2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: __Pulliam Elementary__

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

   English Learner Advisory Committee

   6/5/2023
   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 __11/13/2023__.
Date of Meeting

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

Pulliam AVID/Leadership Team
Committee

11/2/2023
Date of Meeting

ELAC
Committee

6/5/2023
Date of Meeting

Pulliam Teachers
Committee

10/24/23
Date of Meeting

Attested:

Krystal Taylor
Typed Named of School Principal

Krystal Taylor
Signature of School Principal

11/16/2023
Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pulliam Elementary	39686766042741	11/13/2023	06/20/2023

Purpose

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

Pulliam Elementary is implementing a Comprehsive Support & Improvement Program.

Description

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

All Site goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals.

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

California Healthy Kids Survey, ELAC Parent Need Survey

Classroom Observations

AVID Walkthrough, CORE Walk through,District Math Walkthroughs

Analysis of Current Instructional Program

The Pulliam School Site Council met on January 19th, 2023, as a committee to review and analyze Pulliam's data in the following areas of the Comprehensive Needs Assessment process: Staffing and professional development, teaching and learning, parent engagement, and school culture and climate. On January 24, 2023 Pulliam staff members were presented with data to review during a faculty meeting. The 2022-2023 I-Ready Winter Diagnostic data, most recent school climate survey from 4-8 grades, discipline and attendance data. This data was compared to the Fall I-Ready Diagnostic data, goals, strategies, and expenditures detailed in the 2022-2023 SPSA.

Outcomes:

-**Attendance-** Decision made to increase attendance incentives to improve attendance data in preparation for CAASP testing. Raffle tickets will be passed out to students arriving prior to 9:05A and drawings for prizes will occur daily during testing. (Discussed January 24th @ Staff Meeting)

-**Discipline-** Interventions put in place to decrease discipline, additional safety team training, student campus monitors implemented (Discussed January 24th @ Staff Meeting)

-**Climate Survey Data**- Increase opportunities, be intentional about ensuring that students feel connected to one another and staff- bi-weekly Lunch on the Lawn with students and staff members (Discussed January 19th @ SSC Meeting and January 24th @ Staff Meeting)

-**Diagnostic Data-** Shared with students and parents, goal setting in all classrooms, reports added to AVID binders; focused MTSS groups to provide specific instruction and focus on growth ((Discussed January 19th @ SSC Meeting and January 24th @ Staff Meeting)

-**Parent Involvement-** Parent prizes/recognition for engagement and involvement (Discussed January 19th @ SSC Meeting)

Standards, Assessment, and Accountability

I-Ready, CAASP, CORE Assessments, SIPPS, ELPAC, California Accountability Dashboard

Staffing and Professional Development

Staffing and Professional Development Summary

Pulliam is made up of the following staff:

- 30 teachers
- 4 SDC teachers
- 1 RSP teacher
- 1 Instructional Coach
- 1 Speech and Language Pathologist
- 1 Psychologist (Part Time)
- 1 Mental Health Clinician (Part time)
- 2 Counselors
- 25 of 30 teachers are credentialed
- 18 of 30 teachers are AVID trained
- Staff Development for 23-24 will focus on AVID, Culturally Relevant Teaching, Equity, SIPPS, MTSS EL Strategies, PBIS, CORE, PLC and UDL
- Staff who are not credentialed, or credentialed staff in need of additional support with instruction/classroom management will be supported by our Instructional Coach
- Pulliam Teachers engage in the PLC process every 2nd and 4th Tuesday of the month and staff meetings every 1st and 3rd Tuesday of the month
- Pulliam Teachers at the K-3 Level have begun implementing the SIPPS curriculum and platoon with their students daily using the SIPPS program as part of daily ELA instruction
- Pulliam's Leadership Team consists of one teacher per grade level
- Pulliam is a school-wide AVID site focusing on WICOR at all grade levels
- Pulliam is a school focused on PLC performance and has strenthened this process via our work with CORE
- 7 Pulliam Teachers and admin participate in AVID Summer Institute each summer
- 6 Pulliam Staff participate in PLC conference for summer 23

Staffing and Professional Development Strengths

- Pulliam teachers have opportunities to rotate rooms for staff meetings to view evidence of the teaching and learning taking place school wide
- K-3 Teachers are attending OERA (Online Early Reading Academy) Training this year and have been working with Reading Specialists to implement SIPPS
- Pulliam Teachers have participated in AVID Summer Institute for the past 5 years
- Pulliam Staff receives regular PD on equity and CRT
- 80% of Pulliam's SPED staff has received CPI training
- Pulliam K-3 Teachers met with CORE consultants who observed reading instruction and provided feedback on SIPPS and reading implementation
- All Pulliam teachers have worked with Solution Tree to strengthen the PLC process

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): 12 Pulliam Teachers are not AVID trained and at times did not implement AVID materials as desired . **Root Cause/Why:** Pulliam has acquired many new teachers since which put a halt on AVID training for some because they are overwhelmed with the work of the credential program and other new teacher programs.

Needs Statement 2 (Prioritized): Pulliam Teachers are in need of an Instructional Assist and Library Media Assist to support in implementation of SIPPS. **Root Cause/Why:** Following COVID, there was a hiring freeze put in place for Program Specialist and therefore it has been difficult to hire a Program Specialist so we have used our Library Media Assist and Instructional Assist to fill this need.

Needs Statement 3 (Prioritized): There was a decline in on-site PD that was offered after COVID which resulted in less training in trauma informed practices, designated/integrated ELD supports, STEM, and equity. **Root Cause/Why:** There was a shift in approved vendors we were able to work with to support our site in Trauma informed practices per board regulations.

