



## School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

### CSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

### ATSI Instruction:

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
<b>Pulliam Elementary</b>	39686766042741	10/18/2024	11/12/2024

## Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Pulliam's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Pulliam staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Pulliam's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 27th 2023
- November 13th, 2023
- February 2nd, 2024
- February 8th, 2024
- March 28th, 2024
- May 16th, 2024
- May 23rd, 2024
- October 3, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- August 24th, 2023 at Title 1 Parent Meeting
- Monthly Parent Coffee Hour on 8/8/23
- English Language Advisory Committee on 8/8/23
- English Language Advisory Committee on 9/19/23
- English Language Advisory Committee on 3/5/24
- Monthly Parent Coffee Hour on 3/6/24

- Monthly Parent Coffee Hour on 5/8/24
- August 22, 2024 at Title 1 Parent Meeting
- English Language Advisory Committee on 9/26/24
- October 3, 2024 at SSC meeting

Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on January 4, 2024
- Faculty Meeting on Febary 20th, 2024
- Leadership Meeting on April 4, 2024
- Faculty Meeting on April 16th, 2024
- Leadership Meeting on May 21, 2024
- Back to School Faculty PD on July 30, 2024
- Faculty Meeting on August 20, 2024

## Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:** Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Pulliam, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	96.6 points below standard (red)	119.1 points below standard (red)	X	X	X	N/A

<b>Foster Youth</b>	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
<b>Homeless Youth</b>	X	X	14.8% suspended at least one day	X	X	N/A
<b>Students with Disabilities</b>	129.2 points below standard (orange)	180.1 points below standard (red)	6.8% suspended at least one day (red)	X	N/A	N/A
<b>American Indian/Alaskan Native</b>	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

**Comprehensive School Improvement(CSI):** Pulliam has been identified by the California Department of Education for CSI status under the category Low Performing. Low Performing means that Pulliam is part of the lowest performing 5% of Title I schools.

Pulliam has identified a lack of teacher experience, culturally relevant teaching, and training as one cause for student inequities. In addition, many staff members are not credentialed and require additional support to help students achieve at high levels. As a result, many students are not receiving high quality first instruction that is culturally and linguistically appropriate and therefore, students are not engaged and are performing below grade level. Lastly, Pulliam lacks an RTI teacher to support our Tier 3 students and classroom teachers lack skill in differentiating instruction. Classroom interventions and scaffolds are moderate and inconsistent which make it difficult to address diverse learning needs and student inequities.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
<b>All Students</b>	80 points below standard (Red)	107.8 points below standard (Orange)	8.1% suspended daily (Red)	46.2 chronically absent (red)		
<b>Foster Youth</b>						
<b>English Learner</b>	96.6 points below standard (Red)	119.1 points below standard (Red)	4.1% suspended daily (Orange)	33.1% chronically absent (Red)		
<b>Long Term English Learner</b>						
<b>Homeless Youth</b>			14.8% suspended daily (Red)	79.2% chronically absent (Red)		
<b>Socioeconomically Disadvantaged</b>	82.8 points below standard (Red)	112.8 points below standard (Orange)	8.6% suspended daily (Red)	45.9% chronically absent (Red)		
<b>Student with Disabilities</b>	129.2 points below standard (Orange)	180.1 points below standard (Red)	6.8% suspended daily (Red)	53.7% chronically absent (Red)		
<b>African American</b>	103.2 points below standard (Orange)	135.6 points below standard (Orange)	14.5% suspended daily (Red)	54.5% chronically absent (Red)		
<b>American Indian/ Alaskan Native</b>						
<b>Asian</b>	70.7 points below standard (Red)	99.2 points below standard (Red)	6% suspended daily (Orange)	33.8% chronically absent (Red)		
<b>Filipino</b>						
<b>Hispanic</b>	71.3 points below standard (Orange)	108.2 points below standard (Orange)	4.9% suspended daily (Orange)	43.6% chronically absent (Red)		

<b>Two or More Races</b>			11.5% suspended daily (Red)	55.1% chronically absent (Red)		
<b>Pacific Islander/ Native Hawaiian</b>						
<b>White</b>			11.4% suspended daily (Red)	71% chronically absent (Red)		

Several major gaps were observed between student groups on the CA Dashboard Indicators for Pulliam School. Students with Disabilities and African American Students are performing significantly below standard in ELA (129.2 points below standard and 103.2 points below standard respectively). These two subgroups are also performing significantly below standard in Math (135.6 points below standard for African American and 180.1 points below standard for Students with Disabilities). There was also a gap observed in suspension rates for African American students and Homeless Youth.

Trend data was also reviewed year over year which resulted in observing a gradual decline in ELA scores for our Asian students and Students with Disabilities and Pulliam's Math scores being significantly below standard (107.8 points below standard) for all students, with our Students with Disabilities taking a 17.4 point decline. We also noticed a significant increase in chronic absenteeism and suspensions specifically amongst our African-American students and Homeless student populations. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Math, Suspensions, and Chronic Absenteeism as our top three areas of focus for this 2024-2025 school year. Math was selected due to this being the area in which we are farthest away from standard and the area where any one subgroup saw the largest decline. Suspensions and Chronic Absenteeism were selected as these areas largely impact our Math and ELA data for the worse when students are not in school learning.

When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Teacher PD and Support for innovative and interactive teaching strategies in math
- Staff PD and Support to implement Professional Learning Communities via Solution Tree to effectively implement the PLC process, analyzing and responding to student math data
- Math conference attendance for teachers
- Additional staff to support the implementation of initiatives and interventions, allocation of resources, and additional student support services
- Supplemental resources and programs focused on interventions and acceleration of learning
- Targeted support for ALL students during MTSS time

When using the 5 Whys technique to analyze the increase in suspension data and chronic absenteeism data, we discovered the following strategies to support schoolwide improvement:

- Teacher PD on Culturally Responsive Teaching and Pedagogy to increase student connectedness and belonging
- Culturally Responsive Conference attendance and workshops for Teachers
- Additional staff to support the implementation of initiatives and interventions, allocation of resources, and additional student support service
- Supplemental resources and programs focused on alternative interventions to suspension
- Structured Recess support services to engage students socially, emotionally during the recess time
- Targeted support services to support mental health, social emotional well being, and efficacy for our African American students and Students with Disabilities
- Parent support with resources provided to increase chronic absenteeism and school connectedness provided by Pulliam's Parent Liaison

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

Goal #	Description
Goal 1.1	<p>*I-Ready Goals:            * ELA: By EOY 2025, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students.</p> <p>* Math: By EOY 2025, per iReady Diagnostic 3 Growth Report, the total number of students performing 2 or more grade levels below will decrease by 50 students</p> <p>English Learner Goal:            * EL: By EOY 2025, Pulliam will increase the number of RFEPS by 10 students, as compared to the previous school year on the California Dashboard, by implementing ELD strategies in Designated and Integrated ELD.</p> <p>SIPPS Reading Goal:            * ELA/SIPPS: By EOY 2025, 80% of Kindergarten-3rd grade students will have made growth in SIPPS as noted by the SIPPS trimester 3 diagnostic scores by moving up two levels in SIPPS (Ex: B1 to B21).</p> <p>CAASPP Goals:            By the end of the 2024-2025 school year, Pulliam Elementary will increase overall Math performance from its current state of 11% proficiency to 15% proficiency as noted on the California Dashboard data, by implementing small-group interventions, structured MTSS time, Culturally and Linguistically appropriate teaching, and using formative/non-formative assessments to track student progress.</p> <p>By the end of the 2024-2025 school year, Pulliam Elementary will increase overall ELA performance from its current state of 20% proficiency to 25% proficiency as noted on the California Dashboard data, by implementing small-group interventions, structured MTSS time, Culturally and Linguistically appropriate teaching, and using formative/non-formative assessments to track student progress.</p>

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pulliam is in need of a Reading Intervention Teacher to specifically work with students who are struggling in reading.

Pulliam is in need of highly skilled/credentialed teachers.

Numerous sub groups are underperforming in their CORE subject areas and need additional supports and supplemental materials.

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

We were unable to do instructional rounds and need them to improve instruction.

Pulliam needs PD from EAI Math, CORE, Solution Tree , GLAD and Step Up to Writing to increase teacher proficiency.

Pulliam needs additional mentorship/SEL programs specifically for our middle school students to support with SEL, academics, and attendance/connectedness.

Pulliam needs additional electives for middle school that are engaging and build connectedness to the school.

Roughly 25% of students feel unsafe on campus and have indicated that they have been bullied

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing 2 or more grade levels below	ELA 38% (231 students) Math 35% (215 students)	ELA 30% (181 Students) Math 27% (165 Students)
Percentage/Number of students reclassifying to English fluent proficient	EL Students (9 RFEPs) end of year 23-34	EL Students (19 RFEPs) end of year 24-25
Percentage of K-3 students who move from one level to the next in SIPPS	23-24 school year, 76% of students in K-3 moved up two levels in SIPPS	80% of K-3 students will move up two levels in SIPPS.
Percentage of students scoring proficient or higher in CAASPP ELA	20% of students scoring proficient or higher in ELA CAASPP end of year 23-24	25% of students scoring proficient or higher in ELA CAASPP end of year 24-25
Percentage of students scoring proficient or higher in CAASPP Math	11% of students scoring proficient or higher in Math CAASPP end of year 23-24	15% of students scoring proficient or higher in Math CAASP end of year 24-25

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table



Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career &amp; Technical Education</p> <p>Pulliam students participate in XELLO college planning.</p> <p>Based on Pulliam's underperforming data for Science testing, we have noticed a need to bring Project Lead the Way to our school to focus on NGSS standards. In order to successfully implement the program, we will need the following materials and several storage cabinets to house these items: safety glasses, Lab Aprons Economy Polyethylene, Science Snap circuit training Program, Taylor digital timer, laminators, UV Light Sanitizer, Washi Tape, Fiskar Deluxe Titanium Paper Trimmer with Aluminum Cut Rail (12"), Fiskar ProCision Rotary Bypass Trimmer, storage cabinets, Seville rolling cabinets to support PLTW.</p> <p>Pulliam students will participate in off campus field trips with a focus on college, STEM, math, literacy, and sciences. These field trips will enhance school connectedness and increase engagement for students. Transportation for these trips will need to be provided for students.</p> <p>Title I Funding Allocation Instructional Materials: \$7,500</p> <p>LCAP 1.1 Career &amp; Technical Education: Field Trip Transportation: \$20,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funding have been allocated for this strategy.</p>	<p>All Students, Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>\$7,500</p> <p>\$20,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
1.1.2	<p>College Readiness</p> <p>Pulliam students will participate in college readiness programs put on via various colleges by taking a field trip and lecture in learning hall in which they complete a college readiness road map and tour the campus in preparation for college readiness.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>English Learners, All Students, Foster Youth, Low Income, Students with Disabilities</p>	<p>[\$Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.4	<p>Bilingual Instructional Support</p> <p>Bilingual assistant (.75 FTE Centralized Funding) to provide in-class learning support for English learners focused on increasing and improving teaching and learning for our EL students. This strategy will be measured by the academic data the instructional assistants are collecting from the students they work with as well as in increase in EL student RFEPS. Pulliam has yet to hire for this position, but will be hiring as soon as district allows.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	[\$[Enter amount here]]	[Specify the funding source(s)]
1.1.5	<p>English Learner Professional Development</p> <p>Pulliam will send several teachers to SUSD ELD Teacher Institute to further enhance EL supports in the classroom.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development. No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners	[\$[Enter amount here]]	[Specify the funding source(s)]

1.1.6	English Learner Programs and Supports  Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.  LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.  Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.7	<p>Teacher Collaboration, Professional Development, &amp; Academic Support</p> <p>Teachers will be provided with professional learning opportunities to supplement and reinforce core instruction through collaborative practices with administration and Instructional Coach, Professional Learning Communities (PLC) and district Professional Development opportunities. Professional development will include: Advancement Via Individual Determination (AVID), PLC, Equity Cohorts, Systematic Instruction in Phoneme Awareness and Sight Words (SIPPS), academic conferences, curriculum walks, and conference attendance.</p> <p>Substitute teachers are to be used to provide teachers with professional learning opportunities during the school day to review school-wide data and continued learning to support school wide goals through academic conferences, site based coaching, in the areas of SST/CARE.</p> <p>After hours compensation for professional development in the areas SST/CARE, AVID, SIPPS, MTSS, STEAM, and Equity.</p> <p>Professional Development via Conferences such as AVID, PLC, Unbound Ed, Get Your Teach On, CAFE, PBIS related conferences, SIPPS, Equity, and STEM conferences.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, &amp; Academic Support: Conferences: \$8,082</p> <p>Comprehensive School Improvement (CSI): Conferences: \$2,078</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$2,078</p> <p>\$8,082</p>	<p>3182 - CSI 2023/24</p> <p>0100 - LCFF/S&amp;C (site)</p>

1.1.8	<p><b>School Site Administrators Leadership Professional Development</b></p> <p>One Pulliam site administrator will attend the CAASSA conference to engage in professional development that will support Pulliam in identifying and addressing the critical issues in education through public policy relative to the status and performance of African-American students.</p> <p>Site Admin to attend professional development via Conferences such as CAASSA, AVID, PLC, Unbound Ed, Get Your Teach On, CABE, PBIS related conferences, Equity, SIPPS, and STEM conferences.</p> <p>Title I Funding Allocation: Conference: \$3,000</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: Conference: \$5000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$3,000</p> <p>\$5,000</p>	<p>3010 - Title I</p> <p>0100 - LCFF/S&amp;C (site)</p>
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1.1.9	<p>Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation</p> <p>Pulliam will work with Solution Tree consultant in order strengthen the PLC process for teachers by walking them through the PLC process in great depth. Also focusing on the researched backed success and the 4 essential PLC questions. Each grade level team would then also engage in 90 minute imbedded sessions to look over their PLC process and data regularly both during their site based collaboration days and additional days with PLC consultant.</p> <p>Classroom Observations, Debriefs, PLC Planning with Solution Tree Consultant (Amy Clark), data analysis, creating CFAs from November 2024- June 2025</p> <p>Consultants will be utilized to provide PLC Planning and Classroom Push-ins as well as substitute teachers.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning &amp; Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Consultant - \$45,500 Substitute Teachers: \$3,000 Teacher Additional Comp: \$3,850</p>	<p>All Students, English Learners, Foster Youth, Students with Disabilities, Low Income</p>	<p>\$45,500</p> <p>\$3,000</p> <p>\$3,850</p>	<p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p> <p>3182 - CSI 2023/24</p>
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

1.1.11	<p>Access to Foundational &amp; Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational &amp; Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
1.1.12	<p>Acceleration of Learning</p> <p>In an effort to enhance our Reading, Science, History and Math programs, Pulliam students will engage in take part in a fun online quiz service to check for understanding via Kahoot. Classroom Kahoot licenses will be used to reteach standards based concepts taught and allow teachers to have a plethora of questions at their fingertips to check for understanding on topics while engaging students.</p> <p>Maintenance Agreement - Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance/ License agreements ensure the equipment (3 copy machines) access is available and usable to provide a print rich environment.</p> <p>Title I Funding Allocation: License Agreements: \$550 Maintenance Agreement: \$15,000</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, Foster Youth, English Learners, Low Income, Students with Disabilities	\$550 \$15,000	3010 - Title I 3010 - Title I

1.1.13	<p><b>Literacy and Library Supports</b></p> <p>A Library Media Assistant (1.0 FTE - 0.375 FTE Centralized Funding, 0.375 FTE Site Funded) will be used to help students check out library books, and will maintain and organize the library by checking in/out. Additionally, the Library Media Assistant will label books by Lexile and AR levels, support with Beginner level SIPPS groups, run Pulliam's Accelerated Reader program, and will teach library use and skills. Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p><b>Reading Comprehension Assessment and Monitoring</b>  Pulliam students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of the Accelerated Reader and STAR programs. These programs will be run by the teachers and Library Media Assistant. The STAR assessment will provide initial reading levels for students and can be repeated each trimester as a data point for reading comprehension growth. With the initial Fall reading level, the teachers and the Library Media Assist will help students select appropriate leveled books to read, and then students will take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on the scores of the AR test.</p> <p><b>Title I Funding Allocation:</b>  License Agreements: \$6,800</p> <p><b>LCAP 1.13 Literacy and Library Supports</b>  Library Media Assist Salary and Benefits (0.375 FTE): \$36,020</p> <p><b>Comprehensive School Improvement (CSI):</b>  No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$6,800 \$36,020	3010 - Title I 0100 - LCFF/S&C (site)
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<p>1.1.14</p>	<p><b>Advancement Via Individual Determination (AVID)</b></p> <p>AVID strategies are implemented school wide. Students in grades 7th and 8th have an opportunity to select AVID as an elective course. Students in grades Kindergarten through 6th are learning AVID strategies as they are integrated into all subject matter and instructional delivery. As a result, applicable supplemental supplies are needed such as: Nicky folders, binders, binder dividers, pencil pouches, highlighters, pencil boxes, pocket folders, sticky notes, pencil sharpeners, crayons, markers, colored pencils, envelope folders, three prong folders, giant sticky note pads, and etc. The effectiveness of this strategy will be monitored by the monthly AVID meetings and instructional walkthroughs. Pulliam will provide students with access to additional instructional materials to improve lessons within the core curriculum and supplemental programs. Applicable supplemental instructional materials include but are not limited to math manipulatives, paper for graphic organizers, writing tools - whiteboards/ chart paper, STEAM specific materials, science specific project materials, and 3D printers. These materials will support ELA, Math, and Science lessons in various grade levels. Additional supplemental instructional materials include: novels/books, white boards, clipboards, dry erase markers, flashcards, games, TPR, copy paper, folders/ sleeves, pencils, construction paper, color printer, color printer ink, printer paper, Post It chart paper, glue sticks, envelopes, colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10"x 13" &amp; 5" x 7" envelopes, ball point pens, blue masking tape, file folders, butcher (fadeless) paper, glitter, pencil sharpener, chalk, paint, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books. K-8 students will utilize binders and dividers to incorporate organizational skills as part of AVID instruction. These binders will allow students to organize instructional resources, notes, and assessment data for study and reflection. Classroom printers will also need ink so that student materials can be printed. Phonics instructional materials/supplies such as phonics phones, headphones, flip charts, clipboards, paper, pencils, reading certificates, puzzles, pocket charts, literacy based games, alphabet stamps, ink pads for the alphabet stamps, chair pockets for housing AVID/Writing binders and SIPPS materials schoolwide, class crayon sets for younger grades to color code sight words on specific sight word coloring pages, pencils, paper for writing, sentence strips, glue for gluing writing strips for organization of topic sentence, transitions and conclusion, pocket chart stands, and various phonics tools. The material effectiveness to student achievement will be measured by organization at weekly binder checks and Spring and Fall showcases.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$20,596.05</p>	<p>3010 - Title I</p>
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<p>Title I Funding Allocation: Instructional Materials: \$20,596.05</p> <p>LCAP 1.14 Acceleration of Learning: No site LCFF funding is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>			
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1.1.15	<p><b>Recapturing Learning Loss</b></p> <p>Targeted Support Model provides teachers with differentiated model of support based on the teachers' experience, knowledge of content and strategies, as well as classroom practices. The Model gives teachers additional opportunities to work with content area experts in order to maximize their knowledge of curriculum content, standards and effective strategies, in an effort to hone their skills and increase student achievement. A2Z's Associates observe classroom lessons, provide teachers with feedback and lead collaborative discussions focused on learned practices and processes.</p> <p>The Targeted Support process takes an in-depth look at the learning, the development of mathematical thinking, and the way math concepts are constructed. Techniques such as collaborative group work, writing as a tool for learning, and using manipulative materials and diagrams as a way to represent thinking are all employed.</p> <p>A2Z's Targeted Support and Lesson Study process includes developing and observing model lessons, as well as, participating in facilitated discussions and coaching. It gives teachers the opportunity to work with content area experts in order to maximize their knowledge of curriculum content, standards and effective strategies, in an effort to hone their skills and increase student achievement.</p> <p>Research has shown that effective staff development becomes even more effective with feedback and collaborative discussions to facilitate implementation of learned practices and processes.</p> <p>Title I Funding Allocation: No additional site to Title 1 funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF funding is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): Substitutes: \$4,800 Teacher Additional Compensation: \$10,780 Consultant: \$87,800</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$10,780  \$87,800  \$4,800	3182 - CSI 2023/24  3182 - CSI 2023/24  3182 - CSI 2023/24
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<p>1.1.16</p>	<p><b>Outdoor Education/Science Camp</b></p> <p>Students from Pulliam will have the opportunity to attend science camp either at Sky Mountain science camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of science camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend science camp and participate in the same experiences as the rest of our students, This program is district funded.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

