

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Pittman (P1 - 271)

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

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

English Learner Advisory Committee

_____ Date of Meeting

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

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

Attested:

Emilio Junez
Typed Name of School Principal



Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pittman Elementary	39686760111336	05/02/2022	06/28/2022

Purpose

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

Pittman Charter is implementing a Schoolwide Program.

Pittman Charter has been identified as Additional Targeted Support and Improvement (ATSI) for the African American (AA) and Students with Disabilities (SWD) student groups.

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.

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.

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

In the school year 2021-2022, the Comprehensive Needs Assessment (CNA) process included forums and meetings with all stakeholders.

In addition, during our staff meetings, we spent a great deal of time discussing and collaborating on SPSA goal 1 and goal 2.

Throughout the 2021-2022 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 members were integral in providing feedback on SPSA goals and activities. They were also instrumental in helping the school site adjust activities.

As a result of the stakeholder involvement and data reviews, the following recommendations were made: more intervention support for tier 2 and 3 students via additional teacher on special assignment/intervention teacher, 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 via a second AP, additional Spanish speaking front office support staff, additional time for bilingual aides, additional instructional aides.

Committee Meetings and Dates

School Site Council

April 14, 2022: Discussion on comprehensive needs assessment and root cause analysis.

Charter Advisory Committee

April 14, 2022: Discussion on comprehensive needs assessment and root cause analysis.

ELAC

September 17, 2021: SPSA Goal 2: Discipline; September 23, 2021: SPSA Goals 1, 2, 3

April 7, 2022: ELAC was consulted on SPSA goals and members were asked to provide input.

Leadership

April 14, 2022: Discussion on comprehensive needs assessment and root cause analysis.

Staff Meetings

September 14, 2021: SPSA Goal 2: Discipline; October 19, 2021: SPSA Goal 2: Discipline; December 7, 2021: SPSA Goal 2: Discipline

Data Team

August 31, 2021: The Data Team facilitated a variety of activities for teachers to choose from to help address the needs of their students during a staff meeting. These activities included determining groups, small group instruction resources, and resources for small groups.

January 4, 2022: The Data Team facilitated teacher reflection using data from iReady Diagnostic 1 and Diagnostic 2. Teachers used the Observe/Reflect/Take Action protocols from iReady for "bright spots" and "areas for improvement".

January 18, 2022: The Data Team used a Grade Level survey in which grade levels reflected on "what is working well" and "what would you like to see implemented."

Coffee Hour

September 16, 2021: SPSA Goals 1, 2, 3; November 2, 2021: SPSA Goal 2 Discipline

Staff Meetings: Date: Grade levels were vertically aligned by grade level spans (K-2, 3-5, 6-8). Focus was on the comprehensive needs assessment.

Leadership

March 3, 2022: Focus on comprehensive needs assessment. Collaboration in narrowing down and analyzing problem statements and root causes.

Staffing and Professional Development

Staffing and Professional Development Summary

Highly Qualified Staff

Our teaching staff for the 2021-22 school year consisted of 29 teachers, and out of this total, 36% of them had less than 5 years of teaching experience. Hiring and retaining highly qualified teachers continues to be an area of focus for Pittman Charter, in addition to providing high quality professional development.

In 2021-22, there were multiple teaching staff who were out on long term leaves and one vacancy that impacted scheduled trainings and student academic achievement. As a result, we've had to adapt quickly and connect with qualified substitute teachers, who also need trainings in classroom management and effective instructional strategies.

In order to accommodate for ongoing professional development, Daily, Long-Term and Roving Substitute teachers continue and will continue to play a role in relieving teachers for professional development, provide for small group instruction as well as to assist in providing Tier 2 and Tier 3 instructional support.

In order to maximize attendance to all professional development sessions, it has become necessary to conduct the vast majority of PD during teachers work schedule. The training will continue to focus on evidenced based instructional practices, Dual Immersion, small group instruction, ELD, CABE, PLC, AVID, GLAD, Math, ELA, science, and we'll continue to provide additional opportunities for extra collaboration time for teachers to discuss assessments, priority standards, curriculum, small group instruction, lesson planning, instructional strategies,... etc..

Because we scheduled the math Lesson Study sessions during contractual times, substitutes were needed to be hired, to release teachers for full day Math collaborative instructional planning and assessment development/review. The cycle for continuous improvement revolved around a half-day or full day planning session with grade level teams, a lesson delivery, and a reflection/debriefing time.

In addition, teachers were compensated and encouraged to meet afterschool to continue to plan, refine, lessons as well as to hone in on grade level priority standards.

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.

Ongoing Data Analysis

Pittman's Data Team has been analyzing data primarily from iReady scores and have determined that students are in need of continued support in acquiring grade level skills and mastering grade level standards. In addition, that data has revealed that the number students who are in need of Tier 2 and Tier 3 academic support have increased. During grade level collaboration and staff meetings teachers have and continue to analyze data from common formative assessments, unit assessments and based on these data discussions all grade levels continue to refine lesson plans and instructional strategies to better meet students' academic needs. However, based on classroom walkthroughs it is apparent that teachers are in need of more support with small group instruction, and more specifically with students who are in need of Tier 2 and Tier 3 instruction.

ELA Progress

Overall, Pittman MAINTAINED our percentage of students who are on or above grade level (compared with pre-pandemic). We saw an INCREASE in our percent of students who are on/above grade level in grades Sixth and Fourth respectively. Grade levels that maintained the same percentage of students on/above grade level were Kindergarten, Second, Seventh and Eighth. Grade levels that showed a DECREASE in students who are on/above grade level were First, Third and Fifth.

When comparing students who performed two or more years below grade level with pre-pandemic students, OVERALL Pittman showed an INCREASE of students in this category (3% increase). Grade levels showing a DECREASE of students two or more years below grade level were First, Eighth, Sixth and Fifth. Grade levels that MAINTAINED levels of students performing two or more years below grade level were Kindergarten and Fourth. Grade levels showing an INCREASE of students performing two or more years below grade level are Second and Seventh. Of concern is Third grade which is showing a significant INCREASE (20%) of students performing two or more years below grade level.

Math Progress

In MATH, OVERALL, Pittman saw a DECLINE in our percentage of students on or above grade level (compared with pre-pandemic). First and Second grade levels saw an INCREASE in our percent of students who are on/above grade level. Fifth grade MAINTAINED the same percentage of students on/above grade level. Showing a DECLINE in students on/above grade level were Kindergarten, Fourth, Seventh, Eighth, Sixth and Third.