Needs Statement 4 (Prioritized): Pulliam's Instructional Coach was unable to support new and struggling teachers much this year. **Root Cause/Why:** Pulliam's Instructional Coach was often used to sub in our PE classroom due a vacancy that we had all year and no sub that picked up the position.

Needs Statement 5 (Prioritized): Under qualified teachers/subs in classrooms, limited substitutes available, classrooms being split **Root Cause/Why:** Lack of district staffing, COVID, teachers out on leave for extended periods of time

Needs Statement 6 (Prioritized): Instructional walk-throughs and after school tutoring did not take place this year **Root Cause/Why:** -Lack of staffing/sub coverage -Teacher burn out

Needs Statement 7 (Prioritized): Student discipline incidents and suspensions increased this school year **Root Cause/Why:** CSA was out a majority of the school year, and noon duty often did not report to work which resulted in safety team supervision shortages on the yard.

Teaching and Learning

Teaching and Learning Summary

Classroom Observations, Curriculum, Data:

- Through ELD Walkthroughs, it was noted that teachers K-3 and middle school are adhering to designated ELD time across the board, while teachers in 4-6 are focused more on integrated ELD as opposed to utilizing designated ELD time consistently.
- TK-3 grade classes are very print rich and walls are utilized as a resource. 9/12 of the 4-8th grade classes are print rich and walls are utilized as a resource
- AVID (organization) is implemented in 28/30 classrooms effectively.
- MTSS is implemented school wide
- SIPPS is implemented in all TK-3 Classrooms and assessments administered twice this year (Winter and Spring) with 78% student growth and movement in levels
- I-Ready, Benchmark, Ready Math implemented in all K-6 classrooms; Pearson implemented in middle school
- 25/30 classes are regularly utilizing Moby Max, Ready pathways, and Accelerated Reader
- I-Ready diagnostic data is used to implement student groupings for MTSS support daily for a half hour in Math and a half hour in ELA for grades K-8
- Pulliam uses a Google site with data, meeting/PLC notes and staff resource binders that house all staff notes and information
- 6/12 K-3 Teachers implemented SIPPS with fidelity according to CORE walkthroughs
- 6/10 Pulliam Teachers received positive feedback for their Math implementation according to Distrit Math walkthroughs

Teaching and Learning Strengths

- Pulliam School implements AVID schoolwide in grades TK-8th and became certified in 2017 for Grades K-5 and 2023 for grades 6-8, making Pulliam AVID certified school-wide
- More than 70% of staff are AVID trained, with an additional 3 teachers being AVID trained this summer at the June Summer Institute
- Multiple grade levels platoon for ELD and MTSS to ensure that the needs of all students are being met
- SIPPS is used in grades K-3
- The PLC process is implemented school-wide at Pulliam
- Staff meeting location is rotated to showcase teaching and learning taking place in all classrooms across campus
- New teachers are paired with an additional site support provider/mentor
- Cross grade level collaboration takes place monthly

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Teaching and learning were negatively impacted this year as there was an increase in absenteeism for both students and staff and therefore teachers were unable to provide additional instruction to address learning loss for our Tier 2 and Tier 3 students   **Root Cause/Why:** Pulliam School saw an increase of student and staff absenteeism due to illness, students relocating out of the area, and family hardships. We also had an increase in our homeless population which resulted in poor attendance.

Needs Statement 2 (Prioritized): Platooning for MTSS and ELD proved beneficial as noted by data addressing individual student learning loss and allowed for additional use of supplemental programs such as Moby Max, Accelerated Reader, Zearn and Raz Kids. Some grade levels did not platoon consistently.   **Root Cause/Why:** Root Cause/Why We needed to platoon more consistently at several grade levels but were unable to due to staff shortages.

Needs Statement 3 (Prioritized): Classes were often split which caused students to work independently at times without direct instruction being provided which further resulted in slow progress for student growth.   **Root Cause/Why:** We had a lack of substitutes available due to cover classes

Needs Statement 4 (Prioritized): We were unable to do instructional rounds   **Root Cause/Why:** Lack of available subs presented an issue with classroom coverage

Needs Statement 5 (Prioritized): We were unable to start working with our CORE consultant to evaluate our site's implementation of SIPPS and I-Ready until March   **Root Cause/Why:** Pulliam's site Admin Assist was out which delayed processing of needed documents to get an approved contract with CORE.

Needs Statement 6 (Prioritized): Instructional coach was not able to support new teachers   **Root Cause/Why:** Our coach was in the classroom subbing for our PE vacancy most of the year due to a lack in coverage

Needs Statement 7 (Prioritized): Pulliam was unable to hire a Program Specialist to support with implementation of SIPPS and additional teaching and learning **Root Cause/Why:** District put a hiring freeze for the Program Specialist position in place due to classrooms being understaffed with teachers.

Needs Statement 8 (Prioritized): Students were unable to receive the supports needed for SEL and character building outside of the classroom as a result of not having our outside consultants present at recess time which resulted in higher suspension numbers and more discipline incidents.   **Root Cause/Why:** The district severed ties with a majority of the SEL consultant programs that were previously in place. Fidgety students who could not sit down in the classroom were often placed in an alternate environment other than their own classroom.