During the 2023-2024 school year, the overall implementation of the strategies/activities in relation to overall effectiveness of the goal are as follows: Strategy 1.1.1= Solution Tree was beneficial as we were able to work with our Guiding Coalition to look at our PLC teams and move our school forward. Teachers attended conferences such as AVID, Unbound Ed, Get Your Teach on which was beneficial to their growth as educators. Allowing teachers time to collaborate really strengthened our PLC process and allowed for creating CFAs and looking at data. Strategy 1.1.2= We were unable to hire a Program Specialist this school year as a result of staffing shortages. As a result, we experienced difficulty in implementing and monitoring programs that students access (SIPPS) during their designated

MTSS time. Likewise, without a Program Specialist, the task of EL monitoring was solely placed on administration. Our Library Media Assist and Instructional Assist have proven beneficial as both are running SIPPS groups and providing small group reading instruction. Strategy 1.1.3= Numerous classrooms saw great improvement in ELA and Math with their consistent use of MobyMAX. RAZKIDS and Accelerated Reader. Students' love for reading and engagement have soared with Accelerated Reader as well. Our Library Media Assist has been influential in monitoring these programs and providing incentives to ensure students are using the programs consistently. Math manipulatives allowed for foundational understanding of math via a hands on experience. The increase in technology made learning relevant and engaging for students. Strategy 1.1.4= Small group tutoring was effective this year to increase student performance, provide additional SIPPS instruction and prepare for SBAC testing with students that were close to meeting proficiency. Strategy 1.1.5=All students received AVID materials so that we were streamlined school wide in our AVID organization process. An additional copier was needed and really proved helpful to Pulliam teachers to duplicate supplemental materials needed for MTSS. AVID has been implemented school wide with students in all grades focusing on organization, reading, writing, comprehension. The purchase of school-wide binders and materials to implement AVID has proven beneficial to students as we notice students are utilizing learning tools, planners, and housing their writing/reading in a central location. Teachers have used the poster maker to make learning tools and resources that are further used by students to enhance teaching and learning which has resulted in higher engagement and a growth in ELA and Math. 1.1.6- Students and staff thoroughly benefitted from school wide field trips as students felt connected to school, had an incentive to work for and were able to further connect and engage in classroom lessons with hands on experiences of the trips.

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

The major differences are as follows: -Funds were set aside for duplicating which were not spent. -Funds for teacher release time to collaborate to complete walk throughs, were set aside but unable to be utilized as intended due to sub shortages and lack of coverage.

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

Changes will be as follows: -We will be adding the early literacy piece of Accelerated Reader so that students who are non readers can also receive reading support in being tested on letters and sounds instead of comprehension. This change was approved by SSC and will add an extra \$2,000 to our annual expenditures. - Conferences= We will also attend the Climate Conference, CAASSA Conference, and CMC Math conference in addition to the ones listed previously. This will increase our expenditures by \$10,000. - We will increase our duplicating budget to \$8000 as we have purchased a new supplemental program that requires additional copying. - As our ELSB Grant has ended, we will be picking up the cost of \$32,000 for our Instructional Assist. -We will increase our maintenance agreement fees to \$15,000 as we have added another copy machine. -Solution Tree is a partner we are currently working with and wish to add additional days of service so we will be adding 4 additional days for a cost of \$30,000. -We will be working with Math Consultant Pam Smith of EAI education for a cost of \$25,000.

## Goal 2.1

Goal #	Description
Goal 2.1	Pulliam's days of suspension for the 2024-2025 school year will not exceed 75 days of suspension (July 2024-mid-May 2025) . For the 2023-2024 school year, Pulliam ended with 65 total days of suspension.  Pulliam's Chronic Absenteeism will drop from the current rate of 31.7% to 25% or less by May 2025 as evidenced by the monthly report sent by district.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pulliam is in need of a Reading Intervention Teacher to specifically work with students who are struggling in reading.

Pulliam is in need of highly skilled/credentialed teachers.

Pulliam is in need of a full time mental health clinician

Pulliam teachers are in need of drastic math professional development and intervention supports.

Numerous sub groups are underperforming in their CORE subject areas and need additional supports and supplemental materials.

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

Pulliam needs PD from EAI Math, CORE, Solution Tree , GLAD and Step Up to Writing to increase teacher proficiency.

Pulliam needs an RTI teacher to support with SIPPS and math.

Students need adequate support services to deal with tier II and tier III social emotional struggles

Roughly 25% of students feel unsafe on campus and have indicated that they have been bullied

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

Pulliam is in need of a mentorship program that will target our boys of color once they get in middle school.

Pulliam needs Arts programs to engage students and make them feel connected to school.

Pulliam is in need of a school uplift that includes murals and campus beautification. Pulliam is in need of benches and additional seating areas for students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of days of suspension	65days - Current year	Less than 75 days
Chronic Absenteeism Rate	31.7%	25%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Pulliam supports equity, diversity and inclusion by providing regular assemblies and opportunities that celebrate student/staff diversity. Pulliam hosts inclusion events throughout the year to foster a campus culture that appreciates all students.</p> <p>Every May, Pulliam hosts a diversity fair where families share their cultural backgrounds as a community through food, music, dress, and fun. This is a big event for Pulliam to celebrate diversity.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	[\$[Enter amount here]]	[Specify the funding source(s)]

2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Pulliam is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. Pulliam has 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. Pulliam also participates in district equity walks to ensure equitable opportunities are provided for all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

<p>2.1.4</p>	<p><b>Cultural Relevance, Outreach, and Support</b></p> <p>Pulliam is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. Pulliam has 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. Pulliam also participates in district equity walks to ensure equitable opportunities are provided for all students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>2.1.5</p>	<p><b>Positive Behavior Interventions and Support (PBIS)</b></p> <p>Pulliam Community holds monthly PBIS Assemblies on the last day of each month where students are recognized for using their PAWS (being polite, accountable, wise, and safe). Parents, students, and staff take part in these monthly assemblies to build positive behavior supports and reward students for positive behavior. Pulliam’s aim is also to encourage those who still need additional support in this area.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional LCFF funding is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, Foster Youth, English Learners, Low Income, Students with Disabilities</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>



2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Pulliam holds SAP meetings twice a month to support student needs. These meetings consist of teachers, site administration, counselors, and support staff.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.11	<p>Student Attendance and Truancy</p> <p>Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic &amp; social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Trauma Informed Practices Staff have read Fostering Resilient Learns: Strategies for Creating a Trauma Sensitive Classroom. The readings have been implemented into biweekly PD, to directly help staff better understand best practices in supporting students with trauma.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

2.1.14	<p><b>Social Emotional and Restorative Practices and Responsive Schools</b></p> <p>School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Counselors will provide mentorship, Social Emotional Learning support lessons, and peer leadership activities during extended day for additional compensation</p> <p>Title I Funding Allocation: Counselor Additional Comp: \$5,000</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$5,000	3010 - Title I
2.1.15	<p><b>School Connectedness</b></p> <p>Pulliam students will participate in various on campus assemblies promoting social emotional well being, anti bullying, STEM, and keeping students motivated to increase school connectedness.</p> <p>Title I Funding Allocation: Consultants: \$10,000</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$10,000	3010 - Title I

2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring assistant principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
2.1.17	<p>Additional School Site Support</p> <p>Maintain one part time Instructional Assistant (0.5 FTE) to provide support to students in K-3 SIPPS and 4-6 SIPPS PLUS. Possible additional compensation for instructional assistants to be able to collaborate with Teachers after hours to ensure seamless support for students. Teachers will collaborate with the instructional assistants on daily lesson plans for small group instruction using logs.</p> <p>Title I Funding Allocation: Instructional Assistant Salary and Benefits (0.5 FTE): \$59,649.39</p> <p>LCAP 2.1.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$59,649.39	3010 - Title I

<p>2.1.18</p>	<p>Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning</p> <p>Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>Duplicating of Instructional Materials for this purpose will be needed.</p> <p>Title I Funding Allocation: Duplicating: \$4,000</p> <p>LCAP 2.18 Instructional Minutes Above &amp; Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$4,000</p>	<p>3010 - Title I</p>
<p>2.1.19</p>	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

<p>2.1.20</p>	<p><b>Instructional Technology</b></p> <p>Implementation of MobyMAX for Literacy and Comprehension. MobyMax is an online suite of learning solutions designed to provide K-8 teachers with CCSS-aligned content, assessments, and activities for all topics and subject areas. Available at the classroom, school, and district level, MobyMax can be used as a supplemental resource or as a more central component of a teacher's curriculum. MobyMax automatically allows you to monitor student progress in real time so that you know exactly how each student is doing. Analyze data for all standards in the common core by student, class, school, and district. MobyMax's diagnostic tests quickly assess student proficiency on each standard in the common core, letting you know exactly where gaps in student knowledge exist. MobyMax simplifies the IEP process by allowing you to set student goals that are automatically updated as students progress, saving you hundreds of hours of reporting. The license is \$4,000 for a twelve-month period for all students.</p> <p>Title I Funding Allocation: License Agreement: \$4,000</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$4,000</p>	<p>3010 - Title I</p>
<p>2.1.21</p>	<p><b>Instruction and Teacher Staffing</b></p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>[Identify either All Students or one or more specific student groups]</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]



<p>2.1.24</p>	<p><b>Student and Campus Safety</b></p> <p>Outside consultant to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students through culturally relevant practices and motivation techniques. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class.</p> <p>Title I Funding Allocation: No site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
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# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy 2.1.1=The implementation of an outside Structured Sports program proved to be effective during lunch recesses in decreasing student behavior incidents and decreasing lunch time suspensions. Strategy 2.1.2= We were unable to utilize additional SEL support this year as we thought we would be getting a district funded program which fell through.

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

With Strategy 2.1.1, we intended to have the consultants all year long so they could work on building relationships with students and character building early on to further decrease the discipline rate on campus. However, due to staffing shortages with the structured sports program, we had a late start and many missed days of service. They were effective however for the time they have been here. With Strategy 2.1.2 funds were not allocated but we see the need for them to be and since we were not able to receive the district funded mentorship program, we will be paying for it.

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.

2.1.2- We will begin working with IYT (Improve Your Tomorrow ) to provide mentorship supports to our Middle School Boys- \$45,000

### Goal 3.1

Goal #	Description
Goal 3.1	

#### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Numerous sub groups are underperforming in their CORE subject areas and need additional supports and supplemental materials.

Students need adequate support services to deal with tier II and tier III social emotional struggles

Roughly 25% of students feel unsafe on campus and have indicated that they have been bullied

Pulliam is in need of a mentorship program that will target our boys of color once they get in middle school.

Pulliam needs Arts programs to engage students and make them feel connected to school.

#### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

#### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	<p>Student Engagement and Leadership Opportunities</p> <p>Pulliam's goal is to increase and/or improve unduplicated pupil access to leadership experiences, career &amp; technical student organizations, student clubs &amp; activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership &amp; Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	#[Enter amount here]	[Specify the funding source(s)]
3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Pulliam runs an after school, fall break, spring break, summer camp where students participate in various athletic programs such as football, pickleball, tennis, basketball, cheer, volleyball, hula hoop activities, core circuit training and conditioning, and soccer. Through these sports, students are engaged in activities that would otherwise be inaccessible to them throughout the standard school day.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: Non-Instructional Materials: \$5,000</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	English Learners, Foster Youth, Students with Disabilities, Low Income, All Students	\$5,000	0100 - LCFF/S&C (site)

<p>3.1.3</p>	<p><b>Arts Programming</b></p> <p>Pulliam has a district funded, full-time music teacher who provides vocal music classes, strings classes, and mariachi offerings to Pulliam students. This addition of arts programs at Pulliam has been a contributor to students' overall success at school. Arts education can help students engage with school and reduce stress, develop social-emotional and interpersonal skills, enrich their experiences, handle constructive criticism and bolster academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>All Students, Students with Disabilities, Low Income, Foster Youth, English Learners</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>3.1.4</p>	<p><b>Expanded Learning and Enrichment Opportunities</b></p> <p><b>Small Group Tutoring by Certificated Teachers</b> This strategy focuses on intervention activities to help students master and overcome foundational deficits. 2nd - 5th grade students identified as needing tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the instructional day - before or after school. Tier 3 - At Risk is identified as a student scoring 2 or more levels below grade level on the i-Ready assessment. Students receiving services will be chosen each trimester following i-Ready testing is completed. The bottom 10 per grade level in reading from 2nd-5th grade class will be offered these spots. When a student cannot or will not attend the tutoring, the next lowest student will be offered the spot. Also, focusing on K-3 Literacy.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Low Income, Students with Disabilities, Foster Youth, English Learners, All Students</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

We need additional technology utilized by our Parent Liaison to support parents in completing the volunteer requirements to be cleared volunteers on field trip and campus events.

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 spend less money on meeting expenses- \$500; increase additional compensation for our Parent Liaison to support parents with the tasks listed above- allotment of \$1800 and \$1000 for non instructional meeting expenses.

## Goal 4.1

Goal #	Description
Goal 4.1	Pulliam's parent involvement will increase from 30% to 40%, as measured by parent meeting and student activity sign in sheets for the 2024-2025 school year.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pulliam needs parents to engage in their child's academic progress as homework return is low and test performance is low.

Parents have expressed a desire to learn English so they are better able to support their child.

Pulliam needs additional technology for our Parent Liaison to use to set up help for parent volunteers to complete their paperwork on campus with staff support.

Pulliam needs to engage and reward parents who get their child(ren) to school regularly as we continue to focus on attendance improvement. Therefore, Pulliam needs parent rewards.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	<p>Family and Community Communication, Empowerment, and Engagement</p> <p>Parent Liaison (1 FTE)</p> <p>Pulliam's parent liaison in partnership with site administration will support and encourage parent and community participation in organizations such as PTA, SSC, ELAC and volunteering. Pulliam's Parent liaison will also work with administration to provide regular parent/family events to increase school-family partnership. Pulliam's parent liaison will send monthly newsletters to get parents connected, manage and maintain Pulliam's school website, Class Dojo site and communicate with parents regarding student supports. Overall, Pulliam's Parent Liaison will support a healthy school environment.</p> <p>Title I Funding Allocation: Parent Liaison Salary and Benefits (1.0 FTE): \$119,217.56</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$119,217.56	3010 - Title I
4.1.2	<p>District Strategic Planning and Communication</p> <p>Pulliam provides opportunities for parents to participate in their child's education by offering monthly coffee hour, parent forums, parent cafe trainings, resource fairs, and bi-annual Pulliam showcases. This is Pulliam's way of communicating school and district information to all parents. All parents are welcome to attend and provide the staff feedback. Light snacks and refreshments. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents.</p> <p>Title I Funding Allocation: Meeting Expenses: \$1,500 Title I Parent</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	\$1,500	3010 - Title I - Parent



<p>4.1.3</p>	<p>Community Schools Supports and Resources</p> <p>Pulliam's Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs. Fostering educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community is our goal. We want to provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Pulliam's parent liaison will conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Low Income, Students with Disabilities, English Learners, All Students, Foster Youth</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>
<p>4.1.4</p>	<p>Parent Advisory Committee Supports and Resources</p> <p>Pulliam aims to have a wonderful Parent Advisory Committee. Many of Pulliam's PAC members are in need of English Language supports in order for them to feel successful participating on the school campus and increase involvement. For this reason, Pulliam Parents will engage in English Classes taught by a Pulliam's bilingual parent liaison. Learning English will help parents to be career ready and to engage/support their children in all academic areas.</p> <p>Title I Funding Allocation: Parent Liaison Additional Comp: \$5,000 Parent Liaison Additional Comp: \$2,484 Title I Parent</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>Students with Disabilities, Low Income, Foster Youth, English Learners, All Students</p>	<p>\$5,000</p> <p>\$2,484</p>	<p>3010 - Title I</p> <p>3010 - Title I - Parent</p>

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 5.1

Goal #	Description
Goal 5.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pulliam is in need of highly skilled/credentialed teachers.

Numerous sub groups are underperforming in their CORE subject areas and need additional supports and supplemental materials.

We were unable to do instructional rounds and need them to improve instruction.

Pulliam needs PD from EAI Math, CORE, Solution Tree , GLAD and Step Up to Writing to increase teacher proficiency.

Pulliam needs additional mentorship/SEL programs specifically for our middle school students to support with SEL, academics, and attendance/connectedness.

Pulliam needs an RTI teacher to support with SIPPS and math.

Pulliam needs parents to engage in their child's academic progress as homework return is low and test performance is low.

Parents have expressed a desire to learn English so they are better able to support their child.

Pulliam needs additional technology for our Parent Liaison to use to set up help for parent volunteers to complete their paperwork on campus with staff support.

Pulliam needs to engage and reward parents who get their child(ren) to school regularly as we continue to focus on attendance improvement. Therefore, Pulliam needs parent rewards.

Pulliam needs Arts programs to engage students and make them feel connected to school.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Pulliam's Multi-Tiered System of Supports (MTSS) provides academic, behavioral, and social-emotional resources that directly support students and help reduce achievement gaps, particularly for historically underserved populations.</p> <p>Teachers and Instructional Coach will ensure that Tier 1 instruction is inclusive, engaging, and differentiated to meet the needs of all students and focus on evidence-based instructional strategies that address the diverse needs of learners, particularly in literacy and math. Teachers will conduct school-wide screenings using i-Ready and SIPPS at least three times a year to identify students who may need additional academic or behavioral support. These screenings should assess reading, math. During MTSS implementation, a 30-minute intervention block daily for Tier 2 students, where they receive personalized support in either academic or behavioral areas, teachers provide small group support and use data to group students by specific needs and adjust based on progress.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Pulliam is piloting an MTSS planning system to ensure that interventions and strategies are systematic and consistent as students move from site to site.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Pulliam is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. Pulliam has 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. Pulliam also participates in district equity walks to ensure equitable opportunities are provided for all students.</p> <p>21 staff members will be paid ( 1 After school program coordinator, 2 site administrators, 2 counselors, 16 teachers) to further support the work after school hours as we meet with Dr. Hollie and his team regarding Pulliam's work on being culturally and linguistically responsive.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]

5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Pulliam students will engage in field trips to have meaningful experiences and opportunities related to STEM, AVID, college exposure, and the sciences.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

5.1.7	<p>Parent and Family Supports and Resources</p> <p>Pulliam's Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs. Fostering educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community is our goal. We want to provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Pulliam's parent liaison will conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	Students with Disabilities	#[Enter amount here]	[Specify the funding source(s)]
5.1.8	<p>Enhancing School Engagement and Attendance for Students with Disabilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

# Annual Review

## SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.



## Goal 6.1

Goal #	Description
Goal 6.1	

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Pulliam is in need of highly skilled/credentialed teachers.

