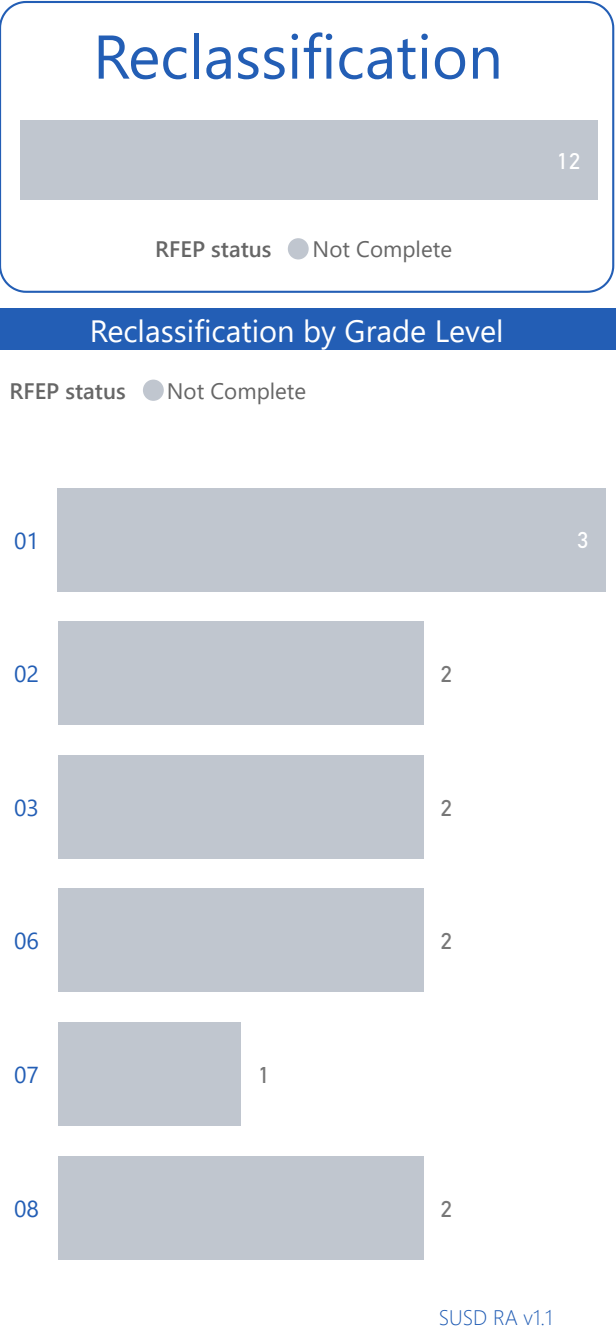
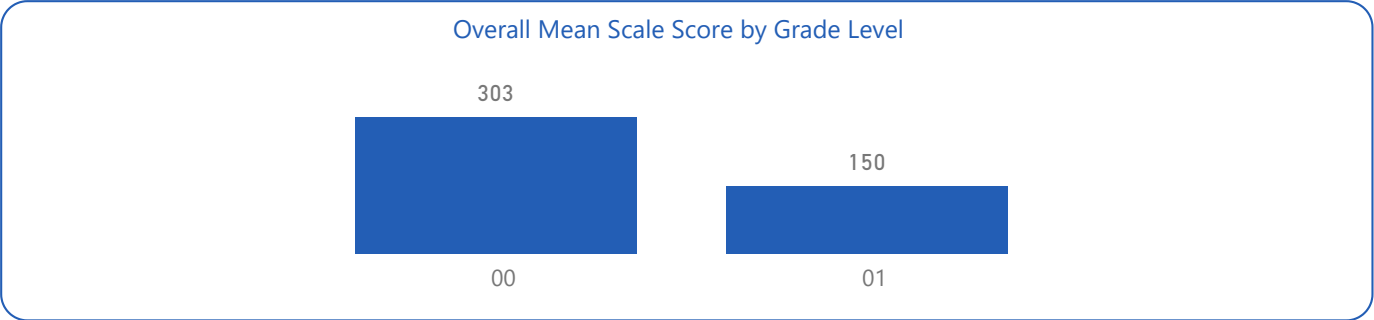
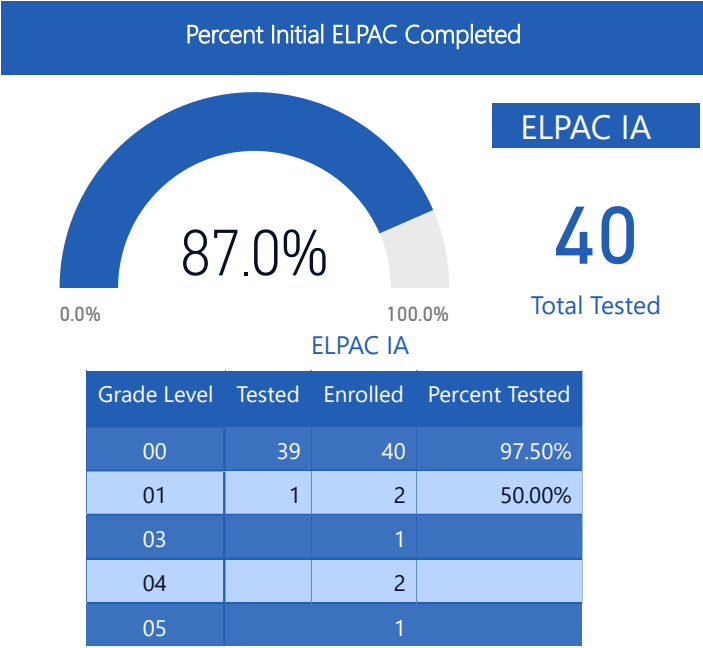
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner.**