Parental Engagement

Parental Engagement Summary

- Pulliam has a full time parent liaison
- Pulliam hosts monthly parent/coffee hours to engage parents and provide resources
- Pulliam parents participate in LCAP surveys each year
- Each classroom at Pulliam has a room parent that supports the teacher with tasks (preparing items, communication)
- Pulliam teachers all use Class Dojo to communicate with parents
- Pulliam has a school Class Dojo account as well when communication is sent weekly
- Pulliam has a school news letter that is sent weekly with students to inform parents of school events/happenings
- Pulliam school hosts 4 resource fairs per year where parents are provided supports with completing job applications, provided clothing, and resources on discounts for utilities
- 5 parents on school site council
- Parents have access to all teachers via email, phone call and Class Dojo
- Pulliam started a a PTA in 2018 that includes 12 parents
- Pulliam has an ELAC committee consisting of 6 parents
- Pulliam nominates a parent of the month each month who has shown exceptional involvement in their child's education

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Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent coffee hours were not attended by a great number of parents that we had three years ago.   **Root Cause/Why:** Some parents have still expressed fear of being in close proximity during meetings. So we have moved to pop-up parent coffee hours in front of the school outdoors under a tent.

Needs Statement 2 (Prioritized): Room parents were not very active this year and were not able to assist the teacher in classroom tasks/small group support **Root Cause/Why:** Many parents were not fingerprinted to be able to work on campus.

Needs Statement 3 (Prioritized): Pulliam hosted 2 resource fairs for parents instead of 4   **Root Cause/Why:** Partner organizations such as Starbucks stopped donating as previously was done.

Needs Statement 4 (Prioritized): Pulliam PTA was not active during the 22-23 school year and likewise, we struggled to fill offices with parents on committees such as ELAC.   **Root Cause/Why:** Many of our active parents have had students promote and our newer parents are not as comfortable being in positions of office just yet.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary-

Pulliam Mission:

Pulliam Elementary ensures a safe and positive environment so that all students learn earn at grade level or higher.

Pulliam Vision:

Pulliam Elementary will be a high performing school where staff, families and community members collaborate to ensure that all students engage in a rigorous instructional and enrichment program so that they will be successful in high school and post-secondary pursuits.

Data:

- As of Mid April 2023: Total Cumulative days of in and out of school suspension: 133 days.
- According to our PLUS survey: 78% of 6th-8th graders feel a part of the school, 74% feel safe at school, and 88% feel there is a teacher or other adult who really cares about them at school.
- In the 4th and 5th grade, 85% of students feel they are part of the school, 72% of students feel safe at school and 75% feel as if they have a trusting adult on campus that cares about them.
- In addition to site admin and teachers, Pulliam has two school counselors, a school psychologist a mental health clinician provide students with social and emotional supportive resources such as restorative circles, PBIS strategies, PLUS program activities, and structured student engagement activities that positively impact student learning and behavior.
- According to 2nd trimester feedback forms, staff wanted to see additional subgroup celebrations outside of Hispanic and African-American celebrations (Cambodian, Vietnamese) and decided to host a multicultural event which was held February.
- Trimester Parent surveys indicated that 82% of parents surveyed were satisfied with the school's climate and culture, while the other 18% felt that additional work needed to be done to ensure Pulliam was a safe place for their children to learn.
-

School Culture and Climate Strengths

- The Counseling and Mental Health team provides social emotional supports
- Pulliam has a strong PBIS incentive program in place and is consistent in monthly PBIS assemblies
- Safety team meets every Friday to discuss table tops and student behavior/interventions needed
- Administration, teachers, counselors and parent liaison participate in Students Support Team meetings that strengthen our SAP process including Tier 1, Tier 2, Tier 3 process, and where the teams discuss student behavior, attendance, students who have been referred to CARE, and appropriate interventions to support them in being successful.
- The Operations team meets weekly to plan school activities, fundraisers, and monthly PBIS activities/leadership activities to recognize and reward positive behavior traits and leadership on campus
- PLUS is an active part of Pulliam's culture and members serve as peer leaders on campus facilitating restorative circles, activities, and conflict mediation/resolution amongst students.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students are not getting adequate support services to deal with tier II and tier III social emotional struggles **Root Cause/Why:** We do not have mentoring services and the mental health clinician is only here 2 days a week to meet and counsel with students who have experience severe trauma

Needs Statement 2 (Prioritized): Roughly 25% of students feel unsafe on campus and have indicated that they have been bullied **Root Cause/Why:** Pulliam's CSA was on leave from November- remainder of the year, we were down one safety team member from October-May, and the other two safety team members were out on leave for two months. This resulted in less safety team coverage and therefore an increase in student misbehaviors that are not always documented when on the yard.

Needs Statement 3 (Prioritized): School Psychologist, Speech and Language, Mental Health and RSP were all over on their caseloads for a majority of the school year which made it difficult for students to receive the in depth services they needed. **Root Cause/Why:** Each member of our mental health team was over in numbers on their caseload so they were burned out.

Needs Statement 4: Students do not have many opportunities for field trips and academic incentives that keep them engaged outside of the day to day classroom activities and this causes students to miss out on being well rounded and exposed first hand to the curriculum **Root Cause/Why:** Funds were spent on trying to attain a program specialist which didn't happen and therefore there were no funds left for AVID/STEM related field trips and assemblies.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement

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

Goal 1.1

* ELA: By EOY 2024, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students.

* EL: By EOY 2024, per ELPAC, maintain the number of students who reclassify to 10 or more students.

* Math: By EOY 2024, per iReady Diagnostic 3 Growth Report, the total number of students performing 2 or more grade levels below will decrease by 50 students.

* ELA: By EOY 2024, all K-3 students will have made growth in SIPPS as noted by the SIPPS trimester 3 diagnostic scores.