Pulliam is in need of a Campus Safety Assistant that is at work consistently.

Numerous sub groups are underperforming in their CORE subject areas and need additional supports and supplemental materials.

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

We were unable to do instructional rounds and need them to improve instruction.

Pulliam needs PD from EAI Math, CORE, Solution Tree , GLAD and Step Up to Writing to increase teacher proficiency.

Pulliam needs additional mentorship/SEL programs specifically for our middle school students to support with SEL, academics, and attendance/connectedness.

Pulliam needs an RTI teacher to support with SIPPS and math.

Students need adequate support services to deal with tier II and tier III social emotional struggles

Roughly 25% of students feel unsafe on campus and have indicated that they have been bullied

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

Pulliam is in need of a mentorship program that will target our boys of color once they get in middle school.

Pulliam needs Arts programs to engage students and make them feel connected to school.

Pulliam is in need of a school uplift that includes murals and campus beautification. Pulliam is in need of benches and additional seating areas for students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

### Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	<p>Student Achievement Plan</p> <p>Pulliam will support African American student achievement in the following manners:</p> <ol style="list-style-type: none"> <li>1. Advocating for inclusion</li> <li>2. Educating all participants in the leadership process</li> <li>3. Developing a critical consciousness in members of our school community</li> <li>4. Promoting dialogue within our school community surrounding African-American student achievement</li> <li>5. Emphasizing student learning and classroom practices through culturally responsive teaching and learning</li> <li>6. Adopting inclusive policy making processes and ensuring voices of our African-American parents are heard and valued when making these decisions</li> <li>7. Incorporating alternative interventions to suspension when working to decrease the rate at which our African-American students are suspended</li> <li>8. Ensuring meaningful inclusion of our African-American students</li> <li>9. Being intentional about hiring practices to support our African-American students</li> <li>10. Implementing CLR and equity training for all Pulliam staff</li> <li>11. Provide after school math tutoring for 24, 6th grade African American students through Pulliam's ELOP teacher led tutoring program.</li> </ol> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	African American	#[Enter amount here]	[Specify the funding source(s)]

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Pulliam will ensure that funds are aligned in our SPSA to support African American/Black students with decreasing chronic absenteeism, decreasing suspension, and increasing ELA and Math performance.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	African American	#[Enter amount here]	[Specify the funding source(s)]
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

<p>6.1.4</p>	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy</p> <p>Pulliam is one of four selected schools working with Dr. Sharokke Hollie as part of providing equitable outcomes for all students. Pulliam has 21 staff members that are part of the equity cadres. These cadres participate in binder studies, equity talks and walks, as well as learning about ways to be culturally and linguistically skilled in teaching practices. Pulliam also participates in district equity walks to ensure equitable opportunities are provided for all students.</p> <p>21 staff members will be paid ( 1 After school program coordinator, 2 site administrators, 2 counselors, 16 teachers) to further support the work after school hours as we meet with Dr. Hollie and his team regarding Pulliam's work on being culturally and linguistically responsive.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum &amp; Pedagogy: Certificated Additional Comp - \$10,640 Classified Additional Comp - \$1,600</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>African American</p>	<p>\$12,240</p>	<p>0100 - LCFF/S&amp;C (site)</p>
<p>6.1.5</p>	<p>BSAP Community Partnerships</p> <p>Pulliam will partner with Improve Your Tomorrow to increase student Success and achievement for our boys of color experiencing trauma and needing social/emotional supports to help them succeed in and out of the classroom environment.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	<p>African American</p>	<p>#[Enter amount here]</p>	<p>[Specify the funding source(s)]</p>

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]
6.1.7	<p>BSAP School Climate &amp; Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate &amp; Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	[Identify either All Students or one or more specific student groups]	#[Enter amount here]	[Specify the funding source(s)]

6.1.8	<p><b>BSAP Community -Based Safety Pilots</b></p> <p>Outside consultants specializing in providing safety and engagement supports to students of color, will come to Pulliam to provide structured lunch recess enhancement where coaches facilitate a safe inclusive environment for all students through culturally relevant practices and motivation techniques. There is a focus on student leadership and character development, as students gain knowledge in structured games, learn sportsmanship and collaboration. The benefit of a structured sports program for lunch recesses is a reduction in bullying, verbal and physical conflicts, a reduction in student discipline referrals and suspensions, an increase in student safety and an increase in a positive school culture. Lastly, students will be able to return to class without bringing conflict from the playground thus increasing instructional time and academic success. We are taking data on the number of discipline referrals that are submitted during lunch recess that removes a student from class which impedes learning. We are also taking data on the increased class time as a result of students resolving issues on the yard and not during class time. This has led to an increase in student achievement in math as math MTSS follows lunch and students are in class.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.1.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p> <p>Comprehensive School Improvement (CSI): No site CSI funds have been allocated for this strategy.</p>	African American	\$[Enter amount here]	[Specify the funding source(s)]
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## Annual Review

### SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$264,297.00
Total Federal Funds Provided to the School from the LEA for CSI	\$157,808.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$508,447.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
3010 - Title I	\$260,313.00
3010 - Title I - Parent	\$3,984.00
3182 - CSI 2023/24	\$157,808.00

Subtotal of additional federal funds included for this school: \$422,105.00

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

State or Local Programs	Allocation (\$)
0100 - LCFF/S&C (site)	\$86,342.00

Subtotal of state or local funds included for this school: \$86,342.00

Total of federal, state, and/or local funds for this school: \$508,447.00



# Addendums

**2024-25 School Plan for Student Achievement  
Recommendations and Assurances**

Site Name: Pulliam

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10/3/24

Date of Meeting

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

English Learner Advisory Committee

9/26/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/18/24.

Date of Meeting

(Optional)

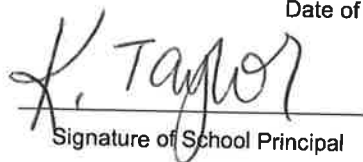
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

\_\_\_\_\_  
Committee

\_\_\_\_\_  
Date of Meeting

Attested:

Krystal Taylor

  
\_\_\_\_\_  
Signature of School Principal

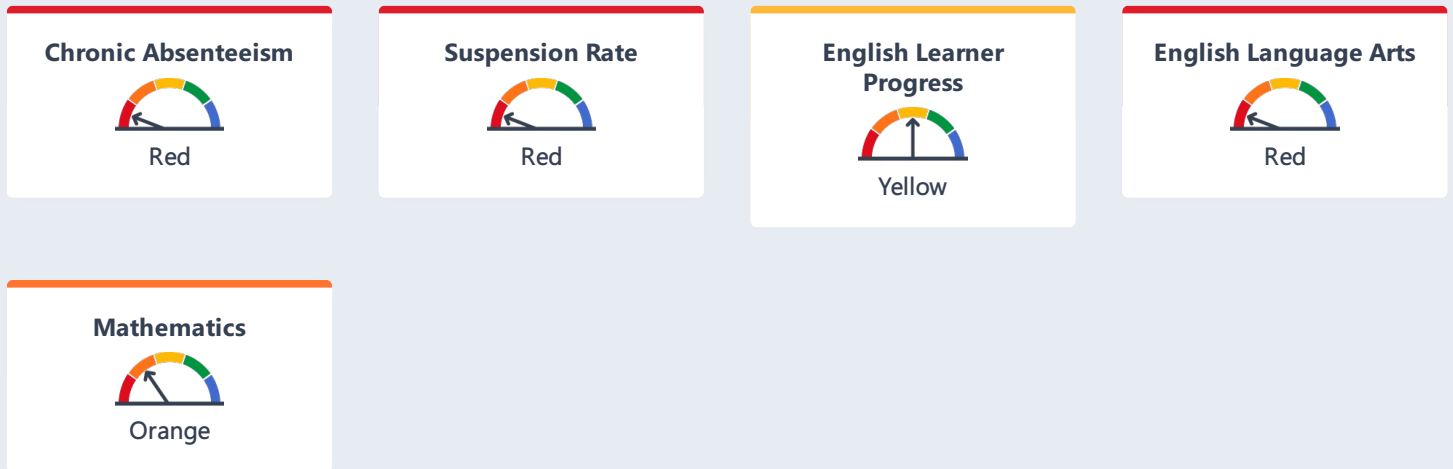
10/21/24

Date

Typed Name of School Principal

# Pulliam Elementary

Explore the performance of Pulliam Elementary under California's Accountability System.



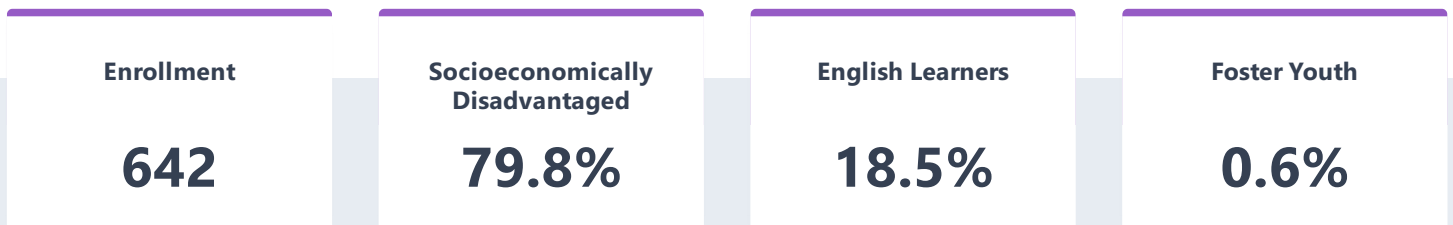
## School Details

<b>NAME</b> Pulliam Elementary	<b>ADDRESS</b> 230 Presidio Way Stockton, CA 95207-2110	<b>WEBSITE</b> N/A	<b>GRADES SERVED</b> K-8
<b>CHARTER</b> No	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No		

### PULLIAM ELEMENTARY

## Student Population

Explore information about this school's student population.



# Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

## English Language Arts

Red

80 points below standard

**Maintained 2.4 Points**

**EQUITY REPORT**  
Number of Student Groups in Each Level

3 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

## Mathematics

Orange

107.8 points below standard

**Increased 5.3 Points ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Level

3 Red	3 Orange	0 Yellow
0 Green	0 Blue	

[LEARN MORE](#)

## English Learner Progress

Yellow

41.8% making progress

**Increased 25.9% ▲**

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

[LEARN MORE](#)

## Chronic Absenteeism

Red

46.2% chronically absent

**Increased 8.4% ▲**

**EQUITY REPORT**  
Number of Student Groups in Each Level

9 Red	0 Orange	0 Yellow
0 Green	0 Blue	


PULLIAM ELEMENTARY

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

## Suspension Rate



Red

8.1% suspended at least one day

Increased 3.1% ▲

**EQUITY REPORT**  
Number of Student Groups in Each Level

6 Red	3 Orange	0 Yellow
0 Green	0 Blue	

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

#### All Students



Red

80 points below standard

Maintained 2.4 Points

Number of Students: 353

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Red

Asian

English Learners

Socioeconomically Disadvantaged



Orange

African American

Hispanic

Students with Disabilities



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

### Filipino



No Performance Color

65.6 points below standard

Increased 15.2 Points ▲

Number of Students: 19

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless



No Performance Color

112.8 points below standard

Increased 34.9 Points ▲

Number of Students: 21

### Two or More Races



No Performance Color

81.5 points below standard

Increased 5.9 Points ▲

Number of Students: 22

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### White



No Performance Color

114.6 points below standard

Increased 8 Points ▲

Number of Students: 15

### Asian



Red

70.7 points below standard

Declined 11.7 Points ▼

Number of Students: 78

### English Learners



Red

96.6 points below standard

Declined 11.1 Points ▼

Number of Students: 78

### Socioeconomically Disadvantaged



Red

82.8 points below standard

Maintained 1.8 Points

Number of Students: 284

### African American



Orange

103.2 points below standard

Increased 6 Points ▲

Number of Students: 73

### Hispanic



Orange

71.3 points below standard

Increased 8.3 Points ▲

Number of Students: 143

### Students with Disabilities



Orange

129.2 points below standard

Increased 13.6 Points ▲

Number of Students: 43

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

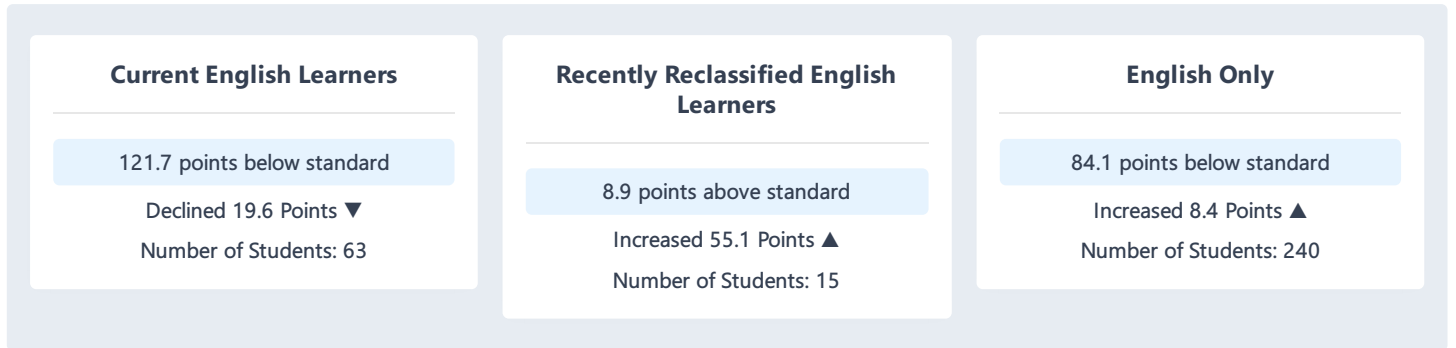
All Students

82.4 points below standard

80 points below standard

## English Language Arts Data Comparisons: English Learners

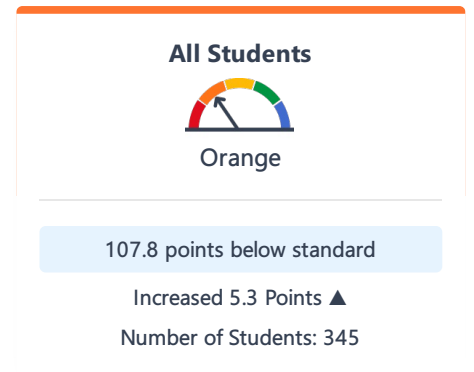
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.



## Mathematics

### All Students

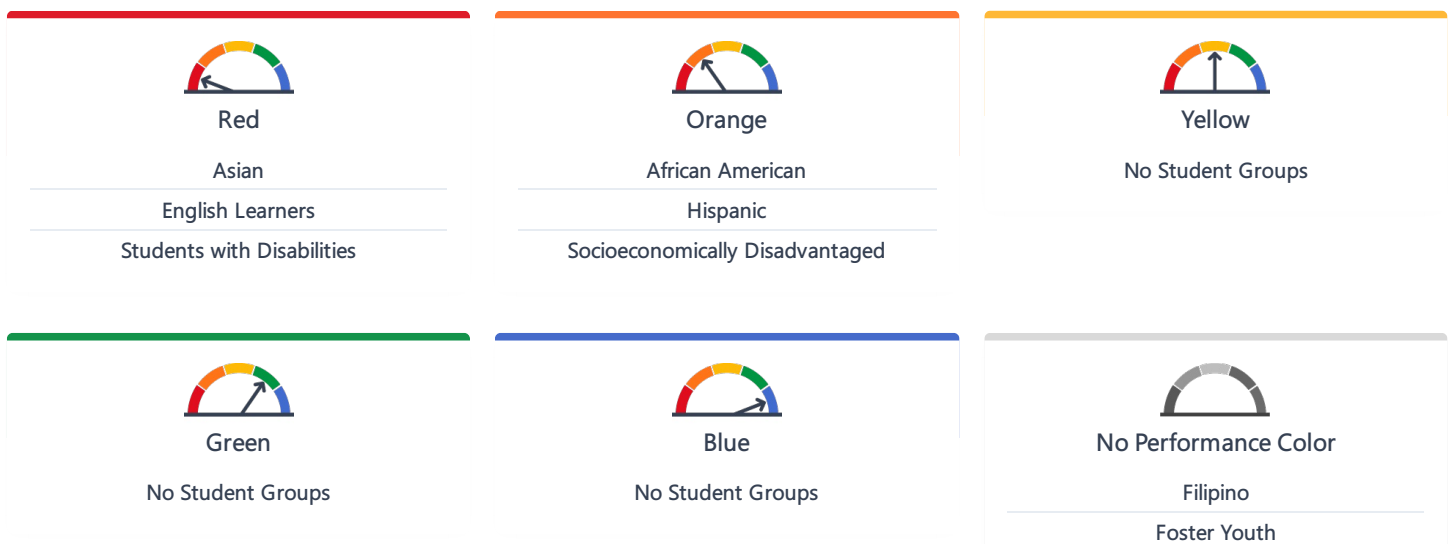
Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups







### Filipino



No Performance Color

89.5 points below standard

Increased 14.7 Points ▲

Number of Students: 19

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Homeless



No Performance Color

164.4 points below standard

Increased 4.8 Points ▲

Number of Students: 21

### Two or More Races



No Performance Color

85.3 points below standard

Increased 29.5 Points ▲

Number of Students: 21

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

### White



No Performance Color

128.4 points below standard

Declined 13.9 Points ▼

Number of Students: 15

### Asian



Red

99.2 points below standard

Maintained -2.8 Points

Number of Students: 78

### English Learners



Red

119.1 points below standard

Maintained -0.5 Points

Number of Students: 77

### Students with Disabilities



Red

180.1 points below standard

Declined 17.4 Points ▼

Number of Students: 43

### African American



Orange

135.6 points below standard

Increased 4.2 Points ▲

Number of Students: 70

### Hispanic



Orange

108.2 points below standard

Increased 3.6 Points ▲

Number of Students: 141

### Socioeconomically Disadvantaged



Orange

112.8 points below standard

Increased 4.5 Points ▲

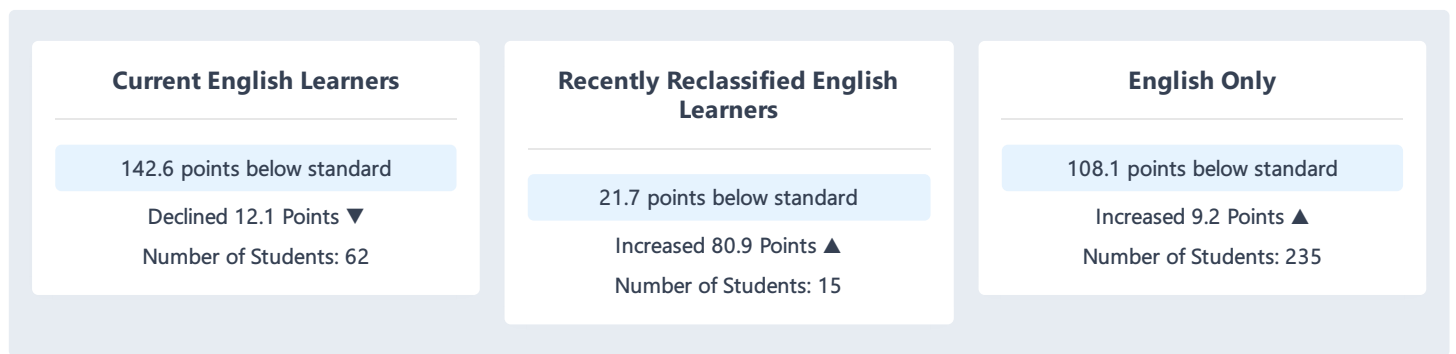
Number of Students: 277

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	113.2 points below standard	107.8 points below standard

## Mathematics Data Comparisons: English Learners

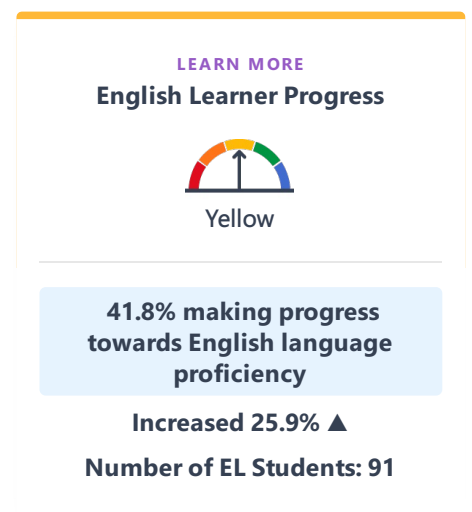
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.