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligibile:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

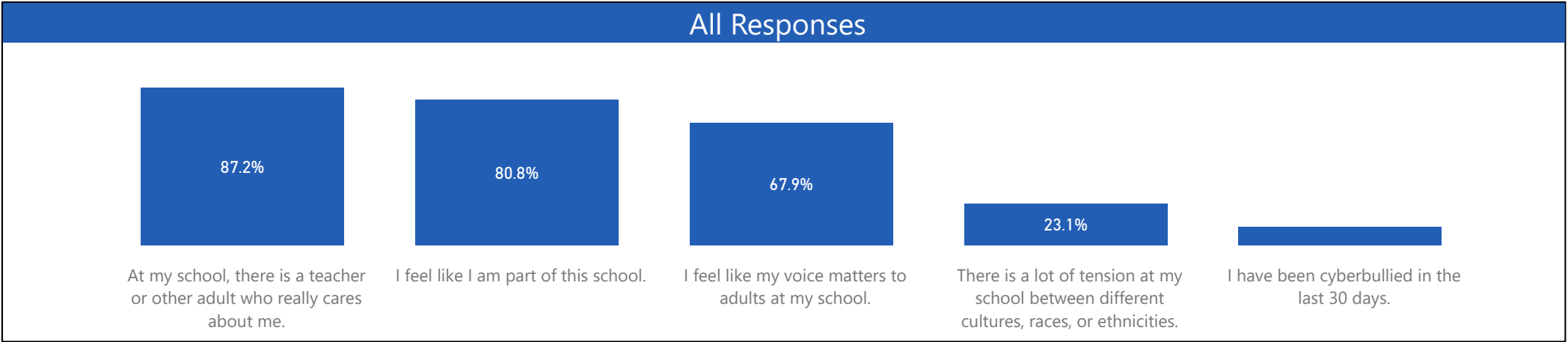


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

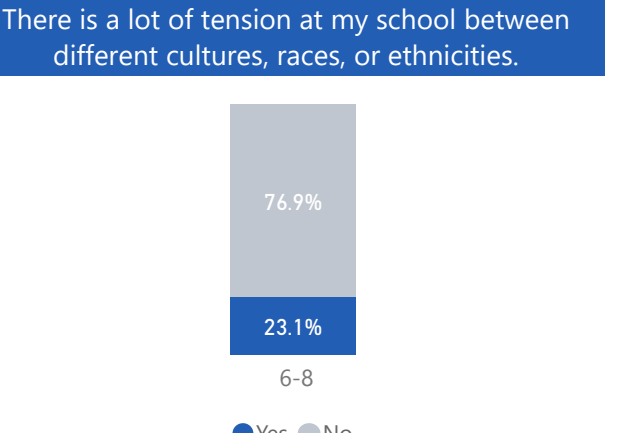
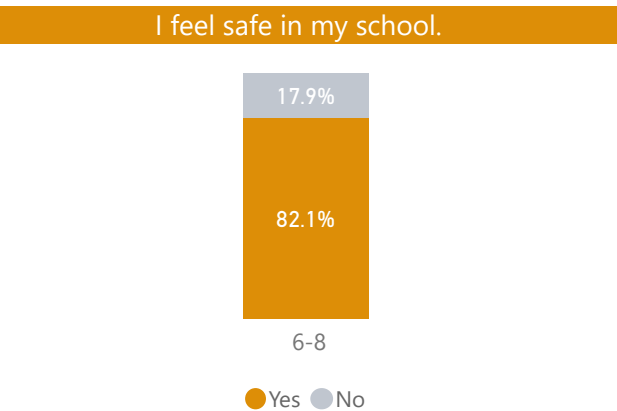
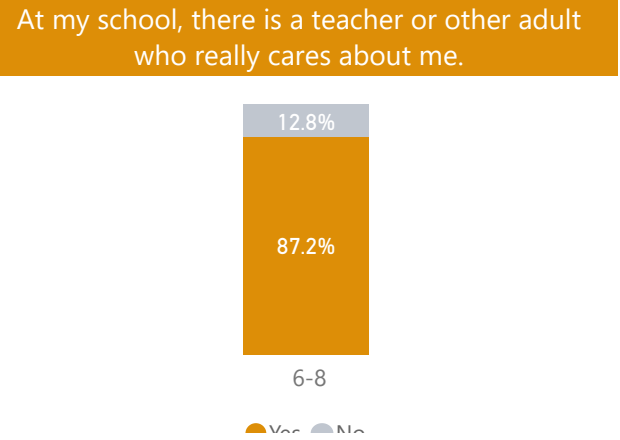