When comparing students who performed two or more years below grade level in math with pre-pandemic students, OVERALL Pittman showed an INCREASE of students in this category. Grade levels that showed a DECREASE of students in this category were Fifth, Seventh and Eight. Two grade levels that MAINTAINED were Kindergarten, First and Second. Sixth grade saw an INCREASE of students in this category, while grade levels that showed a significant INCREASE of students performing two or more years below grade level were Third with a 23% increase and Fourth with 16% increase.

ELs

Pittman's English Learners continue to receive the appropriate amount of ELD instructional minutes; 30 minutes a day (K-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language Development standards. EL Master Schedule identifies teachers who are providing ELD instruction and the scheduled times for ELD, as well as the numbers of EL students and their ELPAC levels.

PD Needs Assessment Results

According to the needs assessment results, more teachers felt they had the most success teaching math this year. The biggest challenge for them was teaching ELA. This challenge transferred into challenges in Science and Social Studies with students lacking reading skills.

For next year, 57% of the teachers would like to focus their content PD on ELA with SJCOE. Over half of the staff would like to continue 2-day lesson studies in this area. Within ELA, the most highly desired focus is on writing (87%), followed by a focus on reading (both decoding and comprehension). The next highly desired area of PD is Science (50%). In those PDs, the instructional strategies that teachers would like to focus on are small group instruction (69%) and critical thinking skills (50%).

Non curricular PD areas that are desired are Conflict Resolution and Social Emotional Learning. With students suffering from a lack of socialization and not being in the classroom during COVID, these are essential life skills that students are needing.

Through this survey, it is evident that there is a significant range of student ability, and major gaps that students are suffering from, especially in reading. Meeting all the various needs of the students is a challenge teachers need help with. Many teachers suggested an intervention teacher to help assist with these gaps. The reading gaps are transferring into all other subject areas, so having an intervention teacher focus on reading will help build success in all academic areas.

An additional AP would be able to support in all areas noted above.

PLC Collaboration:

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.

Instructional Coach:

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.

Staffing and Professional Development Strengths

Staffing and Professional Development Strengths:

Data trends from multiple sources indicate that we need to continue to close the achievement gap for ELA and Math is widening instead of closing, with the gap in Math being wider.

Because of these data indicators, our goal was to refine our PLC process through training opportunities focusing on Lesson Studies as well as providing effective systems of interventions within the PLC process as necessary.

Our SJCOE partners delivered PD during the instructional to all K-8 math teachers. Grade levels were able to progress from lesson planning to lesson delivery and debriefing sessions with at least one math coach. Each grade level went through these lesson studies for at least 3 cycles.

Based on teacher surveys, the majority of our classroom teachers found the training to be useful. When specifically asked if the training provided had an impact on Math content knowledge, 100% of the K-2 teachers stated that it did, whereas, only 70% of teachers in 3-5 grade found it impactful and 60% of the 6-8th grade teachers found it impactful.

The overwhelming majority of K-8 math teachers saw a definite improvement in students' math discourse during the lesson study sessions. More specifically, 100% of the K-2 teachers stated that it did, whereas, only 80% of teachers in 3-5 grade found it impactful and 92% of the 6-8th grade teachers found it impactful.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Hiring and retaining highly qualified teachers continues to be an area of focus and challenge. As well as fostering professional relationships with qualified Long-term Substitute teachers. **Root Cause/Why:** Not having a final decision on the future of Pittman's Dual Immersion program has resulted in many highly qualified teachers in our English strand leaving and being replaced with teachers having less training and experience. The number of teachers with BCLAD credential is a lot lower than teachers with a CLAD credential.

Needs Statement 2 (Prioritized): According to the needs assessment results, more teachers felt they need more support with teaching ELA. This challenge also impacted student achievement in Science and Social Studies due to students lacking reading skills. **Root Cause/Why:** Data shows that students have definite learning gaps in ELA and Math. In addition, student and teacher attendance has been a challenge, as well as finding highly qualified 'daily' and 'long-term' substitute teachers.

Needs Statement 3 (Prioritized): Site competency and development as an effective PLC needs further progress and refinement through training/coaching opportunities focusing on Lesson Studies as well as providing effective systems of interventions within the PLC process as necessary. Provide educators and staff with training opportunities and extended collaboration time to work within and across grade levels in the PLC process. **Root Cause/Why:** There's a significant drop in participation when trainings/coaching sessions are scheduled outside the contractual times.

Needs Statement 4 (Prioritized): On going support resources were not available to develop best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the adopted ELA and math curriculum. **Root Cause/Why:** Instructional Coach was assigned to teacher a Kinder for the Virtual Academy. Lack of development in PLC to provide structure or system of support for instructional practices and curriculum implementation.

Teaching and Learning

Teaching and Learning Summary

Teaching and Learning Summary:

Instructional Program

Pittman Charter's instructional program focuses on the following design elements:

- Integration of core academic subjects
- Spanish dual immersion (90:10 dual language model)
- Targeted intervention, differentiated instruction, and inclusive classrooms
- Multiple measures of assessments used to plan, monitor, and guide instruction
- Teacher collaboration within and across grade levels and content subjects as well as ongoing and strategic professional learning
- Parent and community involvement
- School size that allows for meaningful relationships
- Low student to teacher ratio that encourages close relationships between teachers, students, and parents

The effectiveness of Pittman's instructional program is rooted in our Professional Learning Communities (PLCs) and our commitment to Professional Learning. Teachers collaborate bi-monthly in PLCs to increase student academic achievement as well as participating in professional development (PD) to improve the skill and knowledge of their teaching. Multiple measures of data (formative assessments, summative assessments, surveys, classroom observations/walk-throughs, etc.) gives school leadership insight into the effectiveness of our Instructional Program.

Math Progress

OVERALL, Pittman saw a DECLINE in our percentage of students on or above grade level in MATH (compared with pre-pandemic). First and Second grade levels saw an INCREASE in our percent of students who are on/above grade level. Fifth grade MAINTAINED the same percentage of students on/above grade level. Showing a DECLINE in students on/above grade level were Kindergarten, Fourth, Seventh, Eighth, Sixth and Third.

When comparing students who performed two or more years below grade level in math with pre-pandemic students, OVERALL Pittman showed an INCREASE of students in this category. Grade levels that showed a DECREASE of students in this category were Fifth, Seventh and Eight. Two grade levels that MAINTAINED were Kindergarten, First and Second. Sixth grade saw an INCREASE of students in this category, while grade levels that showed a significant INCREASE of students performing two or more years below grade level were Third with a 23% increase and Fourth with 16% increase.