## English Learner Progress Indicator

### All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



## Student English Language Acquisition Results

### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

### All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?aggllevel=School&cds=39686766042741&year=2022-23>

#### All Students



Red

46.2% chronically absent

Increased 8.4% ▲

Number of Students: 702

### Student Group Details

#### All Student Groups by Performance Level

12 Total Student Groups



Red

African American

Asian

English Learners

Hispanic

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



Orange

No Student Groups



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

Filipino

Foster Youth

Pacific Islander



### Filipino



No Performance Color

35.7% chronically absent

Increased 25.4% ▲

Number of Students: 28

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### African American



Red

54.5% chronically absent

Increased 4.2% ▲

Number of Students: 154

### Asian



Red

33.8% chronically absent

Increased 9.8% ▲

Number of Students: 130

### English Learners



Red

33.1% chronically absent

Increased 3.5% ▲

Number of Students: 142

### Hispanic



Red

43.6% chronically absent

Increased 5.2% ▲

Number of Students: 303

### Homeless



Red

79.2% chronically absent

Increased 21.2% ▲

Number of Students: 53

### Two or More Races



Red

55.1% chronically absent

Increased 22.5% ▲

Number of Students: 49

### Socioeconomically Disadvantaged



Red

45.9% chronically absent

Increased 7% ▲

Number of Students: 564

### Students with Disabilities



Red

53.7% chronically absent

Increased 4.6% ▲

Number of Students: 121

### White



Red

71% chronically absent

Increased 18.3% ▲

Number of Students: 31

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

#### All Students



Red

8.1% suspended at least one day

Increased 3.1% ▲

Number of Students: 752

### Student Group Details

#### All Student Groups by Performance Level

13 Total Student Groups



Red

African American

Homeless

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White



Orange

Asian

English Learners

Hispanic



Yellow

No Student Groups



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Pacific Islander

### American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Filipino



No Performance Color

6.9% suspended at least one day

Increased 3.4% ▲

Number of Students: 29

### Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### African American



Red

14.5% suspended at least one day

Increased 2.2% ▲

Number of Students: 165

### Homeless



Red

14.8% suspended at least one day

Increased 7% ▲

Number of Students: 54

### Two or More Races



Red

11.5% suspended at least one day

Increased 9.3% ▲

Number of Students: 52

### Socioeconomically Disadvantaged



Red

8.6% suspended at least one day

Increased 3.2% ▲

Number of Students: 607

### Students with Disabilities



Red

6.8% suspended at least one day

Increased 0.7% ▲

Number of Students: 132

### White



Red

11.4% suspended at least one day

Increased 8.9% ▲

Number of Students: 35

### Asian



Orange

6% suspended at least one day

Increased 4.5% ▲

Number of Students: 134

### English Learners



Orange

4.1% suspended at least one day

Increased 2% ▲

Number of Students: 148

### Hispanic



Orange

4.9% suspended at least one day

Increased 1.2% ▲

Number of Students: 328

# Suspension Rate By Year

Percentage of students who were suspended.

---

	2022	2023
Suspension Rate	5%	8.1%

---





Research and Accountability Department

**Empowering with data.**

# Pulliam Mid-Year Data Review

March 2024

# Summary



Research and Accountability Department

**Empowering with data.**

## Accountability

- Pulliam's current status is CSI, same as prior year ([slide 10](#))
- State Indicator for **ELPI** was higher than the district at Yellow (Level 3) and increased versus prior year ([slide 11](#))
- State Indicators for **Chronic Absenteeism, Suspension, and ELA** were lower than the district ([slide 11](#))
- State Indicator for **Math** was the same as the district ([slide 11](#))
- Chronic Absenteeism increased from 2021-2022 to 2022-2023. Days absent this year indicate a decrease ([slides 12 and 13](#))

## Demographics

- Student population for Pulliam is higher for Black/African American (21.5%) and Asian (19.3%) than the district ([Slide 3](#))
- Pulliam has less English Learners as a percent of student population than the district (18.5% versus 24% for 2022-2023) ([slide 6](#))

## State Assessments

- Percent of students **meeting or exceeding** standards on CAASPP for ELA increased ([slide 14](#)) and increased on Math ([slide 16](#)) versus prior year
- Number of **students tested with ELPAC** increased from 2022 to 2023 by 6 students to a total of 108 ([slide 18](#))
- Percent of students scoring at **Level 4** increased by 9% ([slide 18](#))

## Local Assessments

- i-Ready ([slides 21-26](#)): On grade level for **Reading and Math** increased from 2021-2022 to 2022-2023
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels ([slides 26- 32](#))

## Grade Level Analysis

- Available for ELA and Math starting on [slide 39](#)



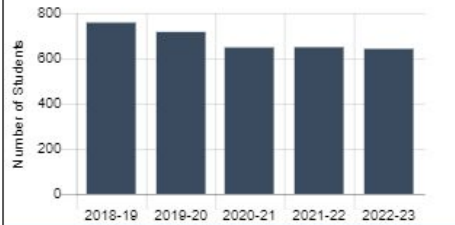
Research and Accountability Department

**Empowering with data.**

# Demographics

# Enrollment

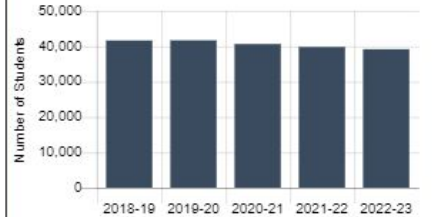
## Pulliam



[View Table Data](#)

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	758	717	648	649	642

## SUSD



[View Table Data](#)

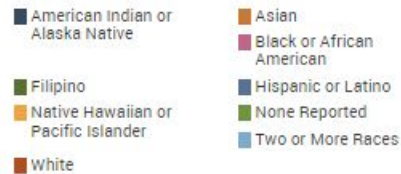
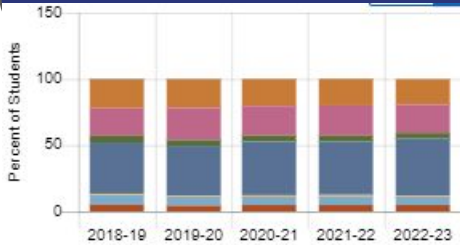
Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Pulliam's enrollment has averaged 683 students in the last 5 years, decreasing 7 students from 2021-22 to 2022-23
- Current enrollment (based on Synergy data as of 3/7/24 for TK - 8) was 623 students
- This decrease in enrollment is similar to the district's enrollment, which has declined annually for the last 3 years
- Pulliam's **stability rate** (percent of students who start and end the school year at the school) is **77.8%**, 10% lower than the district (87%)

Sources: Enrollment: [EdData, Pulliam](#)  
Stability Rate: [DataQuest](#)

# Demographics

## Pulliam



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23	SUSD 2022-23
American Indian or Alaska Native	0.4 %	0.3 %	0 %	0 %	0 %	0.7 %
Asian	21.8 %	21.6 %	20.4 %	20.2 %	19.3 %	8.8 %
Black or African American	20.8 %	24.3 %	22.4 %	22.8 %	21.5 %	9.2 %
Filipino	5 %	4.3 %	4.6 %	4.5 %	4.2 %	3.3 %
Hispanic or Latino	38.8 %	37.8 %	40.4 %	40.2 %	43 %	69.6 %
Native Hawaiian or Pacific Islander	0.7 %	0.8 %	1.1 %	1.1 %	0.9 %	0.5 %
None Reported	0.4 %	0 %	0 %	0 %	0 %	0.3 %
Two or More Races	7 %	6.6 %	6.3 %	6.5 %	6.2 %	3.5 %
White	5.1 %	4.3 %	4.8 %	4.8 %	4.8 %	4.1 %

- Pulliam's student population has a higher population of **Black/African American (21.5%)** and **Asian (19.3%)** than the district
- **Hispanic** is lower than the district at 43% versus 69.6%, although trending up over the last 5 years

# English Learners

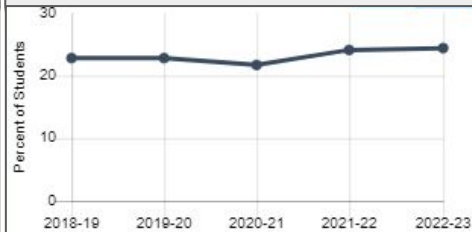
## Pulliam



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.2 %	19 %	18.8 %	19 %	18.5 %

## SUSD



[View Table Data](#)

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

- Pulliam has averaged **19.5%** English Learners over the last 5 years, and has **trended down** slightly
- This is **lower** than the district's average, which has been on the **incline**

# English Learners' Language

## Pulliam

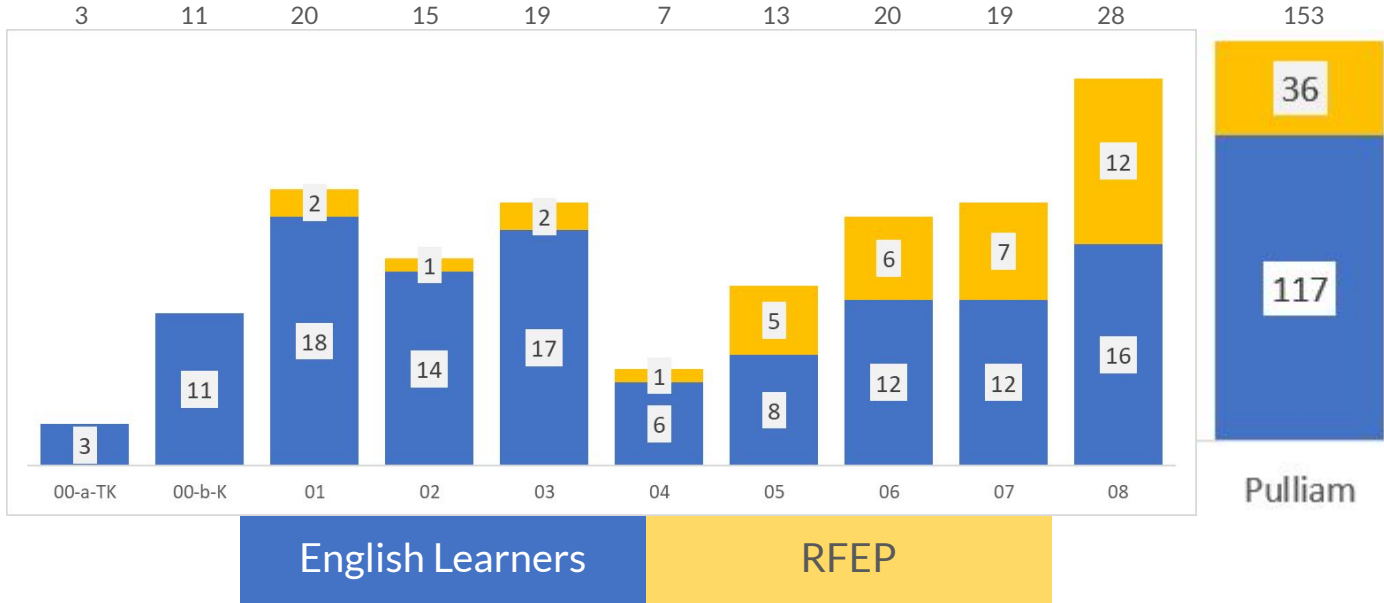
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	2.4 %	1.4 %	1.5 %	1.4 %	1.2 %
Filipino (Pilipino or Tagalog)	0.8 %	0.8 %	1.1 %	1.4 %	0.9 %
Hindi					0.3 %
Hmong	1.8 %	1.4 %	1.1 %	0.6 %	0.5 %
Khmer (Cambodian)	4.2 %	3.6 %	2.9 %	3.1 %	2.6 %
Lao	0.5 %	0.6 %	0.3 %		
Pashto				0.2 %	
Spanish	12.4 %	11.2 %	11.9 %	12.3 %	12.9 %

## SUSD

Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.2 %
Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %

- Spanish is the majority language of English Learners
- This is in line with the district as the top language for ELs, but is 10% lower than the district

# ELs and RFEPs by Grade Level



- Pulliam has 117 English Learners and 36 RFEP students\*
- 17 RFEP students are currently eligible for monitoring (RFEP within the last 4 years)
- 23% of Pulliam's student population is currently or were at one time English Learners (Ever-EL's)
- 1st grade has the highest number of English Learners

\*Source: Synergy, local data as of 3/12/24





Research and Accountability Department

**Empowering with data.**

# State Assistance & Indicators

# 2023 ESSA Support



Research and Accountability Department

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- Pulliam's current status is CSI for having the majority of Areas at the lowest level (Red)
- This did not change from prior year
- Areas Identified:
  - ELA
  - Absenteeism
  - Suspension

Year	Status	Area	Current Indicator	Previous Indicator
<b>Current (2023)</b>	<b>CSI</b>	ELA	1 - Red	1 - Red
2022	CSI	Math	2 - Orange	1 - Red
2021	CSI	Absenteeism	1 - Red	1 - Red
2020	CSI	Suspension	1 - Red	2 - Orange
2019	CSI	ELPI	3 - Yellow	1 - Red
2018	ATSI			



Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

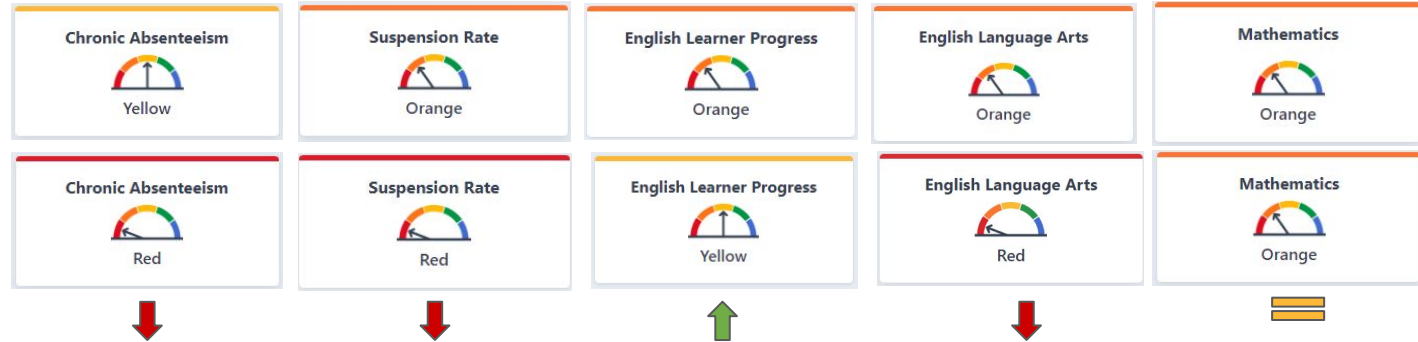
# California School Dashboard



Research and Accountability Department

**Empowering with data.**

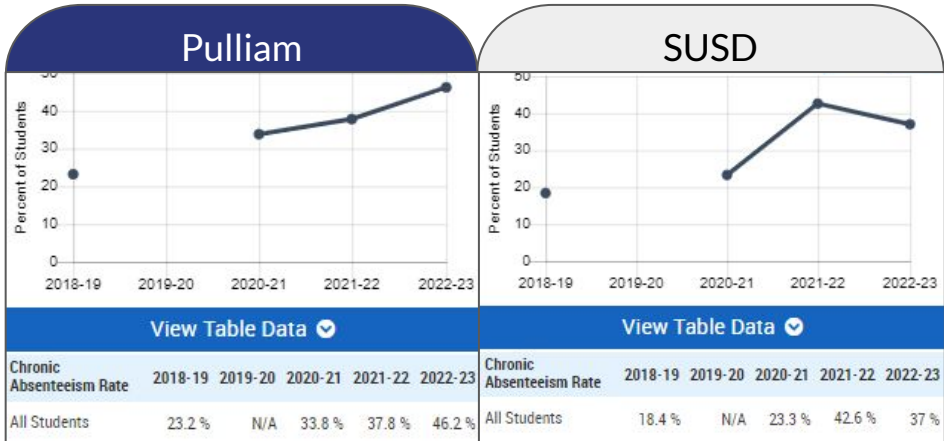
Stockton Unified



- **ELPI was the highest indicator**, with a Yellow Level (3). This was also higher than the district (Orange).
- Chronic Absenteeism (Red), Suspension (Red), and ELA (Red) are lower than the district
- Math was orange and same as the district

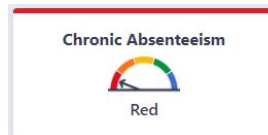
Source: [California School Dashboard](#)

# Chronic Absenteeism Historical



- Last year, Pulliam **increased** absenteeism from 37.8% to 46.2%
- This was **higher** than the district's absenteeism rate at 37%

Source: [EdData, Pulliam](#)



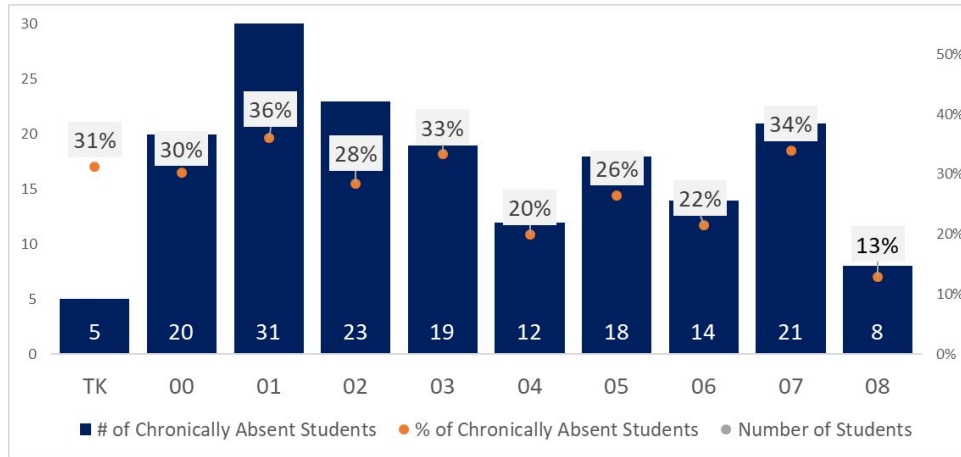
# Chronic Absenteeism Current Year



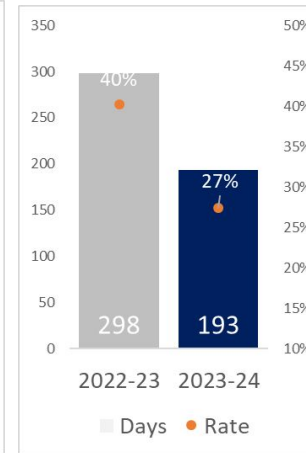
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## Pulliam Chronic Absenteeism through February