Identified Need

12 Pulliam Teachers are not AVID trained and at times did not implement AVID materials as desired .

Pulliam Teachers are in need of an Instructional Assist and Library Media Assist to support in implementation of SIPPS.

There was a decline in on-site PD that was offered after COVID which resulted in less training in trauma informed practices, designated/integrated ELD supports, STEM, and equity.

Pulliam's Instructional Coach was unable to support new and struggling teachers much this year.

Under qualified teachers/subs in classrooms, limited substitutes available, classrooms being split

Instructional walk-throughs and after school tutoring did not take place this year

Student discipline incidents and suspensions increased this school year

Teaching and learning were negatively impacted this year as there was an increase in absenteeism for both students and staff and therefore teachers were unable to provide additional instruction to address learning loss for our Tier 2 and Tier 3 students

Platooning for MTSS and ELD proved beneficial as noted by data addressing individual student learning loss and allowed for additional use of supplemental programs such as Moby Max, Accelerated Reader, Zearn and Raz Kids. Some grade levels did not platoon consistently.

Classes were often split which caused students to work independently at times without direct instruction being provided which further resulted in slow progress for student growth.

We were unable to do instructional rounds

We were unable to start working with our CORE consultant to evaluate our site's implementation of SIPPS and I-Ready until March

Instructional coach was not able to support new teachers

Pulliam was unable to hire a Program Specialist to support with implementation of SIPPS and additional teaching and learning

Students were unable to receive the supports needed for SEL and character building outside of the classroom as a result of not having our outside consultants present at recess time which resulted in higher suspension numbers and more discipline incidents.

Students are not getting adequate support services to deal with tier II and tier III social emotional struggles

School Psychologist, Speech and Language, Mental Health and RSP were all over on their caseloads for a majority of the school year which made it difficult for students to receive the in depth services they needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing 2 or more grade levels below	ELA 37% (216 students) Math 35% (208 students)	ELA 29% (166 Students) Math 27% (158 Students)

Percentage/Number of students reclassifying to English fluent proficient	7.4% of EL Students (11 RFEPs)	7.4% of EL Students (11 RFEPs)

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Building Professional Learning Communities is a core component to the success of the school plan, Teachers are consistently participating in the cycle of inquiry and within the PLC planning, teachers will utilize evidence-based instructional strategies to ensure students can access the core. Training will support intervention strategies for instructional practices in support of teaching and learning

Solution Tree- Strengthen the PLC process for teachers by walking them through the what of the PLC process in great depth. Also focusing on the why, researched backed success, and focus on the 4 essential PLC questions. Each grade level team would then also engage in 90 minute imbedded sessions to look over their PLC process and data= 30,000 CSI funds 21/22
15,000 CSI 22/23

PLC Conference 2023- Pulliam will send 7 teachers and 2 administrators to the PLC conference -7 teachers and 2 administrators X2500 per teacher = $25,000 CSI 21/22 funds (conference fees, hotel, flights and collaboration time or 6 hours per staff member)
25K CSI 22/23

PLC release time for teachers and Administrators to continue the work of Solution Tree- $275 per roving subX4 roving subs X8 days= $8,800- Title 1

AVID Conference- This conference will provide in-person professional development for teachers on AVID strategies to support our students in becoming proficient readers and writers. -$25k CSI 21/22 (conference fees, hotel, flights and collaboration time or 6 hours per staff member)
25K CSI 22/23

UnboundEd - Conference attendance for ELA (K-5), Math (6-12), Planning Process, Leadership, and post conference collaboration.
$18,000 Conference - Leadership Institute (4 x $2500 Registration, Lodging, Airfare) CSI 22/23

Get Your Teach On Conference 2024 for 6 (K-6) Pulliam Teachers
Conference Registration, Lodging, Airfare= $10,000

Teacher collaboration for attendance at conferences additional comp: PLC conference 5 teachers and 1 administrator X 6 hours X$60 X= $1,800- CSI 21/22
AVID Conference additional comp:6 staff X6 hours X $60= $2160
Teacher collaboration time and post conference work- $20,000- CSI 21/22 CSI 22/23

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning.
Focusing on:
Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for reteaching to move forward more efficiently:
In-Depth Root Cause Analysis and Need Assessment:
Stakeholder Involvement Plan:
In-Depth Data Analysis and Evaluation:
Walk-Through Visit - Observation of Actual Activities:
Debrief of Observation
Equity - Culturally Relevant Instruction Training and Planning:
Step Up to Writing
Substitute Costs - CSI

Pulliam will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.

Metrics for Progress Monitoring:

Number of teachers receiving training, AVID CCI tool, PLC rubrics, Percentage of grade level teams implementing effective PLC collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$11,506	50345 - CSI 2021/22
$8,800	50643 - Title I
$30,000	50345 - CSI 2021/22
$25,000	50345 - CSI 2021/22
$25,000	50345 - CSI 2021/22
$25,960	50345 - CSI 2021/22
$15,000	50345 - CSI 2022/23
$25,000	50345 - CSI 2022/23
$25,000	50345 - CSI 2022/23
$18,000	50345 - CSI 2022/23
$20,000	50345 - CSI 2022/23
$10,000	50345 - CSI 2022/23

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Program Specialist .5 FTE
The program specialist helps support the coach with co-teaching, demonstrating lessons, peer observation feedback, program implementation, assists with collecting, analyzing and interpreting data as well as technology integration. He/she will also support programs like Fountas & Pinnell in the form of targeted small group instruction within the school day. Additionally, the program specialist oversees the EL instructional programs and testing, state testing and analysis, and PSAT testing.
SSC has decided to add the .5 Program Specialist Position back hoping to secure someone that can assist in implementing programs such as SIPPS, GLAD, and Step up to Writing which are part of our ELSB grant plan. In addition, PS is needed to assist with EL monitoring and implementation of standards based CORE curriculum.