ELA Progress

Pittman MAINTAINED our percentage of students who are on or above grade level in READING (compared with pre-pandemic). We saw an INCREASE in our percent of students who are on/above grade level in grades Sixth and Fourth respectively. Grade levels that maintained the same percentage of students on/above grade level were Kindergarten, Second, Seventh and Eighth. Grade levels that showed a DECREASE in students who are on/above grade level were First, Third and Fifth.

When comparing students who performed two or more years below grade level with pre-pandemic students, OVERALL Pittman showed an INCREASE of students in this category (3% increase). Grade levels showing a DECREASE of students two or more years below grade level were First, Eighth, Sixth and Fifth. Grade levels that MAINTAINED levels of students performing two or more years below grade level were Kindergarten and Fourth. Grade levels showing an INCREASE of students performing two or more years below grade level are Second and Seventh. Of concern is Third grade which is showing a significant INCREASE (20%) of students performing two or more years below grade level.

English Learners

Of Pittman's 708 students, 277 or 39% are designated as English learners (ELs). Of the 277 ELs, 42 were administered the Initial ELPAC for the 2021-22 school year (34 kindergarten, 2 first, 2 third, 2 fifth, 2 sixth). During the 2020-21 Summative ELPAC testing cycle, we were able to test 98% of our ELs. Of our current ELs, 6% scored a Level 4 on the 2020-21 Summative ELPAC and were subsequently reclassified during the 2021-22 school year. The remainder of our EL population scored at the following levels on the 2020-21 Summative ELPAC: 26% Level 3, 30% Level 2, and 36% Level 1. On the Listening Domain, 20% of our ELs scored in the Well Developed category, 62% in the Somewhat/Moderately category, and 16% in the Beginning category. On the Speaking Domain, 27% of our ELs scored in the Well Developed category, 46% in the Somewhat/Moderately category, and 25% in the Beginning category. On the Reading Domain, 3% of our ELs scored in the Well Developed category, 38% in the Somewhat/Moderately category, and 57% in the Beginning category. On the Writing Domain, 4% of our ELs scored in the Well Developed category, 43% in the Somewhat/Moderately category, and 51% in the Beginning category.

Teaching and Learning Strengths

Teaching and Learning Strengths:

Recovering from learning loss due to the lack of in-person learning over the past few years has been very concerning to the staff at Pittman. As a staff, we have

plunged forward to narrow this gap through addressing the needs of students, parents, and each other as we look outside the box in solving staffing issues, student learning loss, and reestablishing relationships with our parents. We have continued with our bi-monthly PLCs as well as our math professional development with the San Joaquin County Office of Education (SJC OE) - both of which have been instrumental in reestablishing normalcy for our school.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Seventeen percent of Pittman students are on or above grade level in Number and Operations on the iReady Math Diagnostic. [13% English program/21% Dual Immersion program] **Root Cause/Why:** *Lack of in-person instruction has created gaps in student mathematical conceptual learning *Students are not engaged during math instruction *Teachers are at the developing stages of implementing instructional strategies to promote students' conceptual learning. *Lack of substitutes and COVID restrictions impeded SJC OE Professional Development to provide follow-up coaching. * Continue with SJC OE

Needs Statement 2 (Prioritized): Less than 25% of Second and Third graders are at/above grade level in Phonics on the iReady Reading Diagnostic. [10% English program/32% Dual Immersion program] Less than 65% of Fourth and Fifth graders have mastered third grade level in Phonics on the iReady Reading Diagnostic ("tested out"). [62% English program/66% Dual Immersion program]. Eighty five percent of Sixth, Seventh and Eighth grader **Root Cause/Why:** *Lack of in-person instruction during the stages of emergent literacy, alphabetic fluency, and words and patterns. *Limited personnel for intervention at K-5 grade levels (provided pre-pandemic). *Lack of clarity with Pittman's multi-tiered system of supports (flow chart needed) Professional development, support, and curriculum needed for phonics "catch-up" and small group instruction

Needs Statement 3 (Prioritized): Pittman has 47 long-term English learners (LTELs) which accounts for 20% of our EL population who have been enrolled in a U.S. school for at least one year. In Reading, 15% of our LTELs are "Well Developed", 34% are "Somewhat/Moderately Developed" and 51% are "Beginning to Develop" (2021 ELPAC). In Writing, 4% of our LTELs are "Well Developed", 92% are "Somewhat/Moderately Developed" and 4% are " **Root Cause/Why:** Lack of in-person learning has created an impact on our ELs English language development. This is especially concerning for ELs in our dual immersion program. Prior to COVID, platooning for ELD was provided in grades K-2. Grades 3-6 provide ELD for all EL levels within their individual classes. All of our ELs in grades 7-8 are serviced in one class. Establish a schedule of platooning students w

Parental Engagement

Parental Engagement Summary

Parental Engagement Summary

Meaningful Partnerships are comprised of stakeholder advisory groups, family and community outreach events and workshops, and relationships with community agencies that together provide the school additional support and resources to facilitate student achievement. Just how comprehensive these outreaches are is measured by attendance at the following described groups' meetings and events/workshops, as well as by results from various Needs Surveys pushed out throughout the year.

Parent/Community Groups

School Site Councils (SSC) are required by state and federal regulations. The SSC represents parents, students, community members, and school staff in school governance. The SSC is responsible for doing the following:

- Develop, implement, monitor, review and approval of the Single Plan for Student Achievement (SPSA).
- Identify resources to support SPSA initiatives.
- Review student performance data to determine needs.
- Review and update the Title I Parent Involvement Policy and School-Parent Compact.

The English Learner Advisory Committee (ELAC)- comprised of parents representing the English Learner (EL) demographic of the school, makes recommendations to the SSC on the programs and services for EL and advocates for parent outreach activities, with an emphasis on the first-language needs of the parents. ELAC also serves as representatives of Pittman EL stakeholders on district matters pertaining to the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), through DELAC.

The African-American/Black Parent Advisory Committee (AA/B PAC) makes recommendations to the SSC, as well as represents Pittman's AA/B stakeholders on district matters pertaining to the LCAP and LCFF. AA/B PAC gives African- American/Black students an equitable balance in education, opportunities, and safety, while empowering parents to support their children's achievement, through programs and supports unique to the AA/B community.

Pittman's Charter Advisory Committee members are parents, community members, and both site and district staff who evaluate programs and activities' alignment to the site's charter, mission, and vision. The Charter Advisory is an advisory group that gives input in regard to our charter petition as well as student academics, school climate, and parent involvement.

A site-based PTA facilitates the organization of fundraising, volunteerism, and communication amongst stakeholders. The PTA coordinates events such as jog-a-thons and or seasonal item sales, and the volunteers to facilitate such events and other programs. Volunteers, cleared through the district, support students and staff with classroom and site, as well as off-site, activities, during and outside of the instructional day.