2023-24 Percent of Chronically Absent Students by Grade Level  
(# of students Chronically Abs / Total Students)

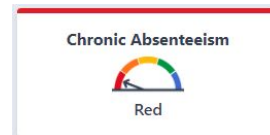


## Days Absent



- **First grade has the highest percent Chronically Absent at 36% (31 students)**
- **Days absent has decreased versus prior year from 298 to 193 this year, showing a trend of decline for current year**

Source: Synergy, local data provided by Student Support services, February



# CAASPP ELA 2 years

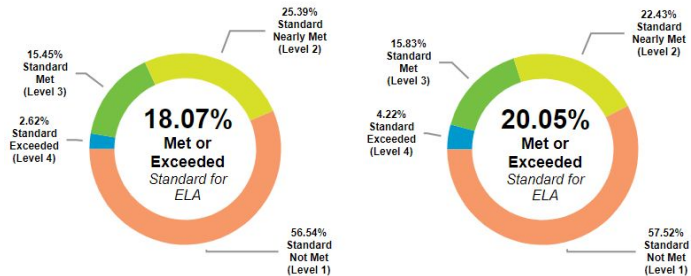


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2021-2022

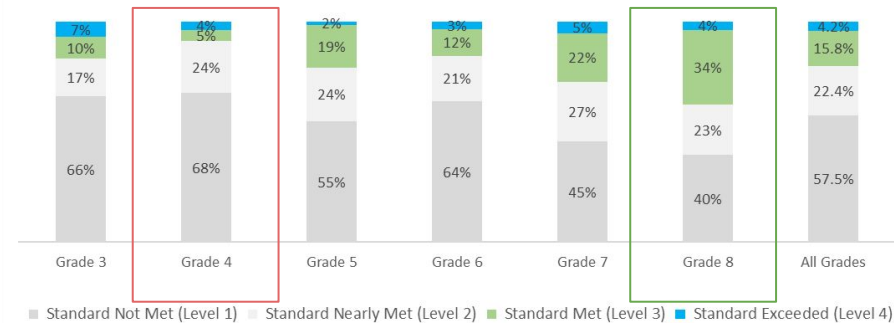
2022-2023

Percent of students within each achievement level Percent of students within each achievement level

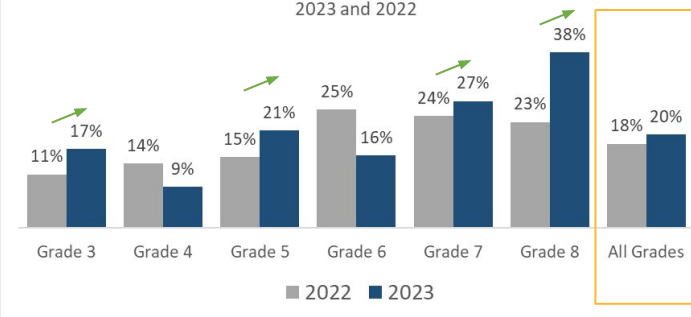


2022-2023

Percent Met or Exceeded Standards by Grade Level



CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	66%	68%	55%	64%	45%	40%	57.5%
Standard Nearly Met (Level 2)	17%	24%	24%	21%	27%	23%	22.4%
Standard Met (Level 3)	10%	5%	19%	12%	22%	34%	15.8%
Standard Exceeded (Level 4)	7%	4%	2%	3%	5%	4%	4.2%
Number of Students With Scores	71	80	62	58	55	53	379

- 20.05% of students met or exceeded standards on CAASPP
- This was an increase from prior year +2%
- 6th grade had the largest decrease from 25% to 16%
- 8th grade had the largest increase from 23% to 38% and had the highest percent of met+exceeded standards
- 4th grade had the lowest percent meeting/exceeding standards at 9%



Source: [Smarter Balanced Results, Pulliam](#)

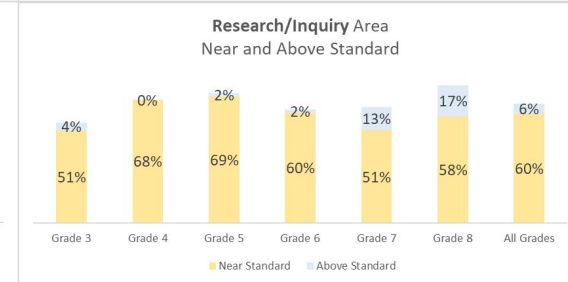
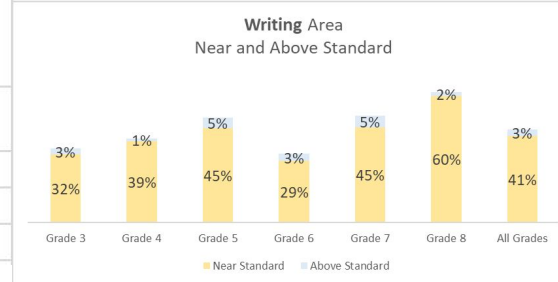
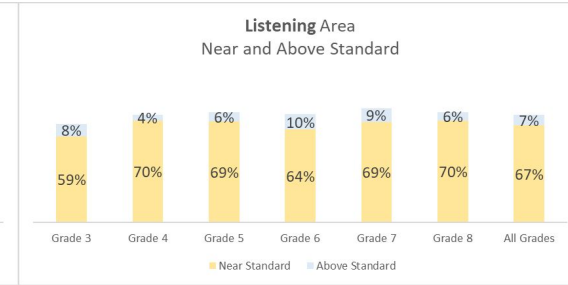
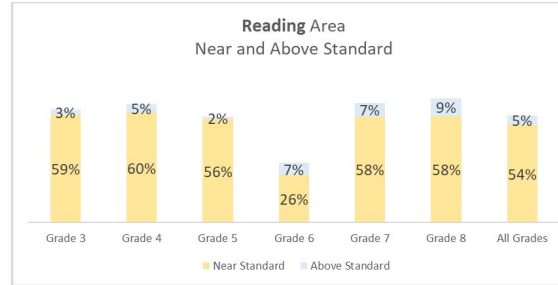
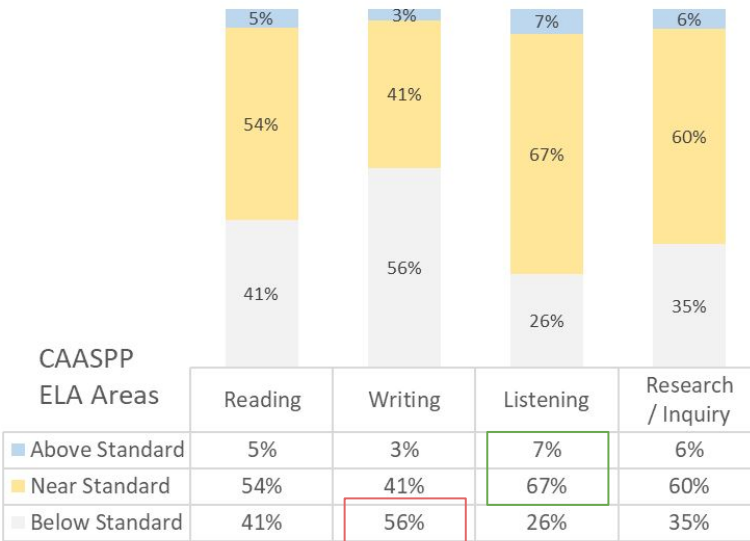
# CAASPP ELA 2022-2023

## By Area



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CAASPP  
 ELA Areas



- **Listening** had the highest near and above standard at 74%
- **Writing** had the highest below standard at 56%, lowest in 6th grade with 3% above standard and only 29% near standard

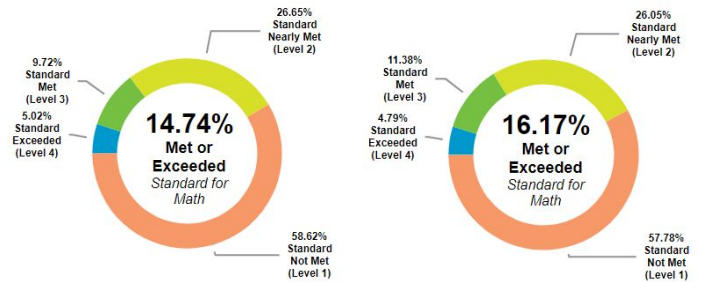


# CAASPP Math 2 years

2021-2022

2022-2023

Percent of students within each achievement level Percent of students within each achievement level



2022-2023

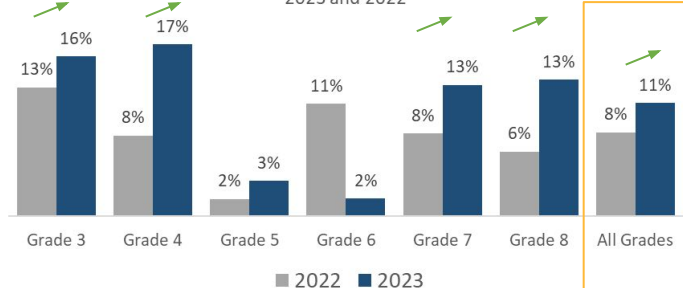
Percent Met or Exceeded Standards by Grade Level



■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	70%	62%	74%	66%	79%	81%	71%
Standard Nearly Met (Level 2)	18%	25%	26%	15%	13%	15%	19%
Standard Met (Level 3)	11%	8%	0%	8%	8%	0%	6%
Standard Exceeded (Level 4)	2%	5%	0%	11%	0%	4%	4%
Number of Students With Scores	56	60	61	61	53	52	343

CAASPP Percent of Student Met or Exceeded Standards  
2023 and 2022



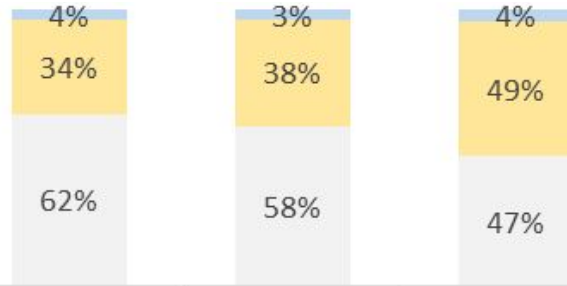
- 16.17% of students met or exceeded Math standards (near the district at 16.76%)
- This was a 1.4% increase versus previous year
- 4th grade was the highest at 17% met or exceeded standards
- 6th grade was the lowest with 2% met or exceeded standards



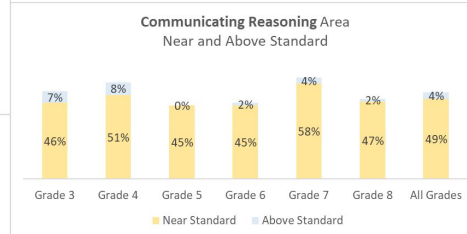
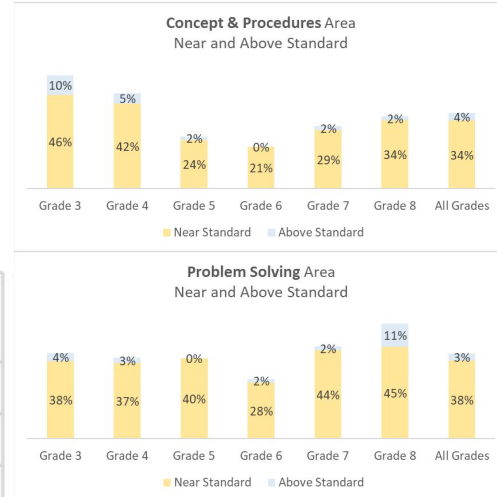


# CAASPP Math 2022-2023

## By Area

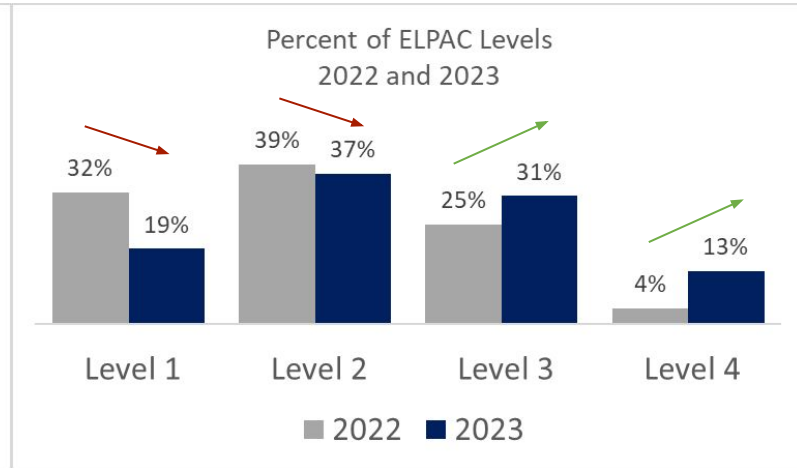
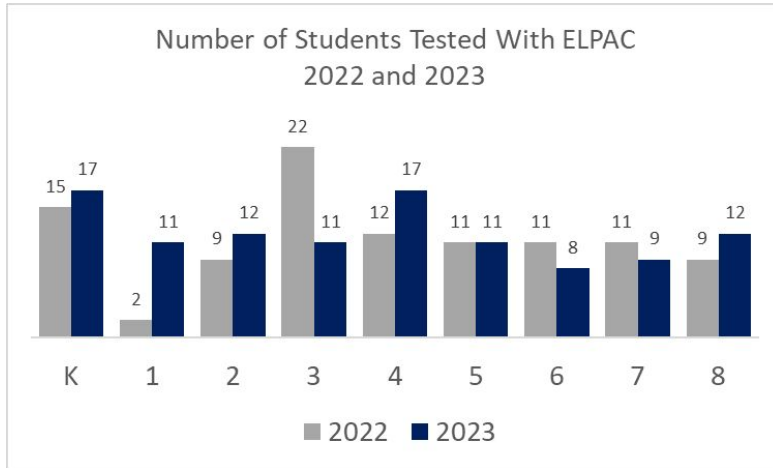


	Concepts & Procedures	Problem Solving	Communicate Reasoning
Above Standard	4%	3%	4%
Near Standard	34%	38%	49%
Below Standard	62%	58%	47%



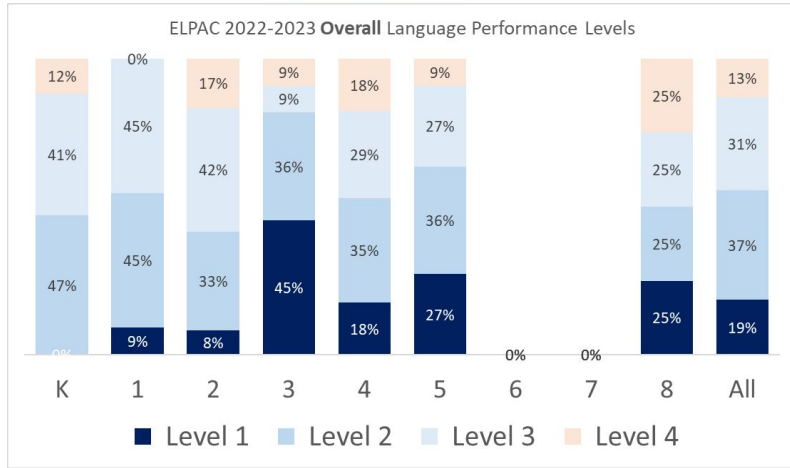
- Near/Above grade level, **Communicating Reasoning** was the strongest at 53%
- **Concepts & Procedures** had the highest percent below standard at 62%

# ELPAC 2 Years Overview



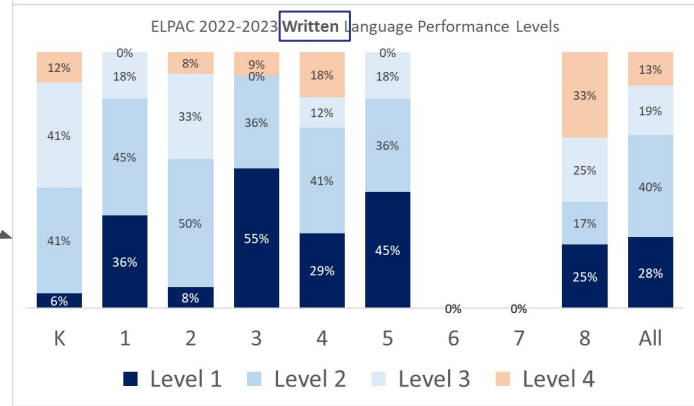
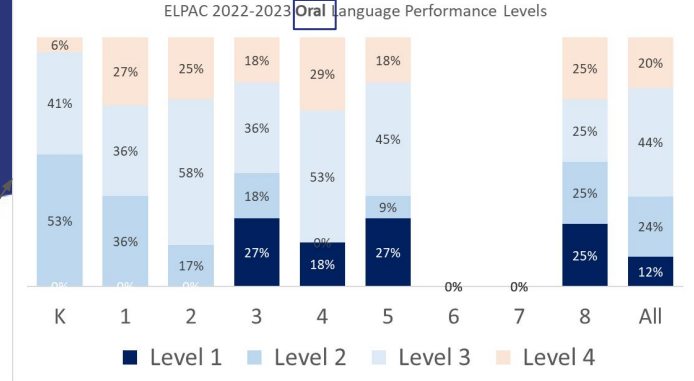
- Number of students taking the ELPAC **increased by 6** from 102 to 108
- Number of students **decreased** the most in **3rd grade** from prior year (22 to 11)
- Percent of students at level 4 increased from 4% to 13%, a 9% increase

# ELPAC 2022-2023 Overall Results



PL	K	1	2	3	4	5	6	7	8	All
Level 1	0	1	1	5	3	3	*	*	3	20
Level 2	8	5	4	4	6	4	*	*	3	40
Level 3	7	5	5	1	5	3	*	*	3	34
Level 4	2	0	2	1	3	1	*	*	3	14
Total	17	11	12	11	17	11	8	9	12	108

- 108 students took the ELPAC in 2022-2023
- **Kinder and 4th** had the highest number of students at 17
- **6th Grade** had the lowest number of students at 8
- 28% of students received a 1 in **Written** Language versus 12% received a 1 in **Oral** Language