The Library Media Assistant will monitor school wide progress and provide incentives for students and classes for weekly word counts and individual student reading comprehension goals. These will be posted to motivate students to read and improve vocabulary and comprehension skills. The Library Media Assistant will work to foster an I AM A READER mindset and love of reading.
The Library Media Assistant will also support teachers with training on Accelerated Reader and monitoring of student progress.
.75 FTE Library Media Assistant - $54,738 - LCFF

Instructional Assistant (1.0 FTE) ELSB funded
At risk students as identified by iReady assessments will be provided small group intensive support by an instructional assistant during MTSS time.
Instructional assist will work with 5 students at a time at 40-minute intervals with grade 1-3rd 5 days per week. They will provide intervention in

phonemic awareness, sight words, and phonics.
The instructional assist will provide instruction based on the breakdown of the i-Ready data.

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Metrics for Progress Monitoring:
Academic data- I-Ready scores/ELPAC reclassification/Moby Max and SIPPS level increases

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$0	23030 - LCFF (Site)
$54,738	23030 - LCFF (Site)
$10,916	50643 - Title I Salary Contingency
$11,911	23030 - LCFF Salary Contingency

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  Reading Comprehension Assessment and Monitoring
Students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of the Accelerated Reader and STAR programs ($6,775 Title 1). These programs will be run by the teachers and Library Media Assistant. The STAR assessment will provide initial reading levels for students and can be repeated each trimester as a data point for reading comprehension growth. With the initial Fall reading level, the teachers and the Library Media Assist will help students select appropriate leveled books to read, and then students will take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on the scores of the AR test.

Implement/purchase RAZ Kids ($2,000) for all K-3 teachers in an effort to supplement Benchmark and improve literacy skills/ ELA rate of 16% proficiency as noted in SPSA. RAZ Kids is a program that teachers will use consistently and the effectiveness of RAZ kids leveled literacy program will be monitored by Pulliam's Data Team (Coach, teachers, and admin) to determine success rate based on an increase in student ELA proficiency data as noted by I-Ready Data.

Implementation of MobyMAX for Literacy and Comprehension. MobyMax is an online suite of learning solutions designed to provide K-8 teachers with CCSS-aligned content, assessments, and activities for all topics and subject areas. Available at the classroom, school, and district level, MobyMax can be used as a supplemental resource or as a more central component of a teacher's curriculum. MobyMax automatically allows you to monitor student progress in real time so that you know exactly how each student is doing. Analyze data for all standards in the common core by student, class, school, and district. MobyMax's diagnostic tests quickly assess student proficiency on each standard in the common core, letting you know exactly where gaps in student knowledge exist. MobyMax simplifies the IEP process by allowing you to set student goals that are automatically updated as students progress, saving you hundreds of hours of reporting. The license if $3,495 for a twelve-month period for all students.

In an effort to enhance our Reading, Science, History and Math programs, Pulliam students will engage in take part in a fun online quiz service to check for understanding via Kahoot. Classroom Kahoot licenses will be used to reteach standards based concepts taught and allow teachers to have a plethora of questions at their fingertips to check for understanding on topics while engaging students.

License Agreements (AR/STAR, RAZ Kahoot, MobyMax): $12, 275 - Title I
License Agreement (Zearn) : $5,000- CSI 21/22

Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices,

E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, and other instructional ancillary devices.

CSI:
We were provided $147,755.95 in CSI funding which will be spent on increasing student achievement and engagement. Based on current academic, attendance and teacher feedback data, we have seen a decrease in the aforementioned data due to a lack of student engagement and attendance.
4 smartboards X $3,500 plus stands ($1,000 per board) = $18,000 CSI 21/22

$24,000 CSI 22/23 - 12 SMART boards for interactive student groups
$4,800 CSI 22/23 - 8 x $600 doc cameras

Therefore, funds will be spent to improve student engagement and learning via smartboards. Smartboards are proven to enhance literacy, boos student attentiveness, and increases comprehension, and increase in student engagement.

To ensure that teachers are able to maintain student engagement without having to stand at their smart boards and be able to maximize time with small groups of students and walking the room, each smart board will need a presentation clicker
(40 clickers for presentations= 40 X $17= approx. $700 CSI 21/22
(20 clickers for presentations x $17 = $350 CSI 22/23
iPads and stylus pens will be used in each classroom during SIPPS rotation and to engage students through Literacy programs and leveled readers. Students will also use the ipads and pens as we continue to implement Step Up to Writing to practice foundational writing/tracing skills and paragraph writing.

(40 ipads X $500= approx. $20,000) CSI 21/22
(40 ipad pencils X $32.50= approx. $1300) CSI 21/22
(40 ipad cases X $25= approx. $1000) CSI 21/22

(10 ipads x $500 = $5,000) CSI 22/23
(10 ipad pencils X $32.50 = $325 CSI 22/23
(10 ipad cases x $25 = $250) CSI 22/23

10 Pulliam classes are without classroom printers which are needed to complete quick print assignments and student achievement awards as students move through completion of levels in Moby Max, I Ready, SIPPS.