Family Events

Pittman holds Family Events to provide opportunities for the school community to interact, as well as for us to showcase our students' talents and learning. Family Events have curricular and cultural relevance to our students, and are another way for stakeholders to become engaged in the achievement that takes place on campus. The Harvest Festival, Festival of Honor, Festival of Lights, Talent Show, STEAM Nights, Literacy Nights, and Campus Beautification Days are examples of such days.

Parent Workshops

Pittman provides skills and content workshops to parents based on site academic and discipline data, Needs Surveys results, and feedback from PAC meetings. Workshop topics cover a range of academic, behavioral, and socioemotional issues relevant to our students, and deliver content that informs and better prepares parents to support their children's academic achievement and overall well-being. The site will offer workshops to support academics and behavior issues such as preparing for SBAC testing, social media usage, and vaping prevention. Parents can receive information and training on areas such as homework assistance, improving reading and/or math skills, communicating with the school and getting info about its programs, and improving their children's overall well-being.

Community Partners

El Concilio is a community-based agency that provides wrap-around services and supports to low-income, minority, and marginalized families. Its representatives are regular presenters at site ELAC meetings, as well as well as a resource for student workshops. El Concilio also hosts community events at Pittman such as health and resource fairs, and cultural festivals.

The Stockton Sunrise Rotarians donate funds to Pittman each year for 5th grade Science Camp, dictionaries for every 3rd grader, and incentive prizes like our Pittman Scholar T-Shirts and sweatshirts. They also give their time by hosting Pittman's award recipients at their monthly luncheon, reading during SUSD's Read-In Day, and visiting with students.

Home Depot has contributed to the creation and maintaining of two gardens on Pittman's campus. Their materials and volunteer time are largely responsible for the

ongoing beautification of our campus, during various campus projects and beautification days.

SUSD's Department of Public Safety (DPS) officers are a regular presence on campus, interacting with students, creating positive experiences and building rapport with students and community. DPS officers coordinate donation drives, and community outreach events, as well as serve students directly in their capacity with the Boys' & Girls' Empowerment Team.

U.S. Marines and its Toys for Tots program has gifted each of our students an age appropriate Christmas present, every year. This includes coordinating volunteers, delivery, and distribution at a schoolwide assembly.

Parental Engagement Strengths

Parental Engagement Strengths

According to the Spring 2022 parents' Needs Survey, 82% of parents agree the school is helping their child's learning improve. 85% of parents of EL and/or low SES students, and/or students with disabilities, feel students with the aforementioned needs are supported.

Parent/Community Groups

We held required numbers PAC meetings, virtually, and posted agendas prior to 72 hours.

Organized parent groups (SSC and ELAC) officers were nominated, elected, coordinated with.

Family Events

We held our Festival of Honor during the instructional day, for students and staff to tour.

Parent Workshops

We shared information for workshops provided by SUSD's Family Resource Center and El Concilio.

Community Partners

El Concilio presented at the ELAC meetings that were held and hosted two Health & Resource Fairs/Vaccination Clinics on campus.

Stockton Sunrise Rotary donated approximately \$5,000 (\$3,000?) for STEAM kits for all 5th graders (in lieu of funding Science Camp), dictionaries for all 3rd grade students, and sponsored students at their annual Rotary Pins for Community Wins fundraiser.

SUSD Department of Public Safety visited recesses and donated playground equipment.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Out of about 250 EL families, there are only 12 registered members of ELAC. There is not an organized AA/B PAC active at Pittman for families of 55 students. There is not an organized PTA active at Pittman and efforts were not made to organize one, this year. At the conclusion of the 2019-2020 school year there were 30 parents that indicated they would participate in a site PTA. **Root Cause/Why:** Parents were not able to attend meetings in person on campus. Meetings were conducted virtually, but were not as conveniently accessible for our parents. Meetings could not be facilitated due to admin having to cover other site needs. Meetings were moved to after the instructional day, however attendance did not compare to when parents could attend in person.

Needs Statement 2 (Prioritized): We were not able to hold any Family Events. **Root Cause/Why:** Non SUSD visitors were not allowed on any school campuses or in district facilities due to COVID restrictions. Most Family Events did not lend themselves to a virtual platform.

Needs Statement 3 (Prioritized): We did not offer workshops to parents, aside from the district offered virtual meetings. **Root Cause/Why:** Non SUSD visitors were not allowed on any school campuses or in district facilities due to COVID restrictions. Parents and family typically do not attend virtual meetings unless they are required. Chronic staffing issues diminished our capacity for conducting them ourselves, from site.

Needs Statement 4 (Prioritized): We were not able to hold monthly ELAC meetings for El Concilio to present consistently at. The Stockton Sunrise Rotarians did not conduct any Read-Ins or campus visits. SUSD's Department of Public Safety (DPS) officers did not visit as often as they had in past years. Home Depot and the U.S. Marines and its Toys for Tots program was not active on campus this year. **Root Cause/Why:** Community Partners were not able to be active on campus due to COVID restrictions on non SUSD visitors. Many of the programs that our partners provide involve in person presentations and volunteers. Chronic staffing issues limited SUSD's Department of Public Safety capacity for visits and interacting with students.

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary: School culture and climate is measured by district suspension and chronic absenteeism data. Students' level of engagement while on campus, contributing to their academic achievement, is comprised of programs and activities described below.

PBIS Program

Pittman's school-wide PBIS program provides a framework of behavior expectations and management strategies for successful student behaviors, across all campus areas- nurturing Cougars that are always Responsible, Respectful, Safe, and Kind. Stakeholder developed PBIS materials and district resources provide a consistent guide for all staff for managing and addressing student behaviors. Just as vitally, Pittman's PBIS program fosters engagement in school and motivation to perform well, through relationship building, trauma informed instruction, and incentivized programs- as evidenced by student behavior and attendance data found in our district's Discipline and Chronic Absenteeism reports.

To develop and reinforce student engagement and motivation leading to achievement, all staff are provided professional development in the areas of cultural awareness, relationship building through restorative practices, and trauma informed instruction. In conjunction with the district's PBIS department provided supports (Kelso's Choice, CHAMPS, STOIC, Second Step SEL), Pittman staff will increase their efficacy in holding restorative conversations (district and county of ed offered equity and inclusion trainings, Angela Byers Trauma Informed Instruction and Empathy training), employing alternatives to discipline (i.e. alternative learning environment, campus clean-up, Supervision Buddy, peer and conflict resolution circles), and drawing on appropriate interventions and support with data (consultations and SAP). Ongoing PD implementation and monitoring will be facilitated by the site's PBIS committee, site admin, CSA, and other student support staff.