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i-Ready

# i-Ready Reading

% on Grade Level Diagnostic 3



	2021-22	2022-23
District K-8	34%	37%
Pulliam	28%	34%

% on Grade Level Diagnostic 2



	2021-22	2022-23	2023-24
District K-8	24%	26%	26%
Pulliam	21%	23%	23%

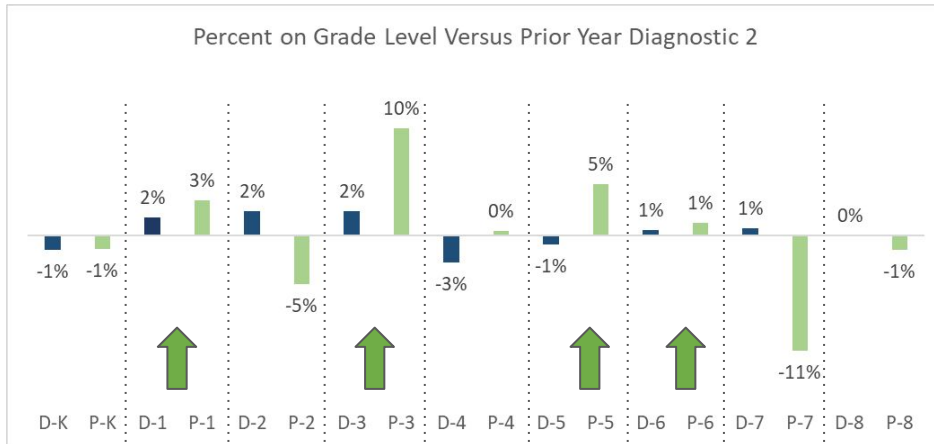
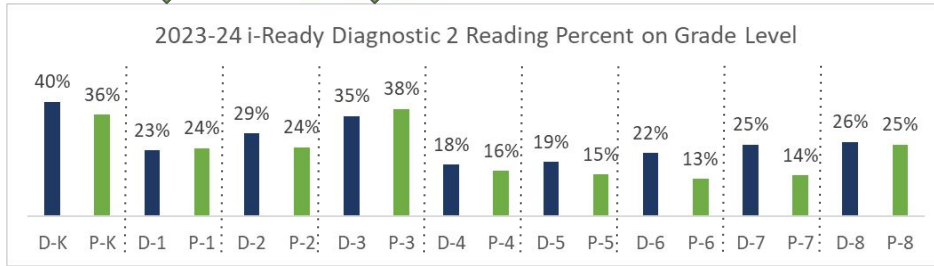
## Diagnostic 3 - End of Year

- Pulliam increased percent on grade level at the end of last year by 5% to 34%, closing the gap with the district to 3%

## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter, Diagnostic 2), Pulliam's percent on grade level was even with last year at 23%

# i-Ready Diagnostic 2 Reading On Grade Level



## Strengths

- **1st, 3rd, 5th, and 6th** showed increases for percent on grade level versus prior year, all outpacing the district's growth
- **3rd grade** had a higher percent on grade level than the district (38% versus 35%)
- **1st grade** has a higher percent on grade level and increased by 3% versus prior year

## Opportunities

- **7th grade** showed an 11% decline for percent of students on grade level and has an 11% gap to the district (25% versus 14%)
- **2nd grade** declined by 5% on grade level where the district increased 2%

D = District  
P = Pulliam

# i-Ready Reading Domains Percent on Grade Level



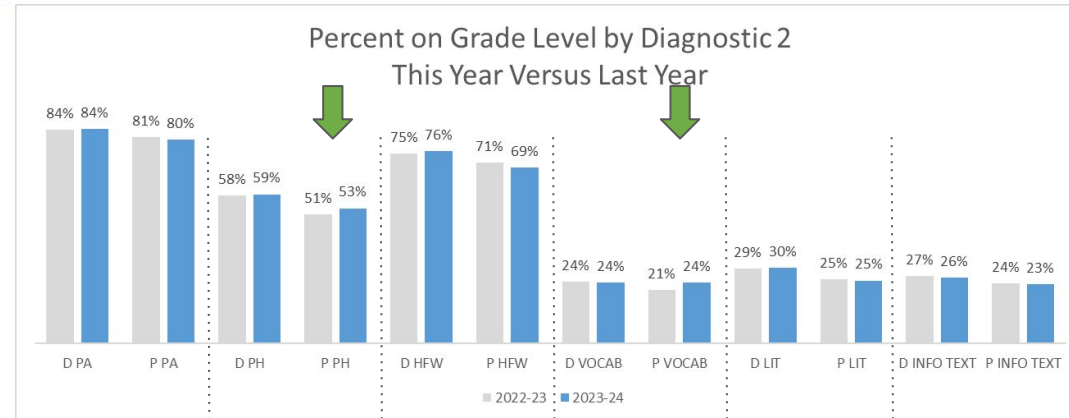
Stockton Unified School District  
Since 1952

Research and Accountability Department

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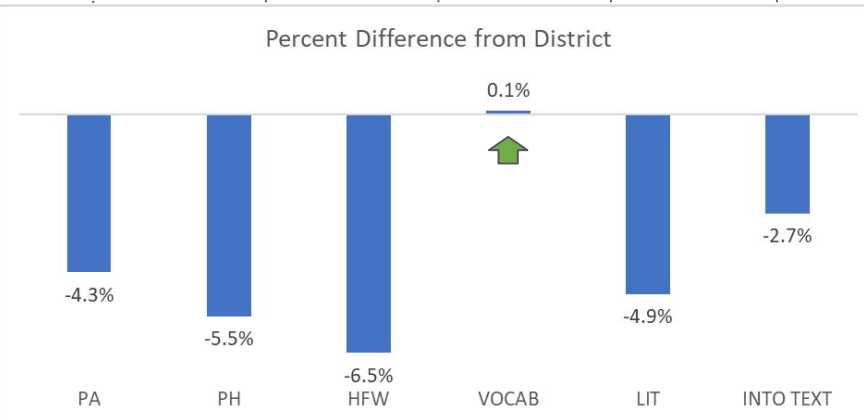
## Strengths

- **Phonics and Vocabulary** increased the percent of students on grade level versus prior year at Pulliam
- **Vocabulary** was also slightly above the district's percent on grade level (+.1%)



## Opportunities

- **High Frequency Words** percent on grade level had the largest gap to the district at 6.5%, and decreased 2 percent from prior year



D = District  
P = Pulliam  
PA = Phonological Awareness  
PH = Phonics  
HFW = High-Frequency Words  
VOCAB = Vocabulary  
LIT = Literature  
INFO TEXT = Informational Text

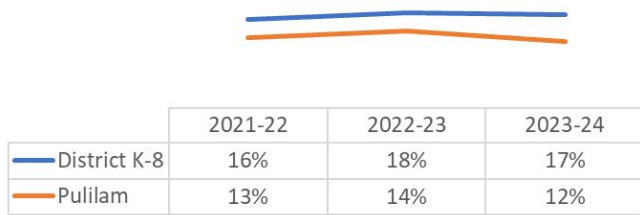
% on Grade Level Diagnostic 3



## Diagnostic 3 - End of Year

- Last year, Pulliam ended the year with 29% of students on grade level, an increase of 3% from prior year

% on Grade Level Diagnostic 2

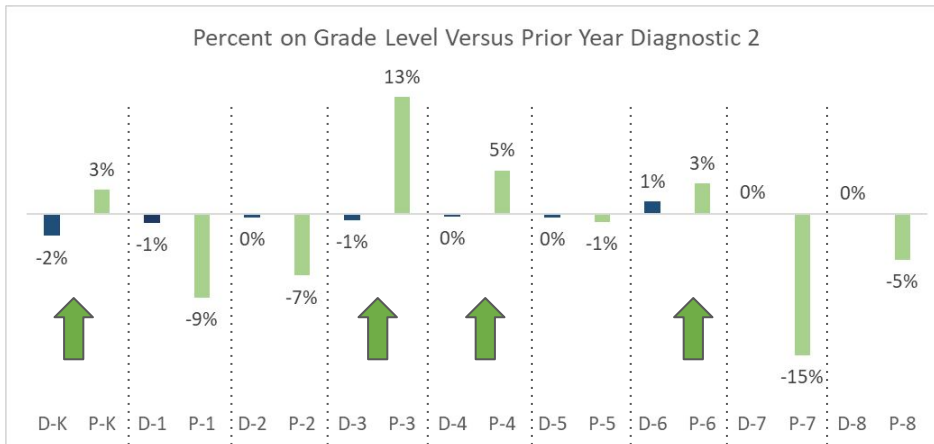
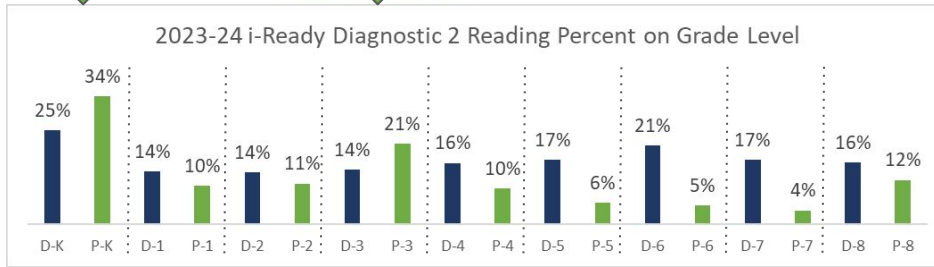


## Diagnostic 2 - Most Current

- For the most current diagnostic, 12% of Pulliam's students were on grade level
- This was a decrease of 2% on grade level versus prior year



# i-Ready Diagnostic 2 Math On Grade Level



## Strengths

- **Kinder and 3rd grade** had a higher percent on grade level than the district and both grade levels showed an increase of percent on grade level versus prior year
- **4th and 6th** also increased the percent of students on grade level versus prior year

## Opportunities

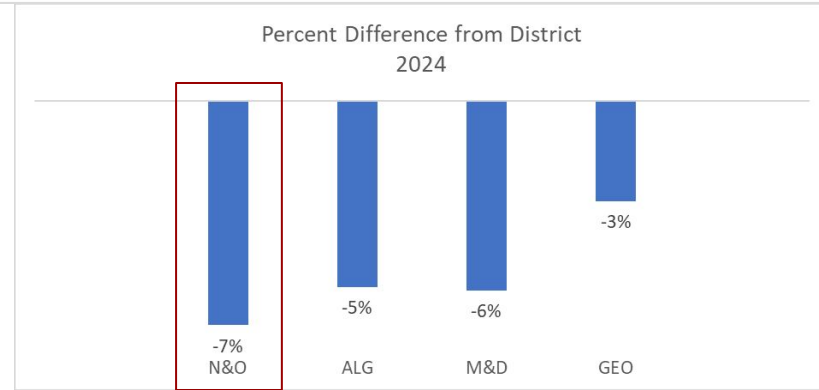
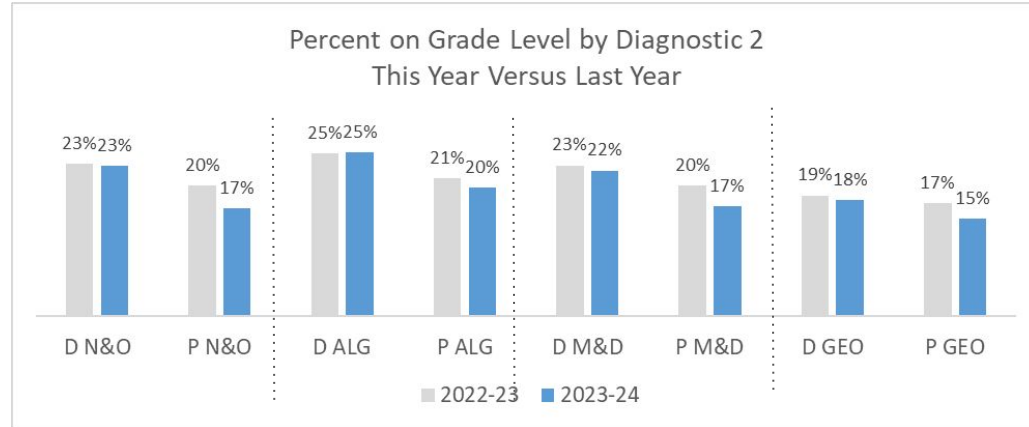
- **7th grade** had a 15% decline in percent of students on grade level versus prior year
- **1st and 2nd** also had large declines at 9% and 7%

*D = District*  
*P = Pulliam*

# i-Ready Math Domains Percent on Grade Level

## Opportunities

- **Numbers & Operations** showed a 7% gap to the district
- **Geometry** is the lowest percent on grade level at 15%



D = District  
 P = Pulliam  
 N&O = Numbers and Operations  
 ALG = Algebra and Algebraic Thinking  
 M&D = Measurement & Data  
 GEO = Geometry



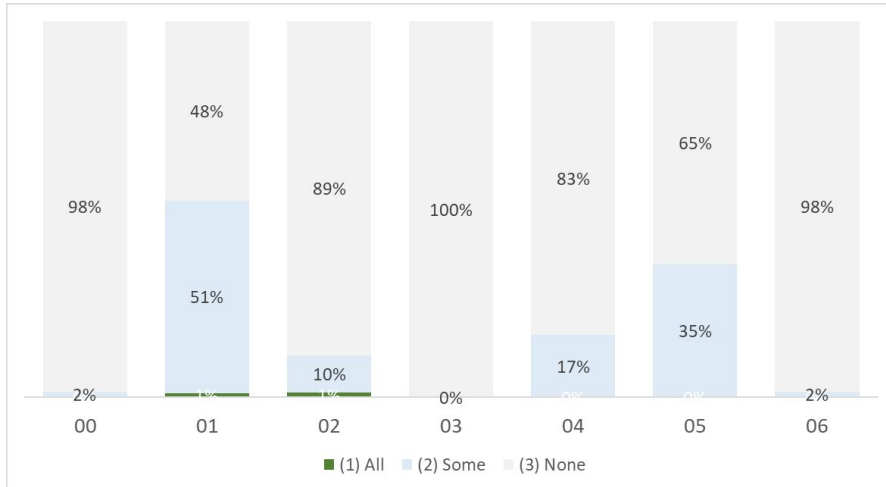
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# Curriculum Engagement and Results

## Benchmark

# Benchmark Engagement K-6 ELA Curriculum

Pulliam  
Percent of Benchmark Unit Assessments Administered  
2023-2024



- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low**:
  - ➔ **High Engagement (at least some students have all assessments)**
    - None
  - ➔ **Some Engagement (most students have at least one assessment)**
    - 1st and 5th grades have some unit assessments completed
  - ➔ **No Engagement (no/less than 20% unit assessment data available)**
    - Kinder, 2nd, 3rd, 4th, 6th

\*Data included is for online administered assessments

# Benchmark Standards Performance Overall



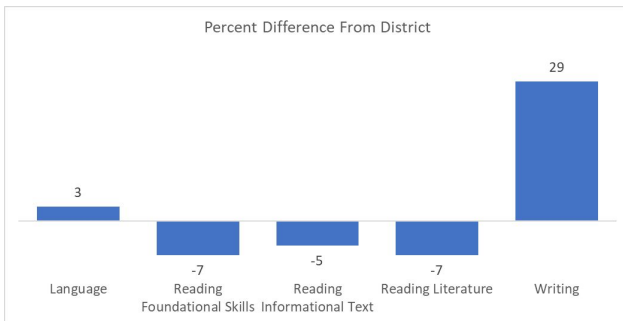
Research and Accountability Department  
**Empowering with data.**

## Pulliam\*\*

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	55	57	38	43	75
Grade k	100	100	-	83	-
Grade 1	75	71	44	68	99
Grade 2	59	59	55	63	31
Grade 4	45	51	30	37	14
Grade 5	33	37	31	24	31
Grade 6	29	44	17	32	00

## SUSD

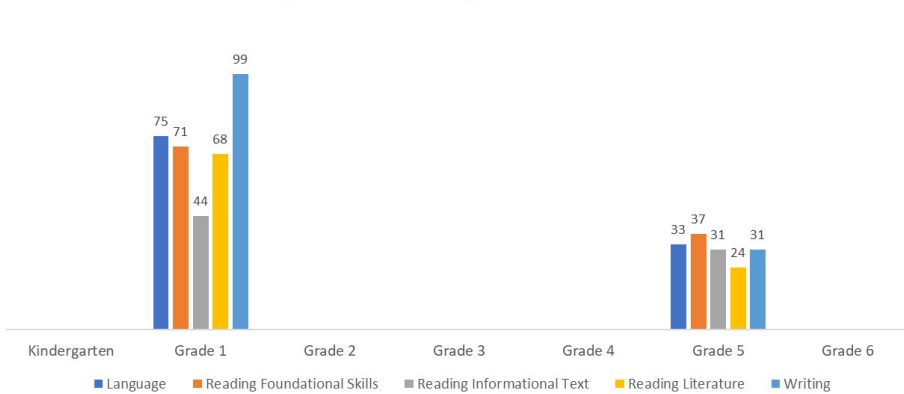
Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48



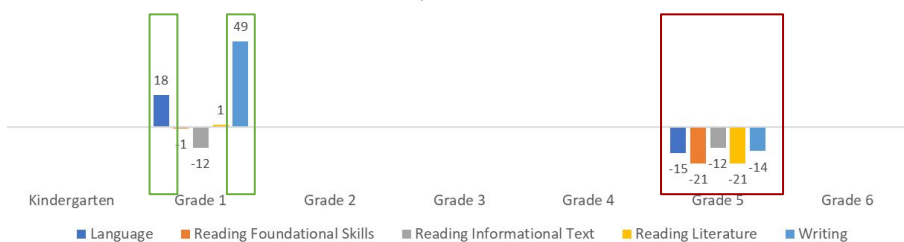
- *\*\*Note: this is all scores available in Benchmark, only 19% of students have any unit assessment scores*
- **Reading Foundational Skills** was the highest percent correct at 57%, a 7% gap to the district
- **Writing** had a higher percent correct than the district (75 versus 46)

# Benchmark Standards Performance By Grade Level

Average Percent Correct by Strand and Grade Level



Gap to District



## Strengths

- **1st grade** shows positive gaps to the district in Language and Writing and averaging 71% across the standards

## Opportunities

- **Reading Informational Text** had the largest negative gap to the district for 1st grade
- **5th grade** had a gap to the district in all standards

*\*\*Note: this data is based on only students who met either medium or high engagement on slide 28 with unit assessment scores*



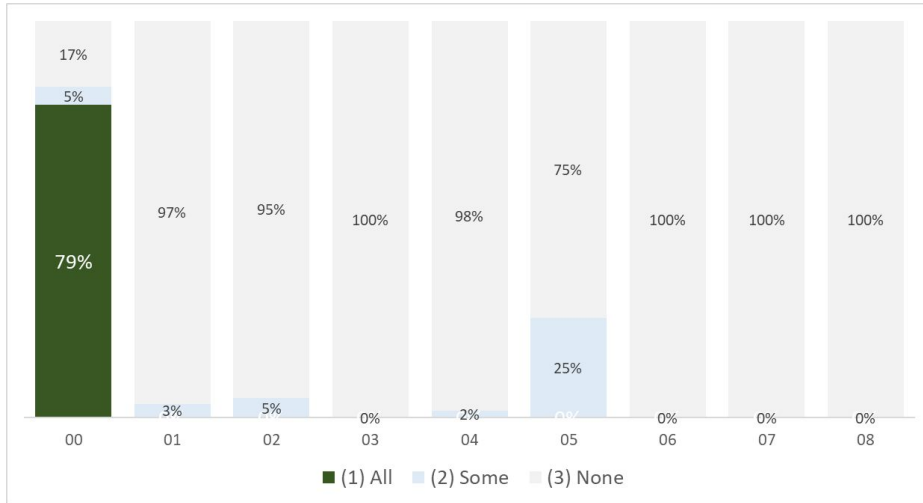
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# Curriculum Engagement and Results