(10 printers X$300= $3,000) CSI 21/22
(ink for classroom printers = $5,000) CSI 21/22

LCFF:
Flexible seating for each classroom- Flexible seating would allow Pulliam students to be more self-aware of the seating types and the environment in which they learn best. A shift in mindset would allow the students to know and understand that they can be engaged and focused when they are in an environment that understands various modalities of learning. Students would no longer be excused from class when they need to wiggle, are antsy, or simply need a break from sitting. Instead, students could remain in the classroom, increasing time spent on learning, and increase engagement by simply being allowed to learn in the way that best suites them.   A mindset shift in teaching and learning is beneficial for both students and teachers and flexible seating would allow for this, therefore increasing engagement and student achievement.
Based on Pulliam's underperforming data for Science testing, we have noticed a need to bring Project Lead the Way to our school to focus on NGSS standards. In order to successfully implement the program, we will need Science lab tables.

Each of Pulliam's 40 classrooms would receive the following:

balance chairs, floor seats, bean bags, wobble chairs= $1000 per classroom X40= $40,000 approx (including delivery of items)- LCFF funds
Science Lab Tables: $15,000 LCFF

Phonics instructional materials/supplies such as phonics phones, headphones, flip charts, clipboards, paper, pencils, reading certificates, puzzles, pocket charts, literacy based games, alphabet stamps, ink pads for the alphabet stamps, chair pockets for housing AVID/Writing binders and SIPPS materials schoolwide, class crayon sets for younger grades to color code sight words on specific sight word coloring pages, pencils, paper for writing, sentence strips, glue for gluing writing strips for organization of topic sentence, transitions and conclusion, pocket chart stands, and various phonics tools. $50,000-CSI Funds 21/22

Math Manipulatives- magnetic number bond sets, magnetic base ten blocks, magnatiles, pattern blocks, tens grids and counters, math games, calculators= $10,000 CSI 21/22

Based on Pulliam's underperforming data for Science testing, we have noticed a need to bring Project Lead the Way to our school to focus on NGSS standards. In order to successfully implement the program, we will need the following materials and several storage cabinets to house these items: safety glasses, Lab Aprons Economy Polyethylene Lab Apron, Science Snap circuit training Program, Taylor digital timer, laminators, UV Light Sanitizer, Washi Tape, Fiskar Deluxe Titanium Paper Trimmer with Aluminum Cut Rail (12"), Fiskar ProCision Rotary Bypass Trimmer, storage cabinets, Seville rolling cabinets = $7500 CSI 22/23

Metrics for Progress Monitoring:
Mobymax, Zearn, Kahoot, Raz Kids & Accelerated Readers Diagnostics, Percentage of students using instructional technology to engage in less
and demonstrate learning on regular basis, Percentage of students implementing AVID Binders and WICOR strategies, Percentage of classroom
using SEL methods to reduce instructional minutes lost to behavioral issues. Engagement and grades of our Science program

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

Amount(s)	Source(s)
$12,275	50643 - Title I
$40,000	23030 - LCFF (Site)
$109,000	50345 - CSI 2021/22
$5,000	50345 - CSI 2021/22
$37,000	50345 - CSI 2022/23
$8,725	50345 - CSI 2022/23

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Small Group Tutoring by Certificated Teachers
This strategy focuses on intervention activities to help students master and overcome foundational deficits. 2nd - 5th grade students identified
as needing tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the
instructional day - before or after school. Tier 3 - At Risk is identified as a student scoring 2 or more levels below grade level on the i-Ready
assessment. Students receiving services will be chosen each trimester following i-Ready testing is completed. The bottom 10 per grade level in
reading from 2nd-5th grade class will be offered these spots. When a student cannot or will not attend the tutoring, the next lowest student will
be offered the spot. Also, focusing on K-3 Literacy.
Teacher Additional Comp Pay Calculation (Object Code 11500) for tutoring: 6 teachers X 3 hours per week X23 weeks X $60 rate of pay=
$24,840 - Title I

Duplicating of Instructional Materials- $3,604 title 1

Metrics for Progress Monitoring:
Academic data- iReady scores/ELPAC reclassification/Moby Max and SIPPS level increases

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

Amount(s)	Source(s)
$24,840	50643 - Title I
$3,604	50643 - Title I

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Instructional resources will be provided to support school-wide AVID implementation. These resources will include binders, planners, pencil pouches, dividers for the binders, calculators, composition books, clip boards, construction paper, pencils, markers, crayons, colored pencils, chart paper, presentation boards, sheet protectors, student planners, and folders will support AVID implementation of organization, reading, writing, and inquiry across grade levels.
K-8 students will utilize binders and dividers to incorporate organizational skills as part of AVID instruction. These binders will allow students to organize instructional resources, notes, and assessment data for study and reflection. Classroom printers will also need ink so that student materials can be printed. Phonics instructional materials/supplies such as phonics phones, headphones, flip charts, clipboards, paper, pencils, reading certificates, puzzles, pocket charts, literacy based games, alphabet stamps, ink pads for the alphabet stamps, chair pockets for housing AVID/Writing binders and SIPPS materials schoolwide, class crayon sets for younger grades to color code sight words on specific sight word coloring pages, pencils, paper for writing, sentence strips, glue for gluing writing strips for organization of topic sentence, transitions and conclusion, pocket chart stands, and various phonics tools. The material effectiveness to student achievement will be measured by organization at weekly binder checks and Spring and Fall showcases.
Instructional Materials - The cost of binders, folders and dividers = $23,000 - Title I, and $10,195 - LCFF ; $20,000 CSI 21/22 ; $25,108 CSI 22/23

Equipment- New staff copier $15,000 Title 1

Outdoor stage for AVID Morning Assemblies- $6466- LCFF

Maintenance Agreement - $12,000 - Title I: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance/ License agreements ensure the equipment (3 copy machines) access is available and usable to provide a print rich environment.