The incentivized components within Pittman's PBIS program improve student achievement, behavior, and attendance. Campus incentives include:

- Shout-Out and Dojo recognition/raffles for responsibility, respect, safety, and kindness
- Accelerated Reader passed independent reading quizzes earning coins for Pittman's book vending machine; class celebrations for words read progress competition
- Attendance gift cards and prizes for perfect, improved and/or maintained attendance, and classroom attendance celebrations

Tiered Strategies & Support Staff, SAP Referral Process

Support staff (counselor, RSP teacher, Mental Health Clinician- MHC, Child Welfare & Attendance Social Work Assistant- CWA, Speech-Language Pathologist- SLP) provide tiered support for academic, behavioral, and social-emotional needs. Present support staff is critical to addressing immediate classroom needs (stakeholder consultation and pushing-in/pulling-out for student assistance), in addition to facilitating CARE/SST/IEP meetings in compliance of more specialized student needs.

The counselor and RSP teacher coordinate, schedule, and facilitate all CARE, SST, and IEP meetings through the Student Assistance Program (SAP) referral process. Consultation is done with teachers, parents, and specialists over concerns pertaining to students' academics, attendance, and behaviors. Students' needs are either met through CARE or SST team designed improvement plans, or students are identified as possibly having more specific needs, such as speech and mental health concerns.

Pittman's site counselor provides supports including 1:1 counseling sessions, small group meetings, and classroom presentations. The counselor offers individual counseling to help students resolve personal or interpersonal problems- addressing social skills, emotion regulation, behavior management, self-confidence, etc. Based on discipline data, the counselor provides classes/grade levels with relevant presentations, as well as workshops to parent groups (i.e. vaping, social media, bullying). In addition, the counselor supports admin with alternatives to discipline (counseling, peer groups). The counselor is also readily available to assist parents with necessary resources and services, on a walk-in or as needed basis.

Pittman's district assigned CWA addresses teacher referrals over attendance concerns, consults with the counselor to push out attendance incentives (student and classroom goals), and maintains communication with students/families to improve attendance and engagement. The CWA coordinates with stakeholders to decrease chronic absenteeism (students missing 10% or more of current days in school) in the form of monthly incentives, and individual student checking-ins and home visits. The CWA is able to share relevant attendance and welfare information at CARE/SST meetings.

After School Academies (ASA)

Pittman offers 11 After School Academies, extracurricular opportunities for students to take part in according to their interests, ranging from intellectual to creative to physical. Participation in ASA nurtures positive relationships with staff and peers, and provides engaging experiences at school, motivating students to attend regularly. Grade and behavior requirements encourage academic achievement. In addition to allowing students to pursue personal interests alongside staff and peers, ASA activities create a foundation of experiences that teachers and students can connect classroom learning to.

ASA such as PLUS, Student Council, Girls & Boys Empowerment foster soft skills such as leadership and communication, and develop executive functioning skills, that many of our intermediate students will reference when applying to specialty schools and programs. These ASA students also serve as positive peer role models for desired school behaviors and social interactions. The Student Council holds several cultural and seasonal spirit events and activities over the school year, while PLUS students act as student ambassadors for site/district student initiatives (i.e. Red Ribbon Week, awareness weeks).

Campus Supervision

Pittman's Campus Safety Assistants and Noon-Duty staff ensure student safety, build rapport with students, and minimize disruptions to learning. Strategically placed CSA/Noon-Duties provide campus supervision and student assistance where 71% of our behaviors occur, during recesses and lunches, as well as during arrival and dismissal. With full Noon-Duty staffing, there is sufficient supervision for all outdoor and common areas, including both the East and front gates, front parking lot, and crosswalk.

CSA/Noon-Duties participate in the district's CPI Non-Violent Crisis Intervention training, and other site and/or district PBIS PD opportunities, to become further equipped in de-escalation and behavior management strategies. They further support staff and students by providing push-in/pull-out assistance for students and classes, as well as offering alternatives to discipline (i.e. restorative conversations, Supervision Buddies).

School Culture and Climate Strengths

PBIS Program

For incentives (Shout-Outs), 192 students were awarded certificates, sweatshirt/T-Shirts, and BJ's Restaurant gift certificates.

Counselor incorporated the Second Step SEL curriculum in all K-8th grade classrooms.

Four free Equity and Inclusion trainings were offered through the Sacramento COE.

We regularly used alternatives to discipline (i.e. alternative learning environment, pushing in of support staff, campus clean-up, Supervision Buddy, counsel & warn, peer and conflict resolution circles, ongoing restorative practices).

Discipline data was analyzed in order to adjust supervision and supports for targeted behaviors. Behavior interventions and supports entirely prevented duplicated suspensions for students and offenses. As of March 2022, out of 11 total suspended students/offenses, none were duplicated. As of the same time in the 2019-2020 school year, out of 60 suspensions, 22 were duplicated.

We purchased the Book Vending Machine for our AR independent reading quizzes incentive program, as well as literature to restock the vending machine.

CWA distributed gift cards and prizes for perfect, improved and/or maintained attendance.

Tiered Strategies & Support Staff, SAP Referral Process

The counselor was able to hold 29 CARE meetings, 26 SSTs, and two 504 Plan meetings. Seven students were referred to the psychologist for further testing, to qualify for special education services. The MHC has received a total of 22 new referrals this school year.

The counselor has provided a total of 107 1:1 counseling sessions, 28 small group sessions, and 36 classroom presentations.

Our overall number of suspensions has decreased from 60 at the close of the 2019-2020 school year to only 11 at the same point this school year. None are duplicated students or offenses.

Results of our site's Student Needs Survey overwhelmingly show that students at Pittman feel included and enjoy attending Pittman. When it comes to feeling included by peers and adults at Pittman, 84-100% of students responded that they felt cared about.

After School Academies (ASA)

11 ASA consistently meet at least weekly, as long as district safety guidelines permitted (Nov.-Jan., Mar.-May).

Approximately 230 students participated in ASA.

Campus Supervision

Fully staffed with the hiring of an additional CSA and two noon-duties.

Two CSAs will be certified in Non-Violent Crisis Intervention.