## Ready Math

# Ready Math Engagement

Pulliam  
Percent of Ready Math Unit Assessments Administered  
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
  - **High Engagement (have all assessments)**
    - **Kinder** is highly engaged with Unit assessments, having over 80% of the students having scores
  - **Some Engagement (most students have at least one assessment)**
    - **5th grade** had some engagement with unit assessments
  - **No Engagement (no or very minimal unit assessment data available)**
    - All other grades with the exception of Kinder and 5th had no engagement with unit assessments



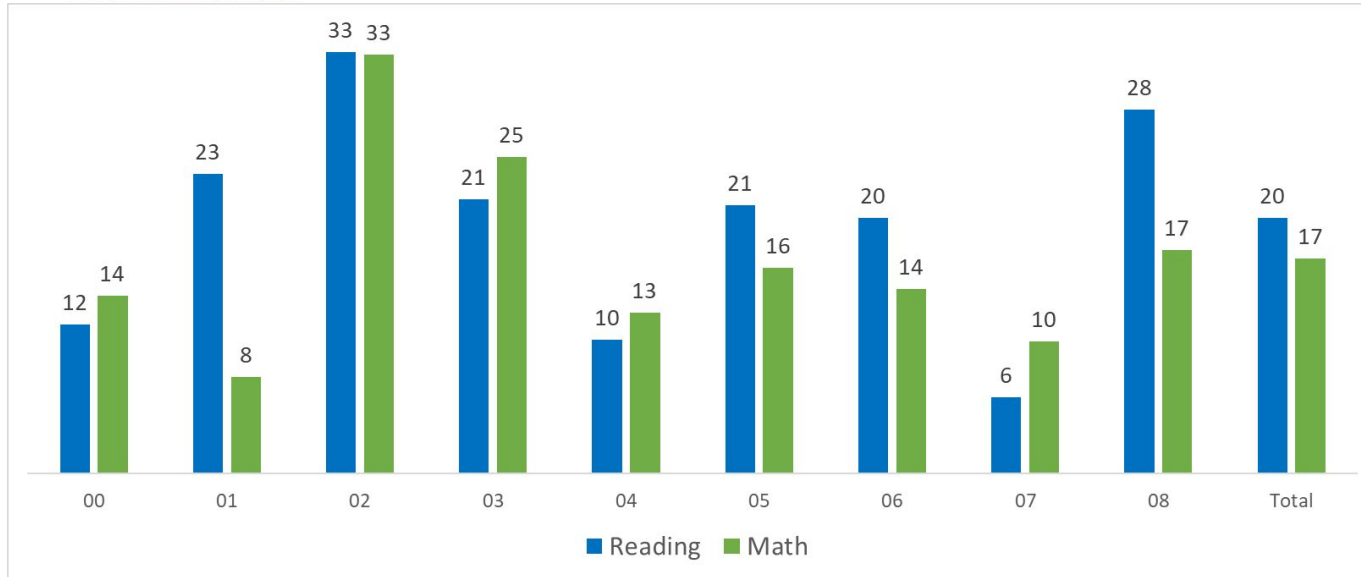


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# i-Ready Lessons

# Average Minutes - i-Ready Lessons



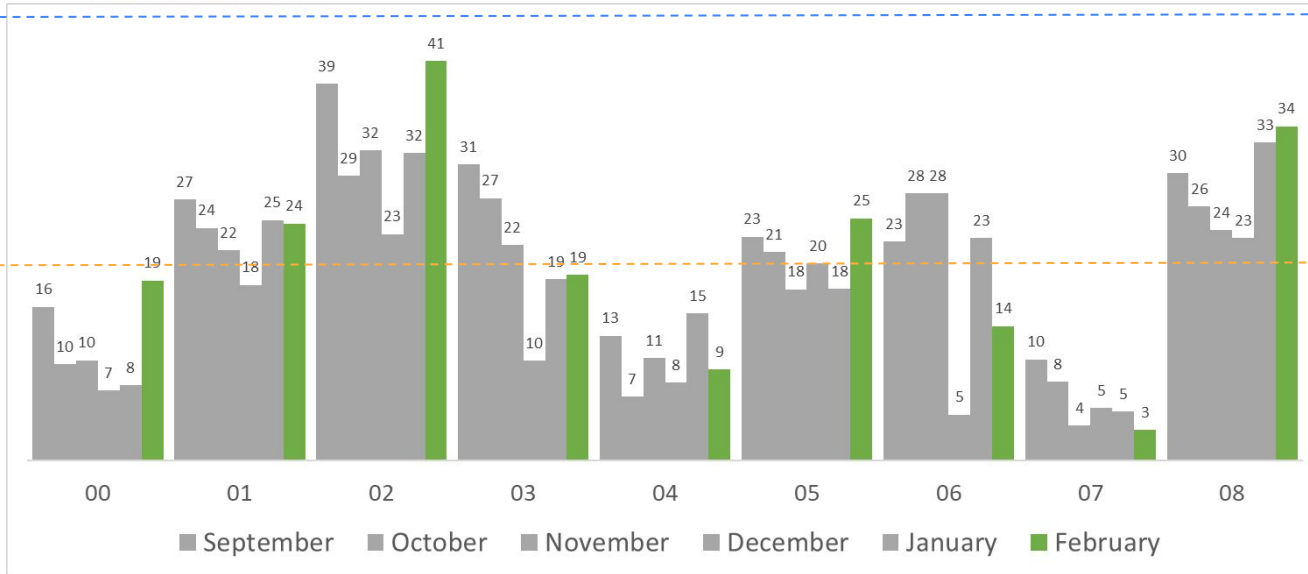
\*i-Ready recommends a minimum 45 minutes per week per subject

- Overall, the average year-to-date minutes 20 for reading and 17 for math
- 2nd has the highest average at a combined 66 minutes (33 for reading and 33 for math)
- 7th has the lowest minutes on average at 6 minutes for Reading and 10 minutes for math

# i-Ready Pathway Data- Avg Minutes Reading



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*\*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

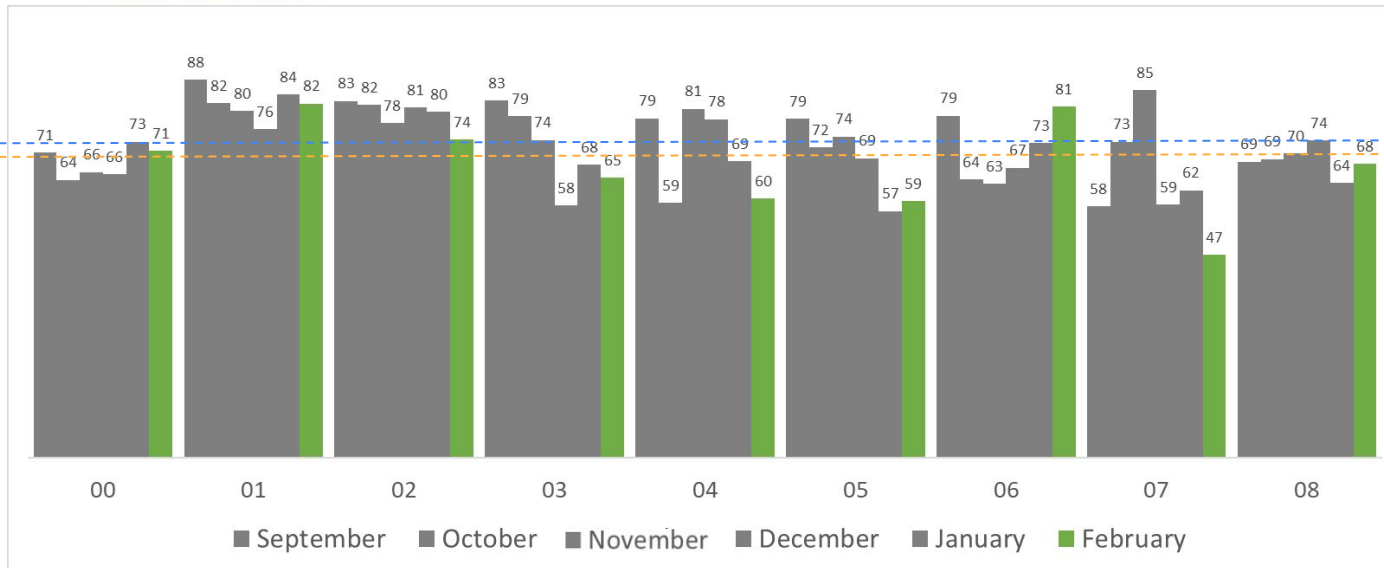
- For Pulliam, **20 minutes** were spent on average in i-Ready **Reading** (orange line)
- No grades met the recommended average minutes per week (45 minutes), however, 2nd and 8th grade have the highest averages for the year

# i-Ready Pathway Data- % Correct Reading



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\*i-Ready recommends 70% for passing lessons (blue line)

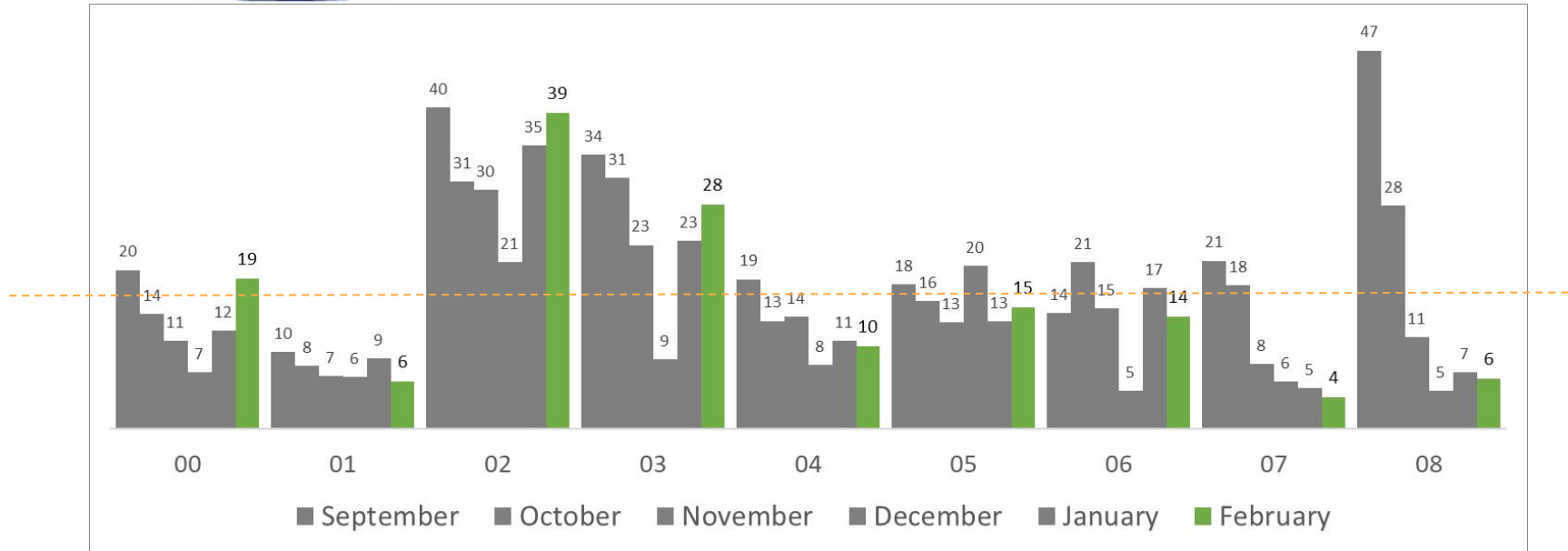
- For Pulliam, average was 74%, just above target
- Grades meeting this target on average for the year were 1st, 2nd, 3rd, 4th, and 6th

# i-Ready Pathway Data- Avg Minutes Math



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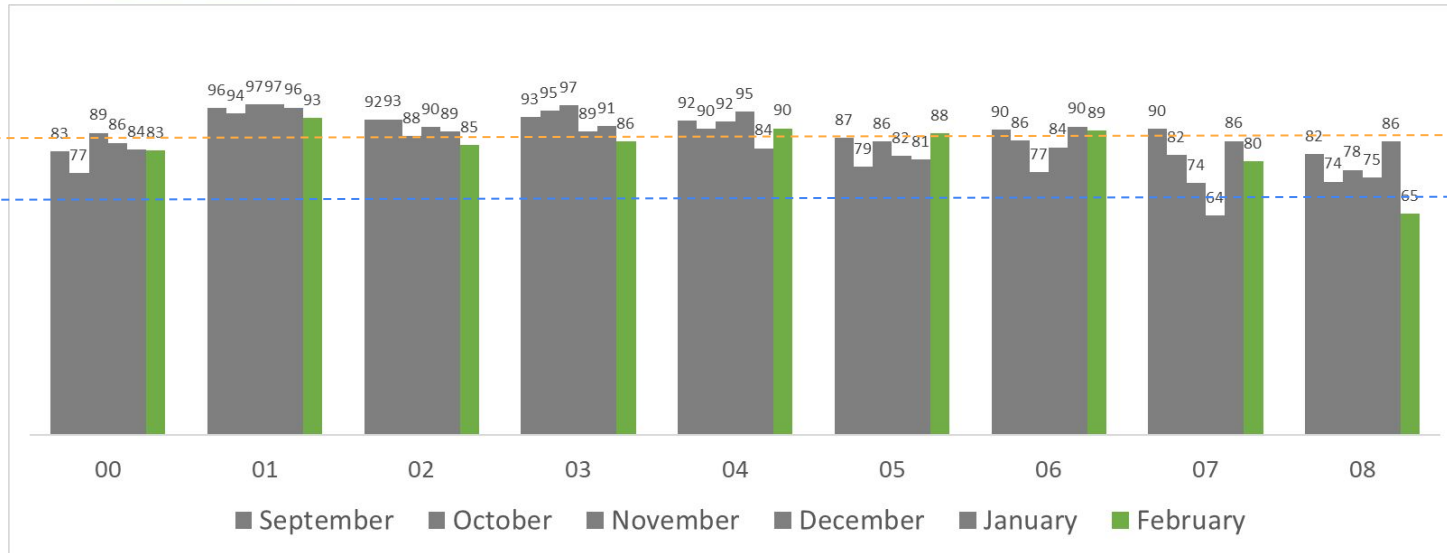
*\*i-Ready recommends 45 minutes per week per subject on personalized lessons*

- For Pulliam, **17 minutes** were spent on average in i-Ready Math (orange line)
- 2nd, 3rd, and 8th grade were above the average minutes for the year

# i-Ready Pathway Data- % Correct Math



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\*i-Ready recommends 70% for passing lessons (blue line)

- For Pulliam, average was 88% (orange line)
- All grades are meeting this target on average for the year, with only 8th grade slipping below for the most recent month



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# By Grade Level Data Review

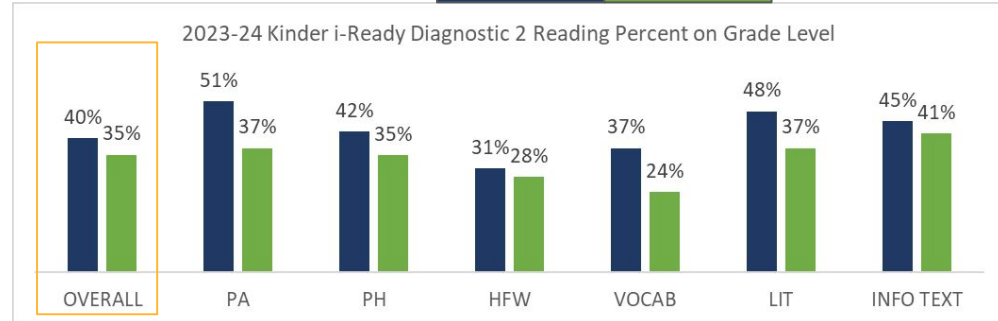
# Kindergarten ELA



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Reading On Grade Level			
	2021-22	2022-23	2023-24
D1	9.4%	8.5%	14.3%
D2	37.1%	36.7%	35.5%
D3	57.4%	65.4%	

Reading % 1 GL Below			
	2021-22	2022-23	2023-24
D1	90.6%	91.5%	85.7%
D2	62.9%	63.3%	64.5%
D3	42.6%	34.6%	

Reading Met Typical Growth			
	2021-22	2022-23	2023-24
D2	31.7%	43.5%	48.2%
D3	29.6%	45.5%	

Benchmark Standards % Correct Gap to District

Language  
Reading Foundational  
Reading Informational Text  
Reading Literature

No Data Available

## Key Metrics

- i-Ready 35% on grade level reading (5% gap to the district)
- Curriculum Engagement:
  - Benchmark: None ([slide 28](#))
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Below Target ([slide 36](#))
- 11 English Learners, 9 new this year

## Strengths

- Percent of students meeting typical growth increased versus prior year

## Opportunities

- Percent of students on grade level decreased slightly versus prior year
- Phonological awareness has the largest gap to the district (51% versus 37%)



# Kindergarten Math

District School

## Key Metrics

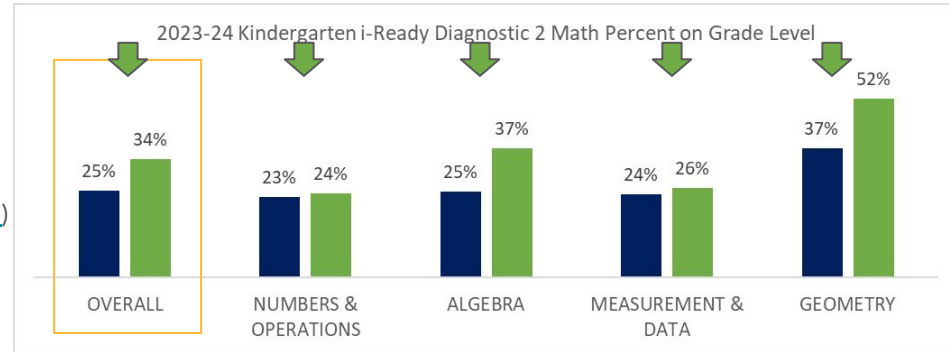
- i-Ready 34% on grade level reading (+9 % gap to district)
- Curriculum Engagement:
  - Ready Math: High ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))
- 71% correct on average Ready Math Unit Assessments

## Strengths

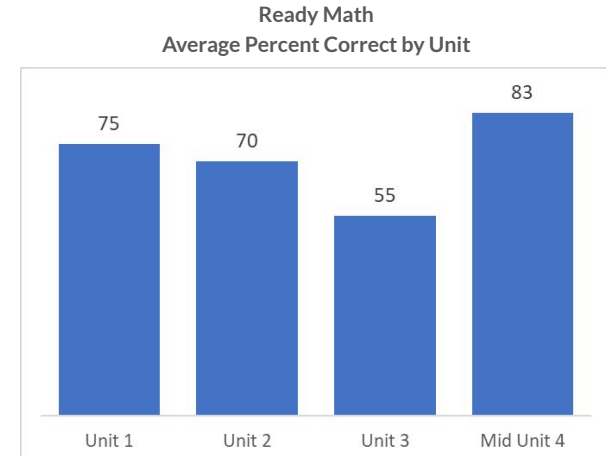
- Percent of students on grade level increased versus last year and is higher than the district
- Percent of students meeting their typical growth increased versus last year
- All domains had a higher percent on grade level than prior year

## Opportunities

- Numbers & Operations had the lowest percent on grade level



Math On Grade Level			
	2021-22	2022-23	2023-24
D1	8.2%	8.6%	3.6%
D2	25.8%	31.3%	33.9%
D3	56.4%	61.5%	
Math % 1 GL Below			
	2021-22	2022-23	2023-24
D1	91.8%	91.4%	96.4%
D2	74.2%	68.8%	66.1%
D3	43.6%	38.5%	
Math Met Typical Growth			
	2021-22	2022-23	2023-24
D2	46.7%	54.9%	73.2%
D3	50.9%	59.7%	