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

Amount(s)	Source(s)
$23,000	50643 - Title I
$10,195	23030 - LCFF (Site)
$15,000	50643 - Title I
$12,000	50643 - Title I
$20,000	50345 - CSI 2021/22
$6,466	23030 - LCFF (Site)
$20,108	50345 - CSI 2022/23

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Pulliam students will partake in various field trips including college field trips, on- site assemblies, STEM field trips, Literacy Field trips that promote college readiness and exposure which are part of our AVID site goal/focus for Pulliam as well as increase student engagement/ achievement

Transportation for field trips ($3,000 per trip X 10 trips) approximately- $30,000 CSI Funds21/22
Transportation for field trips ($3,000 per trip X 10 trips) approximately- $30,000 CSI Funds 22/23
On-site assemblies- $20,000 LCFF
Student fees for field trips- $5000-Title 1

AVID Stem Program Materials- $6,308- Title 1

Pulliam will pay any appropriate consultants, student fees, professional services, and duplicating costs associated with application of CORE standards, SEL development, and PBIS implementation to improve school climate.

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

Amount(s)	Source(s)
$30,000	50345 - CSI 2021/22
$20,000	23030 - LCFF (Site)
$5,000	50643 - Title I
$6,308	50643 - Title I
$30,000	50345 - CSI 2022/23

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

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  Provide students opportunities to:
*interact with their peers who will attend their kindergarten class promoting social skills,
*establish a connection between the kindergarten teacher and preschooler,

*practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and
*attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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

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

Annual Review

SPSA Year Reviewed: 2022-2023 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.

During the 2022-2023 school year, the overall implementation of the strategies/activities in relation to overall effectiveness of the goal are as follows: Strategy 1=

We were unable to hire a Program Specialist this school year as a result of staffing shortages. As a result, we experienced difficulty in implementing and monitoring programs that students access (SIPPS) during their designated MTSS time. Likewise, without a Program Specialist, the task of EL monitoring was solely placed on administration. Strategy 2= Numerous classrooms saw great improvement in ELA and Math with their consistent use of MobyMAX. RAZKIDS and Accelerated Reader. Students' love for reading and engagement have soared with Accelerated Reader as well. Our Library Media Assist has been influential in monitoring these programs and providing incentives to ensure students are using the programs consistently. Strategy 3= Small group tutoring was not as effective this year as initially small groups were not allowed. In addition, teachers were overwhelmed with COVID this year and did not wish to run small tutoring groups once this was allowed again. Students that did partake in small group tutoring this year made gains in ELA as noted by bi-weekly assessments and I-Ready data. Strategy 4= We were unable to hire an Instructional Assist due to staffing shortages this school year. Strategy 5=Teachers were unable to be released due to staffing shortages and a lack of sub coverage. Teachers will attend the AVID conference in summer as no substitutes are needed. Teachers were also provided release time outside of their normal working day to collaborate and discuss teaching and learning as a PLC. Strategy 6= Teachers were provided time outside of contracted hours to collaborate, plan, and discuss the effectiveness of their teaching and learning. Unfortunately, due to staffing, walkthroughs were not done on a consistent basis and instead had to be done in a manner where prep teachers covered classes of individual teachers in order to complete a walk through. Strategy 7= AVID has been implemented school wide with students in all grades focusing on organization, reading, writing, comprehension. The purchase of school-wide binders and materials to implement AVID has proven beneficial to students as we notice students are utilizing learning tools, planners, and housing their writing/reading in a central location. Teachers have used the poster maker to make learning tools and resources that are further used by students to enhance teaching and learning which has resulted in higher engagement and a growth in ELA and Math. Strategy 8= We will implement Kindergarten Summer Bridge in June in an effort to prepare Incoming Kindergarten students, assess them, and help with summer learning loss.

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

The major differences are as follows: -Funds were set aside for hiring a Program Specialist and we were unable to hire to due to staffing -Funds were set aside for small group tutoring before and after school that would be utilized by 6 teachers for 23 weeks , 3 days per week, and instead, only 2 teachers were able to provided this small group tutoring due to COVID -Funds for teacher release time to collaborate and complete walk throughs, were set aside but unable to be utilized as intended due to staffing shortages and lack of coverage.

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.

Changes will be as follows: -We will be adding the assessment piece of Accelerated Reader so that students are able to get a pre-and post test which will determine their reading level. Currently we are using I-Ready to determine their reading level and it is not as accurate when students are selecting and reading books. This change was approved by SSC and will add an extra $2,000 to our annual expenditures. - Conferences= We will no longer attend get your teach on. Instead, AVID and Unbound Ed will be our only conferences we attend. This change was approved by SSC. -We will add pencil pouches to our AVID organization binders. This change was approved by SSC. -We will increase our maintenance agreement fees to $10,000 as we are over this school year with only $7,500. This change was approved by SSC.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

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

Goal 2.1

Pulliam's days of suspension for the 2023-2024 school year will not exceed 95 days of suspension (July 2023-mid-May 2024) . For the 2022-2023 school year, Pulliam ended with 123 total days of suspension.

Pulliam's Chronic Absenteeism will drop from the current rate of 40% to 30% or less by May 2024 as evidenced by the monthly report sent by district.