According to the Student Needs Survey, 80-90% of students feel safe at Pittman (the low end being 80% for grades 4th-8th) and 80-88.7% of students indicated that they knew of an adult at school that they could speak to if they needed help. In specific regards to bullying (on-site or cyber), less than 10% of students reported being bullied within the last 30 days; at least 88% of students know how to report or get help for bullying.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Staff did not attend any trainings in the areas of restorative practices and trauma informed instruction, or equity and inclusion. There was minimal attendance at district PBIS meetings. Restorative conversations were modeled around campus by admin and counselor for staff, as needed. **Root Cause/Why:** As the school year began, a pause was put on any implementing any additional meetings or time commitments, beyond the planning and time that addressing learning loss necessitated; small group instruction and tutoring intervention became priorities for available resources. This was coupled with the fatigue staff was experiencing as they balanced the stresses of full return to campus...

Needs Statement 2 (Prioritized): Recognition & Incentives: Campus-wide PBIS recognition and incentive events were not consistently held throughout the year. Student recognition and incentive distributions were sporadic, with only 14 out of 29 teachers awarding students monthly. Attendance programs in conjunction with district CWA support were not conducted until February 2022. **Root Cause/Why:** Admin and all support staff were pulled to cover classrooms and other areas, to address all the challenges of chronic staffing shortages. Admin and support staff did not have the resources to organize or facilitate incentive programs, as they fulfilled other priorities to ensure student safety and continuity of instructional programs.

Needs Statement 3 (Prioritized): Meeting time frames for IEP meetings was a challenge. **Root Cause/Why:** IEP coordinator went on leave beginning in October of the school year; additionally, the RSP para retired at around the same time. This has created a backlog of IEPs and scheduling, as well as a disruption to student services.

Needs Statement 4 (Prioritized): A high percentage of our total suspensions are still Hispanic/Latino students and those whose home language is Spanish. The percentage of students suspended that are Hispanic students is steadily increasing from 83 to 90%; and more concerning, from 31.7 to 54% for ELs. **Root Cause/Why:** Our primary Spanish speaking staff, our admin assist, took a leave beginning in Nov. for the remainder of the year. Other key Spanish speaking staff were off work for parts of the year, as well. Our Spanish speaking families did not have as convenient access to information and resources in their native language, to support their children's' academic, behavioral, and socioemotional needs.

Needs Statement 5 (Prioritized): Chronic absenteeism is at 45.4% March of 2022, compared to 11% at the same point in 2020. All subgroups have chronic absenteeism rates above 40%. **Root Cause/Why:** Students and their family members were required to take more frequent and extended absences, due to COVID health protocols, contributing to extremely high chronic absentee rates, unlike any other year. Pittman transitioned through three district CWA, who provide attendance supports and interventions to stakeholders.

Needs Statement 6 (Prioritized): After School Academies (ASA) did not begin until late into the school year. PLUS was minimally utilized in developing student culture. **Root Cause/Why:** COVID protocols put heavy restrictions on contact tracing and nonessential assemblage, for the first few months of the school year.

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

SPSA will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

SPSA Goal 1 - Student Achievement

ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 20% and students performing at the "Early On" grade level will increase by 10%.

Math: ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 20% and students performing at the "Early On" grade level will increase by 10%.

EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students.

Identified Need

Hiring and retaining highly qualified teachers continues to be an area of focus and challenge. As well as fostering professional relationships with qualified Long-term Substitute teachers.

According to the needs assessment results, more teachers felt they need more support with teaching ELA. This challenge also impacted student achievement in Science and Social Studies due to students lacking reading skills.

Site competency and development as an effective PLC needs further progress and refinement through training/coaching opportunities focusing on Lesson Studies as well as providing effective systems of interventions within the PLC process as necessary. Provide educators and staff with training opportunities and extended collaboration time to work within and across grade levels in the PLC process.

On going support resources were not available to develop best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the adopted ELA and math curriculum.

Seventeen percent of Pittman students are on or above grade level in Number and Operations on the iReady Math Diagnostic. [13% English program/21% Dual Immersion program]

Less than 25% of Second and Third graders are at/above grade level in Phonics on the iReady Reading Diagnostic. [10% English program/32% Dual Immersion program] Less than 65% of Fourth and Fifth graders have mastered third grade level in Phonics on the iReady Reading Diagnostic ("tested out"). [62% English program/66% Dual Immersion program]. Eighty five percent of Sixth, Seventh and Eighth grader

Pittman has 47 long-term English learners (LTELs) which accounts for 20% of our EL population who have been enrolled in a U.S. school for at least one year. In Reading, 15% of our LTELs are "Well Developed", 34% are "Somewhat/Moderately Developed" and 51% are "Beginning to Develop" (2021 ELPAC). In Writing, 4% of our LTELs are "Well Developed", 92% are "Somewhat/Moderately Developed" and 4% are "

Staff did not attend any trainings in the areas of restorative practices and trauma informed instruction, or equity and inclusion. There was minimal attendance at district PBIS meetings. Restorative conversations were modeled around campus by admin and counselor for staff, as needed.

Recognition & Incentives: Campus-wide PBIS recognition and incentive events were not consistently held throughout the year. Student recognition and incentive distributions were sporadic, with only 14 out of 29 teachers awarding students monthly. Attendance programs in conjunction with district CWA support were not conducted until February 2022.

Chronic absenteeism is at 45.4% March of 2022, compared to 11% at the same point in 2020. All subgroups have chronic absenteeism rates above 40%.

After School Academies (ASA) did not begin until late into the school year. PLUS was minimally utilized in developing student culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing 2 or grades levels below	ELA: 41 % Math: 28%	ELA 21% Math 8%

Number of Students Reclassifying to Fluent English Proficient	14 RFEPS	24 RFEPS
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

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

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

PLC Summer Conference Additional Comp:

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

PLC Observations/Pull Out Sessions - Substitutes:

54 days X \$200 = \$10,800

AVID Institute Registration:

15 teachers X \$500 = \$12,750

AVID Institute Additional Comp:

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

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

Registration:

15 teachers X \$500 = \$7,500

Additional Comp:

15 teachers X \$70 hourly X 19 hours = \$19,950 (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

Provide professional development in mathematics from San Joaquin County Office of Education (SJC OE) 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 SJC OE to learn/review the Lesson Study process: 2 full days of lesson study plus follow-up coaching (\$42,250 SJC OE; \$19,200 substitute teachers; support staff to cover classes if needed).

SJC OE Consultant: \$42,250

Substitutes: 96 days X \$200 = \$19,200

Provide teachers with one full time Instructional Coach (Instructional Coaches - Centralized Services) 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.

Purchase supplementary materials (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.

Sources: Guide to Understanding California MTSS
<https://iris.peabody.vanderbilt.edu/module/rti04/cresource/q3/p11/>

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Provide training 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 5@ \$689).