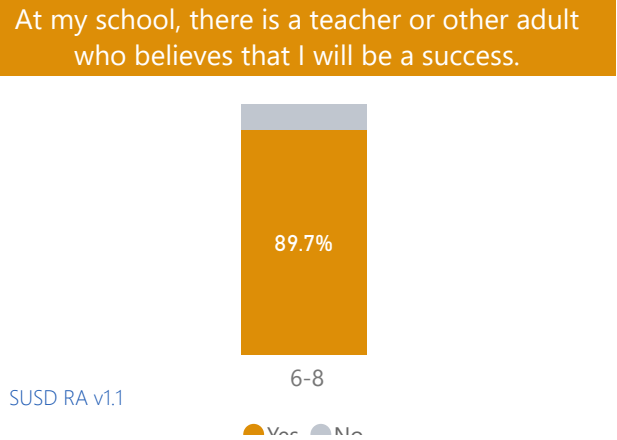
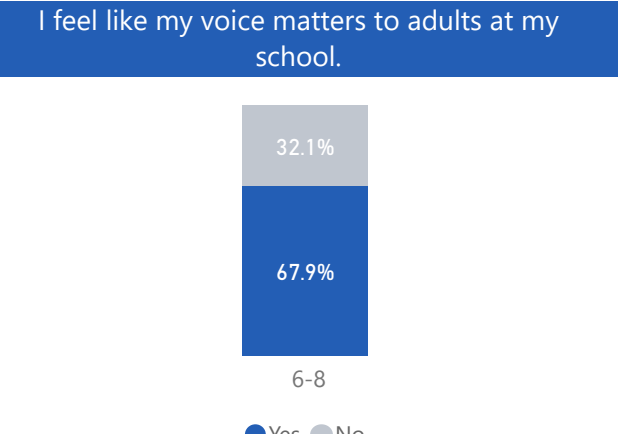
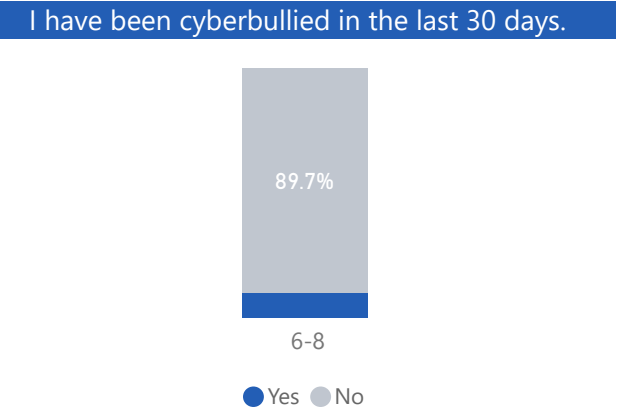
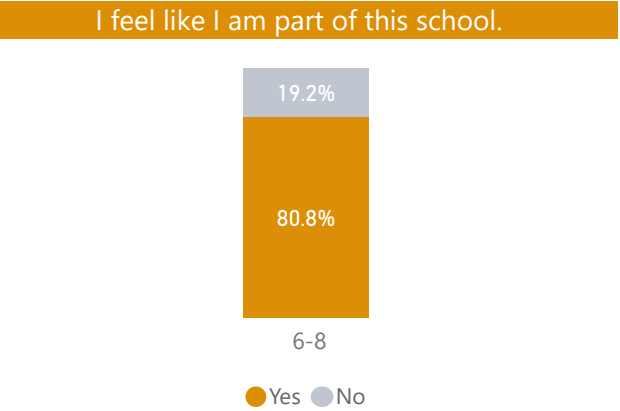
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
(Bla...	78	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Overview: Distribution of transcript grades reported by grade, course, and credits earned.