Identified Need

Student discipline incidents and suspensions increased this school year

Teaching and learning were negatively impacted this year as there was an increase in absenteeism for both students and staff and therefore teachers were unable to provide additional instruction to address learning loss for our Tier 2 and Tier 3 students

Students were unable to receive the supports needed for SEL and character building outside of the classroom as a result of not having our outside consultants present at recess time which resulted in higher suspension numbers and more discipline incidents.

Students are not getting adequate support services to deal with tier II and tier III social emotional struggles

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of days of suspension	123 days - Current year	Less than 95 days
Chronic Absenteeism Rate	41.3%	30%

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

  Coordinate with a consultant to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction is student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class.
Non-Instructional Consultant - $34370 - LCFF

Counselors will provide mentorship, Social Emotional Learning support lessons, and peer leadership activities during extended day.
Counselor Additional Compensation CSI 2022/23 - $5,000

Students will use mindfulness activities and meditation to regulate behaviors and provide social emotion supports. The purchase of yoga mats will be needed for this purpose. $30x40= $1200 LCFF

Use behavior/attendance incentives for students to support and maintain positive behaviors)= $6,000 CSI/21/22

Materials/Supplies to help chronically tardy students with time management to ensure they are up on time for school.

(approx $3000)- CSI

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$34,370	23030 - LCFF (Site)
$6,000	50345 - CSI 2021/22
$3,000	50345 - CSI 2021/22
$1,200	23030 - LCFF (Site)
$5,000	50345 - CSI 2022/23

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Trauma Informed Practices
Staff have read Fostering Resilient Learns: Strategies for Creating a Trauma Sensitive Classroom. The readings have been implemented into biweekly PD, to directly help staff better understand best practices in supporting students with trauma.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$0	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1=The implementation of an outside Structured Sports program proved to be effective during lunch recesses in decreasing student behavior incidents and decreasing lunch time suspensions.

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

With Strategy 1, we intended to have the consultants all year long so they could work on building relationships with students and character building early on to further decrease the discipline rate on campus. However, due to staffing shortages with the structured sports program, we had a late start and many missed days of service.

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.

No changes will be made to this goal. We will still utilize structured sports and will still focus on Trauma informed practices via Kevin Taylor Consultation on Equity in the 23-24 school year as district protocol now allows for outside visitors on campus.

LCAP Goal

Goal 3: Meaningful Partnerships

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

Goal 3.1

Pulliam's parent involvement will increase from 30% to 40%, as measured by parent meeting and student activity sign in sheets for the 2022-2023 school year.

Identified Need

Parent coffee hours were not attended by a great number of parents that we had three years ago.

Room parents were not very active this year and were not able to assist the teacher in classroom tasks/small group support

Pulliam hosted 2 resource fairs for parents instead of 4

Pulliam PTA was not active during the 22-23 school year and likewise, we struggled to fill offices with parents on committees such as ELAC.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent involvement	30%	40%

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Parent Participation on Campus -
Pulliam provides opportunities for parents to participate in their child's education by offering monthly coffee hour, parent forums, parent cafe trainings, resource fairs, and bi-annual Pulliam showcases. All parents are welcome to attend and provide the staff feedback. - These activities are organized by the parent liaison in collaboration with the program specialist, counselors, and administration
Parent Liaison will also make individual contact with parents regarding suspensions/absenteeism to support a healthy school environment.
Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs.
The parent liaison in partnership with the program specialist, counselors, and administration will support the establishment and encourage parent and community participation in organizations such as PTA, SSC, ELAC and volunteering.
1 FTE Parent Liaison - $96,547 - Title I - 50672

Pulliam Parents will engage in English Classes taught by a bilingual Pulliam Staff Member. Learning English will help parents to be career ready and to engage/support their children in all academic areas. Paying teacher $60 per hour X1 hour X3 times per month=$180 month X8 months= $1,500.- Title 1 parent

Parent Meeting - $1,100 - Title I parent - 50647: Light snacks and refreshments. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - $1061 - Title I parent - 50647: Materials for parent and student literacy and math.

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

Amount(s)	Source(s)
$96,547	50643 - Title I
$1,100	50647 - Title I - Parent
$1,061	50647 - Title I - Parent
$1,500	50647 - Title I - Parent

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Discontinue - merged with another strategy/activity.

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

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

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Discontinue - merged with another strategy/activity.

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

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

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy 1= Pulliam's parent liaison has been effective in maintaining Pulliam's meaningful school partnerships with various organizations that provide resources to our parents. She has also been influential in ensuring that Pulliam parents are kept up to date with all school happenings via our school newsletter and maintaining of our school Class Dojo account. Our parent liaison ran virtual parent coffee hours and conducted several parent surveys this school year to allow Pulliam parents

to have a voice. Pulliam's multicultural event was ran to help our families learn together via a dynamic learning community.

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

We intended to have three in person resource fairs for our parents and in person coffee hours where parents would meet one another and learn hands on strategies to assist their children.

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.

No changes will be made and we will utilize the same strategies next school year.

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	$435,784.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$905,130.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
50643 - Title I	$207,374.00
50647 - Title I - Parent	$3,661.00
50643 - Title I Salary Contingency	$10,916.00
50345 - CSI 2022/23	$213,833.00

Subtotal of additional federal funds included for this school: $435,784.00

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

State or Local Programs	Allocation ($)
23030 - LCFF (Site)	$166,969.00
50345 - CSI 2021/22	$290,466.00
23030 - LCFF Salary Contingency	$11,911.00

Subtotal of state or local funds included for this school: $469,346.00

Total of federal, state, and/or local funds for this school: $905,130.00

Addendums

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

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

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

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

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

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

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

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

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

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

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

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