Intervention Teacher and teachers will provided support with phonemic awareness, phonics, high frequency words, reading fluency math fluency, number sense...etc., on six week cycles. Students' participation in these Tier 2/ Tier 3 groups will be based on relevant data.

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 (General fund)

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/RTI Training Modules RtI Action Network

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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/Teacher on

Special Assignment (1 FTE @ \$150,000) 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. However, if we're not able to secure a TOSA, these monies will be used to attend additional trainings, purchasing supplemental materials, fieldtrip excursions, technology and any other allowable purchases under Title I.

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

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)
\$101340	50643 - Title I

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.); (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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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]

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

A refined focus on teacher "Read Alouds" will be implemented and reflected on the school's master schedule. All students need a reading role model to emulate, especially our struggling readers. These struggling readers, because a lack of skills, rarely have an opportunity to grapple with grade level materials during independently practice sessions.

Teacher Read Alouds will lead to class discussions at the end of each chapter or section. During the Read Alouds students will be exposed to "building word and topic knowledge" that will be revisited over a period of weeks and with different texts.

Combining teacher "Think Alouds" with discussions and grounding follow up dialogue will further increase students' engagement and language use. These class/group discussions along with group collaborations, use of language/sentence frames in combination with authentic language use, will increase the use of higher order thinking skills and increase learning and language development. An additional benefit to using Read Alouds will be student enjoyment and self-confidence with tackling grade level concepts and skills.

Teachers classroom libraries (29 classrooms X \$300; General Funds) will need to be updated to include current, highly engaging non-fiction and fiction titles. Teachers will need to select class book sets based on grade level agreements made during PLC meetings to ensure these book selections meet grade level standards and are age appropriate.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 1.1.8

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, after school academies, etc.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

1. iReady data was analyzed for Diagnostic 1 and Diagnostic 2. Monthly strategy implementation walkthroughs were conducted. Strategy implementation surveys were administered (Classroom, Grade Level Reading, Grade Level Math).

Due to COVID restrictions, there was limited participation in extra training and conferences.

SJCOE Lesson Studies were implemented with an adjusted delivery by SJCOE due to inconsistent availability of substitute teachers.

Full time Instructional Coach (versus two half time Instructional Coaches) was implemented, but was pulled to cover Virtual Academy.

2. Classroom-based Tier 2 Intervention was scaled back due to the limited pool of paraprofessionals, support staff and substitute teachers to assist with implementation.

Extended day intervention was not fully implemented for the majority of students in need.

License agreements and resources were used.

3. Site teacher and paraprofessional shortages, combined with the lack of substitutes has had a major impact on the implementation of this strategy.

4. The Data Team was created and met to help staff disseminate iReady Diagnostic 1 and Diagnostic 2 data.

5. Bilingual aides supported student achievement of ELPAC level 1 and level 2 students. District level science trainings were provided to teachers at staff meetings.

6. COVID restrictions impacted the implementation of this strategy.

6.

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

1. iReady data was analyzed instead of End-of-Unit Assessments

Delivery of PD from SJCOE was adjusted to compensate for substitute issues.

The Instructional Coach was pulled to cover Virtual Academy.

2. Classroom-based Tier 2 Intervention was scaled back due to the limited pool of paraprofessionals, support staff and substitute teachers to assist with implementation.

Extended day intervention was not fully implemented for the majority of students in need.

3. Initial implementation at the 7th/8th grade level began but site shortages in November prohibited the continuation of this strategy.

4. The Data Team needs to revisit their intended outcomes (Schoolwide Master Schedule for RtI, Identify screening tools, management of data).

5. Site teacher and paraprofessional shortages, combined with the lack of substitutes has had a major impact on the implementation of this strategy.

6. COVID restrictions impacted the implementation of this strategy.

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.

1. School-wide needs-based approach needs to be implemented when looking at End-of-Unit Assessment Data and/or Progress Monitoring Data at the Leadership Level. (PLC agreed upon formal assessments, Unit assessments, iReady Reports)

Survey Data indicates continuation of SJCOE Math Lesson Studies. Reflection on how best that might look for next year is being discussed due to possibilities of substitute issues again next year.

Develop a "Plan B" if there is no Instructional Coach next year. (Plan B, will be refined on pending agreements, i.e., Intervention Teacher, Teacher on Special Assignment, increase SJCOE coaching support.

2. Use of Intervention Teacher, Teacher on Special Assignment, Second Vice Principal to assist with implementation if pool of paraprofessionals, support staff and substitute teachers are limited.

Brainstorm alternatives for extended day intervention a need to secure license agreements or personnel from outside school/district for after school tutors/teachers is needed.

3. Continue with strategy/Address staffing issues.

4. Continue with strategy.

5. Continue with strategy.

6. Continue with strategy.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments

SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

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

By May 30, 2023, decrease suspensions for All Students by 2%.

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

By May 30, 2023, decrease the chronic absenteeism rate from 12.8% to 10% for All Students.

Identified Need

Out of about 250 EL families, there are only 12 registered members of ELAC. There is not an organized AA/B PAC active at Pittman for families of 55 students. There is not an organized PTA active at Pittman and efforts were not made to organize one, this year. At the conclusion of the 2019-2020 school year there were 30 parents that indicated they would participate in a site PTA.

Staff did not attend any trainings in the areas of restorative practices and trauma informed instruction, or equity and inclusion. There was minimal attendance at district PBIS meetings. Restorative conversations were modeled around campus by admin and counselor for staff, as needed.

Recognition & Incentives: Campus-wide PBIS recognition and incentive events were not consistently held throughout the year. Student recognition and incentive distributions were sporadic, with only 14 out of 29 teachers awarding students monthly. Attendance programs in conjunction with district CWA support were not conducted until February 2022.

A high percentage of our total suspensions are still Hispanic/Latino students and those whose home language is Spanish. The percentage of students suspended that are Hispanic students is steadily increasing from 83 to 90%; and more concerning, from 31.7 to 54% for ELs.

Chronic absenteeism is at 45.4% March of 2022, compared to 11% at the same point in 2020. All subgroups have chronic absenteeism rates above 40%.

After School Academies (ASA) did not begin until late into the school year. PLUS was minimally utilized in developing student culture.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 6.8%	Suspension Rate 5%.
Chronic Absenteeism	Chronic Absenteeism 12.8%	Chronic Absenteeism 10%.

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

**As approval for the MHC FTE position is pending from HR, we will continue to plan an refine the workshops, PLC, RTI conferences teachers can attend, as well as in school trainings, or revisit additional supplemental materials and additional staff needed to support students' needs, if additional days are not granted. SSC will be consulted to ensure compliance.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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 MHC, 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) and a MHC (1 FTE x \$102,722 plus benefits) to address socio-emotional needs.