- Transcript Grades:
- * Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
 - * Credits Earned: Credits earned as indicated on transcript
 - Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
 - * All: all credits attempted were earned
 - * Half: more than half of credits attempted were earned
 - * Less than half: less than half of credits attempted were earned
 - * None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
Frequency: Reports are updated after at end of term,

Grade Distribution and Term

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

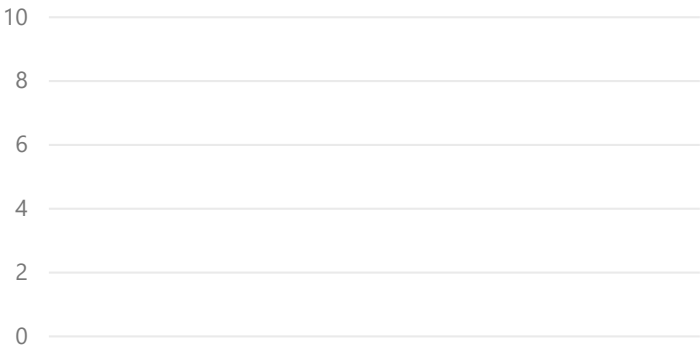
All

MDTP: Fall Diagnostic

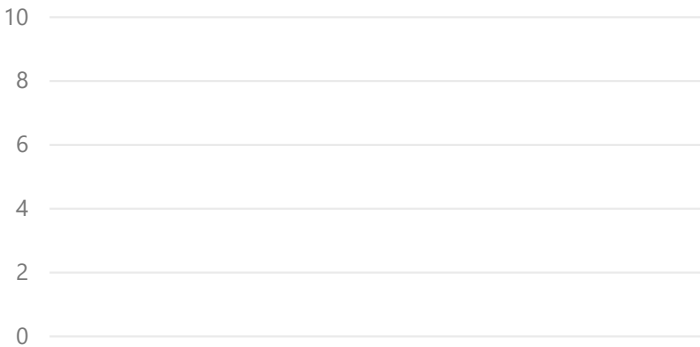
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Feedback Suggestions Comments
Questions Ideas
Share your thoughts with our team!

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-
students with disabilities.

Metrics

Participation

96%

Fall

99%

Winter

Spring

On Track

24%

Fall

22%

Winter

Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:**

January 2021 - winter.