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

***As approval for the MHC FTE position is pending from HR, we will continue to plan an refine the workshops, PLC, RTI conferences teachers can attend, as well as in school trainings, or revisit additional supplemental materials and additional staff needed to support students' needs, etc., if additional days are not granted. SSC will be consulted to ensure compliance.

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)
\$102800	50643 - Title I

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Two CSAs and four noon duties will be strategically placed during supervision. Noon duties will be placed in areas where 71% of our behaviors occur- during recesses and lunches. When sufficient coverage is available will supervise restrooms/hallways and playground, as well as inside the cafeteria.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Strategy 5: Hire a bilingual clerical staff, SST (1 FTE x \$__) (Schools with 750+ students typically have a ratio of 3 office staff members to support students and their families).

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 increase 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).

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 2.1.6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain and expand extracurricular activities/enrichment after school academies (i.e. science, dance, martial arts, music, archery) 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.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

1. Staff that attended voluntarily received minimal PBIS PD through district virtual meetings. Discipline data and behavior management strategies were shared at only three staff meetings. The counselor used the Second Step curriculum with all classes and provided sessions to students; we did not get additional days with an MHC. We did not implement our PBIS incentive reward system or launch the program school-wide to students.
2. We maintained our current CARE support team and process, funding a MHT, a counselor, psychologist, and CWA. District CWAs changed over the school year and could not coordinate with the rest of the team regularly. We have utilized a district behavior specialist on our CARE support team. We refined and pushed out the CARE process to teachers. An additional AP and a bilingual SST have not yet been approved. No parent workshops were provided on site.
3. We hired an additional CSA and two noon-duties.
4. We went through three different CWAs making coordinating with the rest of the support team difficult. We incorporated the CWA into the CARE process. Attendance was not incentivized by CWA until March. PBIS and PLUS were not utilized for attendance.
5. A 3.5 hr. SST position has yet to be approved.
6. We formed 11 After School Academies.

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

1. Staff did not attend PBIS PD. We did not get additional days with an MHC.
2. We shifted 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.
3. We were able to hire two instead of three noon-duties (2 x 3.5 hr x \$30,000).
4. CWA did not coordinate regularly with support team. Incentives were not allocated for attendance.
5. We have not been approved to hire a bilingual SST clerical staff (3.5 hour x \$__).
6. Funding needs to be allocated to purchase materials and to pay advisors hourly

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.

1. Provide teachers and staff opportunities to attend site and district provided PD (timesheets, contract with vendors, sub release time). An additional full-time admin will support staff in the implementation of PBIS strategies. Continue to provide social-emotional curriculum (Second Step), coaching, and PBIS resources, incentives, and monitoring. Roll-out PBIS expectations at onset of the school year, and reinforce throughout. Counselor will continue providing sessions and we will increase the days we have an MHC on site.
2. Maintain our current CARE support team and process; include the district CWA and behavioral staff in the meetings. Hire an additional full-time counselor and additional MHC days to facilitate referrals and supports, conduct restorative conferences with parents and students, and provide disciplinary and socioemotional counseling. An additional bilingual SST will assist in consistent communications from school to home.
3. We will need an additional noon duty staff member.

4. Include CWA in our Support Team meetings. CWA will 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. Implement school-wide attendance incentives and recognize individual students and classrooms (improving their attendance or being present 100% of the time).
5. Hire a bilingual clerical staff, SST (3.5 hour x \$___).
6. Maintain and expand After School Academy enrichment activities, to supplement the curriculum and fulfill our site mission of being a STEAM school.

LCAP Goal

Goal 3: Meaningful Partnerships

Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

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

By June 30, 2023, parent participation will increase by 10%.

Identified Need

Out of about 250 EL families, there are only 12 registered members of ELAC. There is not an organized AA/B PAC active at Pittman for families of 55 students. There is not an organized PTA active at Pittman and efforts were not made to organize one, this year. At the conclusion of the 2019-2020 school year there were 30 parents that indicated they would participate in a site PTA.

We were not able to hold any Family Events.

We did not offer workshops to parents, aside from the district offered virtual meetings.

We were not able to hold monthly ELAC meetings for El Concilio to present consistently at. The Stockton Sunrise Rotarians did not conduct any Read-Ins or campus visits. SUSD's Department of Public Safety (DPS) officers did not visit as often as they had in past years. Home Depot and the U.S. Marines and its Toys for Tots program was not active on campus this year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Parents attending PAC meetings	Less than 1% of parents attended our PAC meetings.	10% increase of parent participation during all parent committees

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)

Low Income
Foster Youth
English Learners
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.

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.

Provide essential materials to hold Family Event Nights and the aforementioned parent/community meetings- pencils/pens/markers, paper, books, news letters, flyers, folders, painter's tape, poster boards, light snacks and refreshments.

Books/materials: \$2,000

Parent Meeting: \$1,803

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

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)
\$3803	50647 - Title I - Parent

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

For most of the 2021-2022 school year, all parent meetings were held virtually. While all meetings for each of the committees were held; attendance and participation was lower than previous non-COVID years. Specifically, for the ELAC and SSC, people attending these two committee meetings were primarily committee members plus an occasional presenter.

This year, we did not asked parents to log on to the District's volunteering registration system beamentor.org, as in-person volunteering was not an option.

The 3 1/2 hour SST position is yet to be approved, but it's still needed.

Teachers continued to use part of their 18 hours to meet virtually with individual parents during Parent/Teacher conferences to inform them of student's academic progress.

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

As the need to meet in-person was not an option for most of the school year, SSC member approved to use allocated Title I, parent monies, to be used to purchase "We Both Read" books.

The 3 1/2 hour SST position is yet to be approved.

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.

We will maintain the number of parent outreach that we have offered in past years, with the hope that we'll be able to host these meetings and events in person. In addition, we will be adding parent workshops to address their surveyed needs on how they can best support their students in math, ELA and with their homework.

Teachers will continue to use part of their 18 hours to also meet with parents during individual Parent/Teacher conferences.

The 3 1/2 hour SST position is yet to be approved.

We will continue to 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.

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	\$207943
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	\$207943

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	\$204140
50647 - Title I - Parent	\$3803

Subtotal of additional federal funds included for this school: **\$207943**

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)	[\$[Enter Amount here]]
50334 - CSI	[\$[Enter Amount here]]
50039 - ELSB	[\$[Enter Amount here]]

Subtotal of state or local funds included for this school: **[\$[Enter state or local funds subtotal here]]**

Total of federal, state, and/or local funds for this school: **\$207943**