High School Data Currently Not

Reported

SUSD RA v1.1

2+ Below

45%

Fall

38%

Winter

Spring

No Gro...

35%

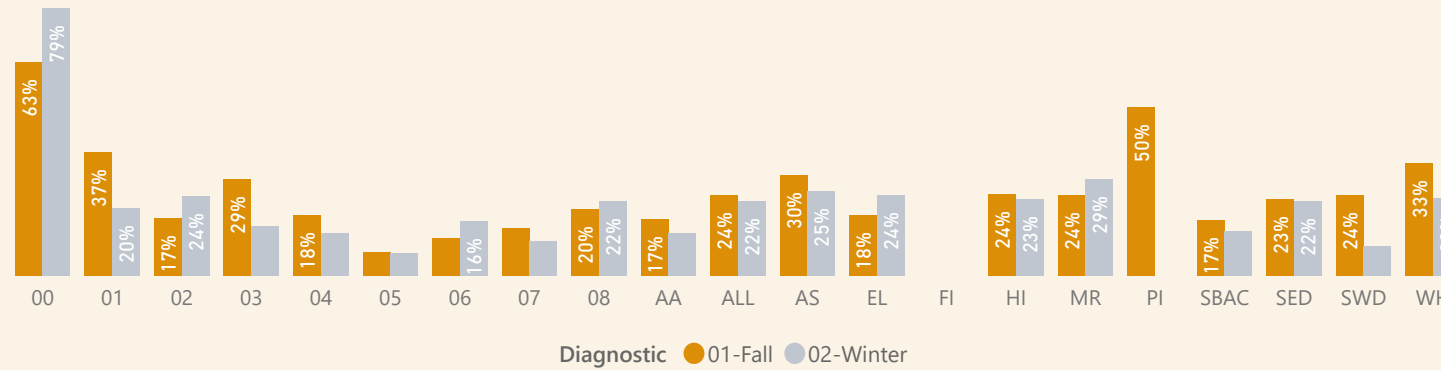
All

22%

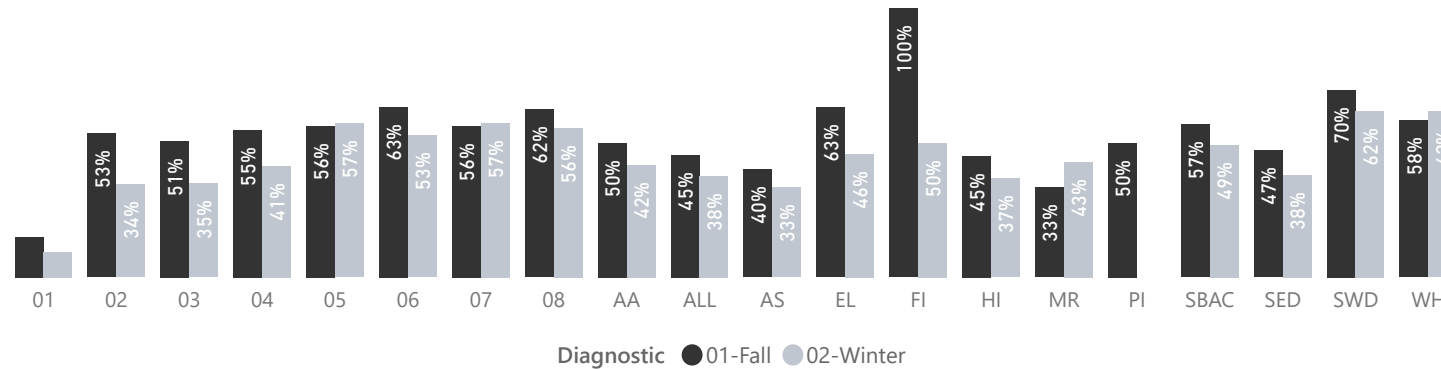
Winter

Spring

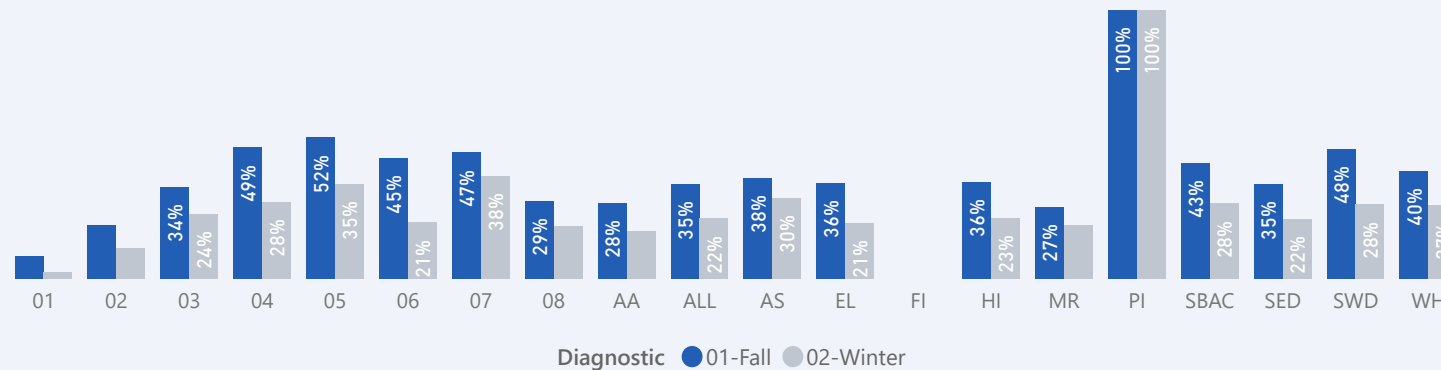
iReady Percent On-Track



iReady Percent Two or More Years Below Grade Level



iReady Percent No Growth (since Winter 2019)



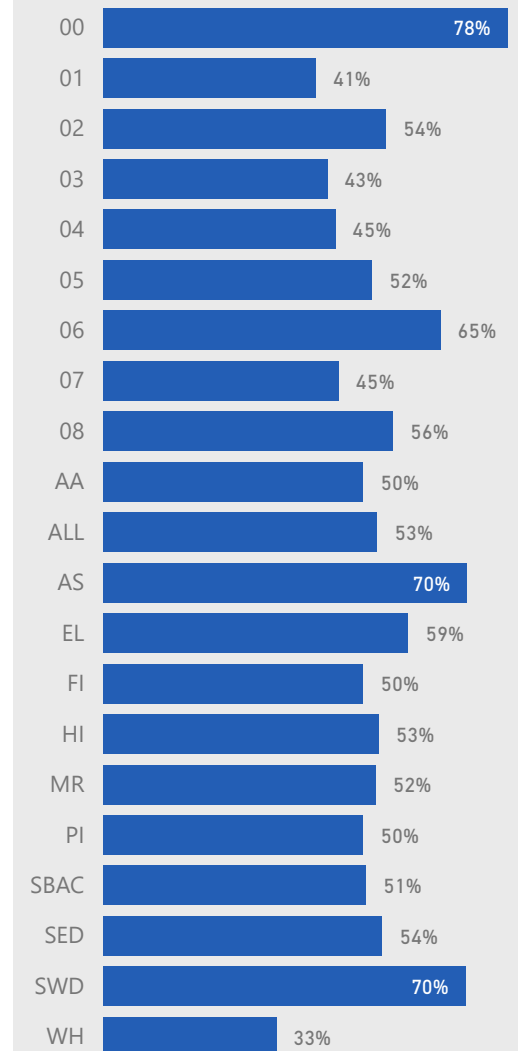
F-W Growth

53%

All

F-S Growth

iReady F-W Typical Growth



Recommendations and Assurances:

Site Name: Pittman Charter

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

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

English Learner Parent Involvement Committee

3/25/21

Date of Meeting

Other committees established by the school or district (list):

3/25/21

Date of Meeting

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

This SPSA was adopted by the SSC at a public meeting on 6/28/21.

Date of Meeting

Attested:

Emilio Junez

Typed Name of School Principal


Signature of School Principal

6/28/21

Date