# 1st Grade ELA

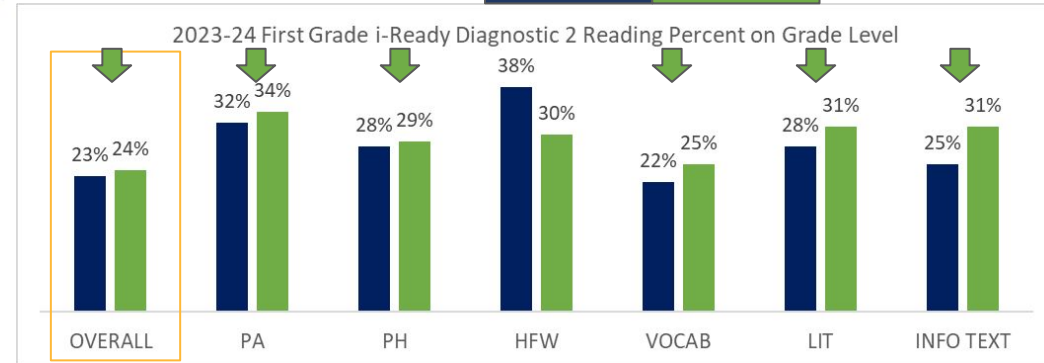


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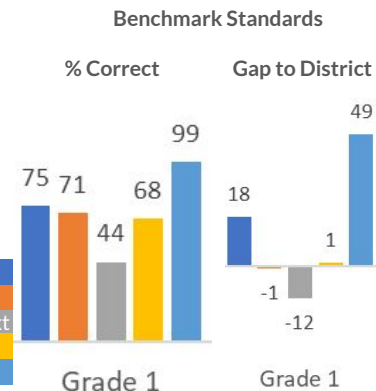
	Reading On Grade Level				Reading % 2 or More Below		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	12.5%	4.1%	11.1%	D1	12.5%	17.8%	19.4%
D2	18.5%	20.5%	23.8%	D2	18.5%	11.0%	7.5%
D3	29.4%	38.9%		D3	9.8%	8.3%	

	Reading % 1 GL Below		
	2021-22	2022-23	2023-24
D1	75.0%	78.1%	69.4%
D2	63.0%	68.5%	68.8%
D3	60.8%	52.8%	

	Reading Met Typical Growth		
	2021-22	2022-23	2023-24
D2	37.7%	43.1%	40.0%
D3	32.0%	44.3%	



Language  
Reading Foundational  
Reading Informational Text  
Reading Literature  
Writing

## Key Metrics

- i-Ready 24% on grade level reading (+1% gap to district)
- Curriculum Engagement:
  - Benchmark: Some ([slide 28](#))
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 18 English Learners, 4 new this year

## Strengths

- Percent of students on grade level increased from prior year and is higher than the district
- Phonological Awareness has the highest percent on grade level at 34%, 2% higher than the district
- All domains with the exception of High Frequency Words have a higher percent on grade level than the district

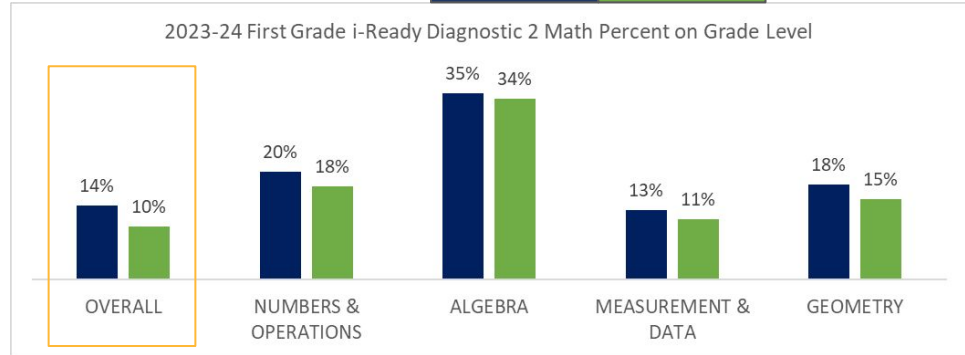
## Opportunities

- High Frequency Words was the only domain where percent of students on grade level was higher than the district
- Students meeting typical growth decreased slightly from prior year

# 1st Grade Math

District School

2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level	2023-24			Math % 2 or More Below	2023-24		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	10.4%	6.9%	5.9%	D1	29.2%	26.4%	16.2%
D2	25.5%	19.2%	10.1%	D2	12.7%	9.6%	13.9%
D3	47.1%	43.1%		D3	5.9%	12.5%	
Math % 1 GL Below	2023-24			Math Met Typical Growth	2023-24		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	60.4%	66.7%	77.9%	D2	50.0%	47.9%	28.2%
D2	61.8%	71.2%	75.9%	D3	42.0%	38.6%	
D3	47.1%	44.4%					

## Key Metrics

- i-Ready 10% on grade level reading (4% gap to district)
- Curriculum Engagement:
  - Ready Math: None ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

## Strengths

- Algebra has the highest percent on grade level and the smallest gap to the district

## Opportunities

- Percent on grade level declined from prior year
- Percent of students meeting typical growth decreased versus prior year and was below the district (district 1st grade 52.7% versus 28.2% for Pulliam)
- Measurement & Data has the lowest percent on grade level at 11%

Ready Math  
 Average Percent Correct by Unit

No Data Available

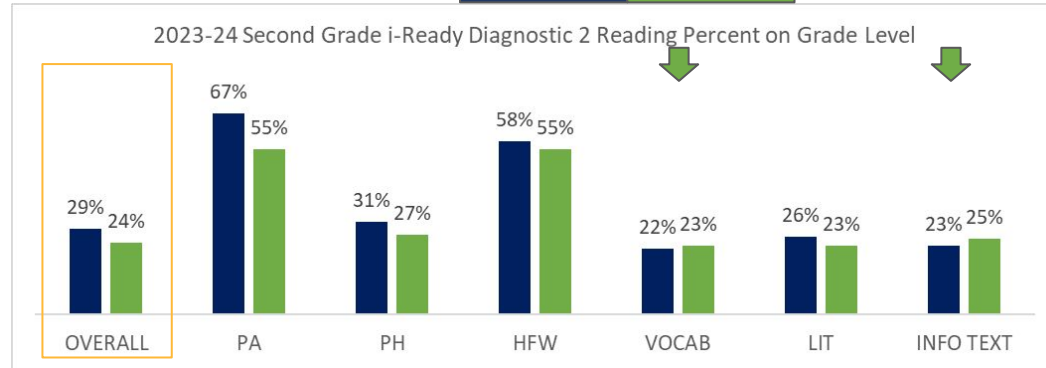
# 2nd Grade ELA



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Reading	On Grade Level			Reading	% 2 or More Below		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	10.1%	21.1%	13.9%	D1	65.2%	49.1%	51.9%
D2	14.5%	28.6%	24.1%	D2	47.4%	36.5%	41.0%
D3	25.0%	35.1%		D3	39.5%	29.8%	
Reading	% 1 GL Below			Reading	Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	24.6%	29.8%	34.2%	D2	61.3%	46.6%	55.6%
D2	38.2%	34.9%	34.9%	D3	47.3%	35.1%	
D3	35.5%	35.1%					

Benchmark Standards  
% Correct Gap to District

No Data Available

- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

## Key Metrics

- i-Ready 24% on grade level reading (5% gap to district)
- Curriculum Engagement:
  - Benchmark: None ([slide 28](#))
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 14 English Learners, 1 new this year

## Strengths

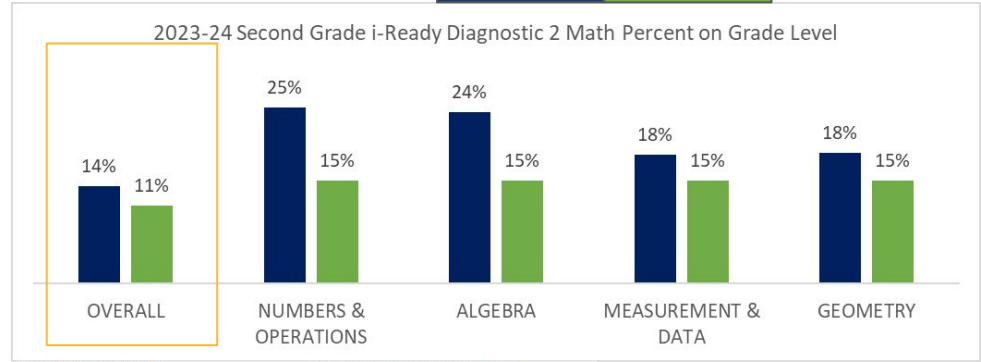
- Percent of students meeting typical growth increased by 9% versus prior year
- Vocabulary and Informational Text had slightly higher percent on grade level than the district
- Percent of students 2+ below decreased by 10% from the beginning of the year

## Opportunities

- Percent on grade level decreased from prior year (but percent of students starting on grade level was also lower)
- Phonological Awareness had the largest gap to the district

# 2nd Grade Math

District School



	Math On Grade Level				Math % 2 or More Below		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	2.7%	15.8%	9.1%	D1	69.3%	40.4%	61.0%
D2	6.8%	17.5%	10.8%	D2	36.5%	31.7%	38.6%
D3	23.7%	38.6%		D3	25.0%	31.6%	
	Math % 1 GL Below			Math Met Typical Growth			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	28.0%	43.9%	29.9%	D2	57.5%	45.0%	50.6%
D2	56.8%	50.8%	50.6%	D3	49.3%	35.1%	
D3	51.3%	29.8%					

Ready Math  
Average Percent Correct by Unit

No Data Available

## Key Metrics

- i-Ready 11% on grade level reading (3% gap to the district)
- Curriculum Engagement:
  - Ready Math: None ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

## Strengths

- Percent of students meeting their **typical growth goal** increased 5% to 50.6% this year

## Opportunities

- Percent of students **on grade level** decreased by 7% versus prior year (students starting the year on grade level was also lower versus last year)

# 3rd Grade ELA

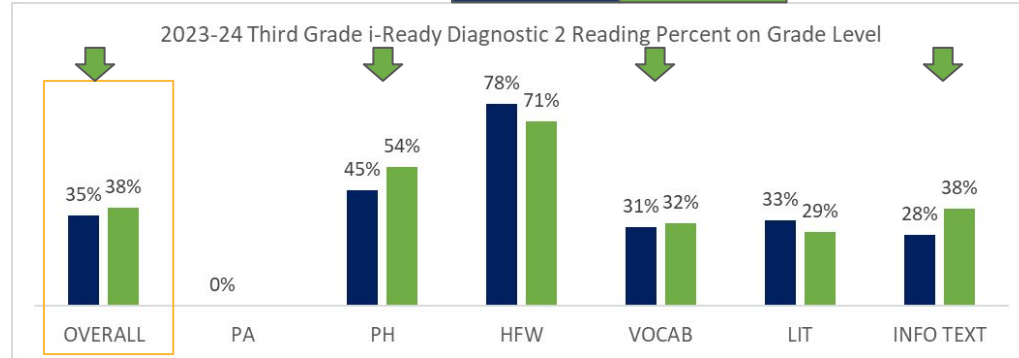


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	Reading <b>On Grade Level</b>			Reading <b>% 2 or More Below</b>			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	17.8%	15.2%	31.5%	D1	63.0%	66.7%	46.3%
D2	31.3%	27.5%	37.5%	D2	42.2%	43.5%	46.4%
D3	36.5%	38.6%		D3	41.2%	41.4%	
	Reading <b>% 1 GL Below</b>			Reading <b>Met Typical Growth</b>			
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	
D1	19.2%	18.2%	22.2%	D2	56.1%	65.2%	46.3%
D2	26.5%	29.0%	16.1%	D3	45.8%	52.9%	
D3	22.4%	20.0%					

Benchmark Standards  
% Correct Gap to District

No Data Available

- Language
- Reading Foundational
- Reading Informational Text
- Reading Literature
- Writing

## Key Metrics

- i-Ready 38% on grade level reading (+3% gap to district)
- Curriculum Engagement:
  - Benchmark: None ([slide 28](#))
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Met Target ([slide 36](#))
- 17 English Learners, 4 new this year

## Strengths

- Percent of students on grade level increased versus prior year
- Phonics, Vocabulary Informational Text have a 10% higher percent of students on grade level

## Opportunities

- Percent of students meeting their typical growth decreased 20% versus prior year
- Literature has the lowest domain on grade level and had a 4% gap to the district

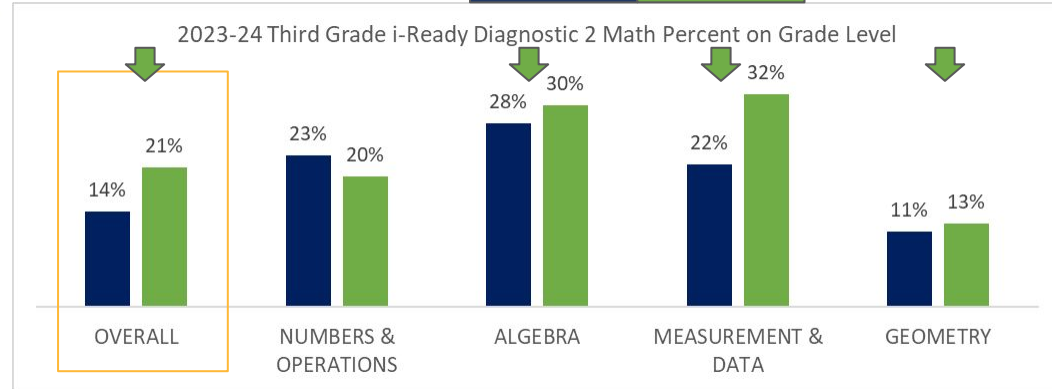
# 3rd Grade Math



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	Math On Grade Level			Math % 2 or More Below		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	2.5%	4.5%	5.5%	D1	60.0%	56.1%
D2	12.2%	8.7%	21.4%	D2	39.0%	36.2%
D3	25.9%	22.9%		D3	28.2%	27.1%
	Math % 1 GL Below			Math Met Typical Growth		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	37.5%	39.4%	43.6%	D2	51.9%	40.9%
D2	48.8%	55.1%	37.5%	D3	41.0%	32.9%
D3	45.9%	50.0%				

Ready Math  
Average Percent Correct by Unit

No Data Available

## Key Metrics

- i-Ready 21% on grade level reading (+7% gap to district)
- Curriculum Engagement:
  - Ready Math: None ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

## Strengths

- Percent of students on grade level increased almost 13% versus prior year
- Measurement & Data has a 10% higher percent on grade level than the district

## Opportunities

- Percent of students meeting their typical growth decreased slightly from prior year
- Numbers & Operations was 7% lower percent on grade level than the district

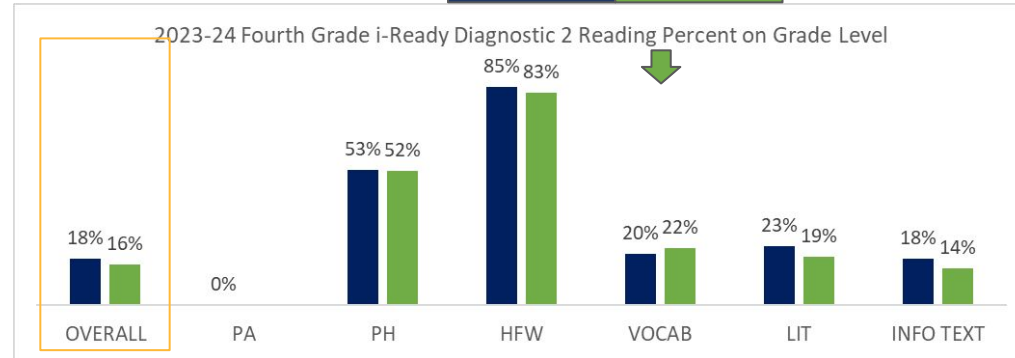
# 4th Grade ELA



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	Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below			Reading Met Typical Growth		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	12.3%	8.9%	13.1%	33.3%	38.9%	36.1%	54.4%	52.2%	50.8%	50.0%	52.4%	36.7%
D2	11.3%	15.5%	15.9%	43.5%	48.8%	33.3%	45.2%	35.7%	50.8%	38.1%	39.0%	
D3	20.6%	20.8%		34.9%	44.2%		44.4%	35.1%				

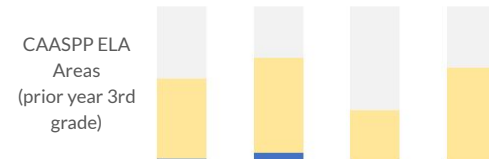
Benchmark Standards

% Correct

Gap to District

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

No Data Available



	Research/Inquiry	Listening	Writing	Reading
Below Standard	45%	32%	65%	38%
Near Standard	51%	59%	32%	59%
Above Standard	4%	8%	3%	3%

## Key Metrics

- **i-Ready 16%** on grade level reading (2% gap to district)
- **Curriculum Engagement:**
  - Benchmark: None ([slide 28](#))
  - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slightly below last 2 month) ([slide 36](#))
- **6 English Learners**, 0 new this year

## Strengths

- **Percent of students on grade level** increased slightly versus prior year
- **Vocabulary** had a higher percent on grade level than prior year

## Opportunities

- Percent of students meeting **typical growth** decreased nearly 15% versus prior year
- **Writing** was the lowest standard on CAASPP (3rd grade last year) at 65% standard



# 4th Grade Math



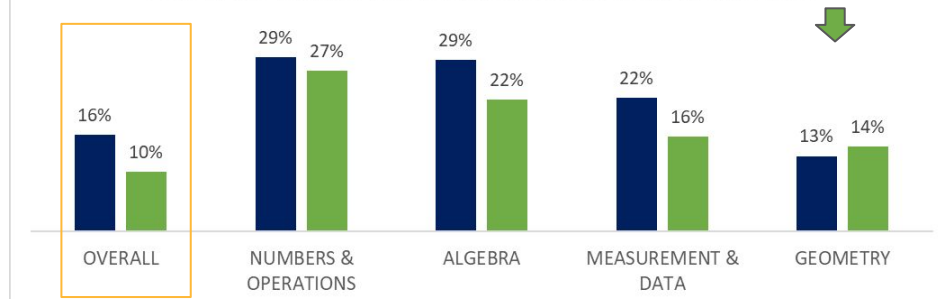
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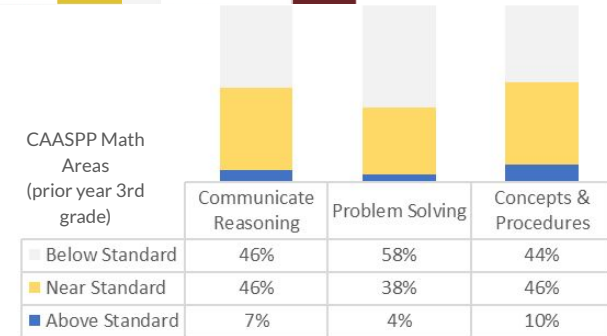
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District School

2023-24 Fourth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level	2021-22			2022-23			2023-24			Math % 1 GL Below	2021-22			2022-23			2023-24			Math Met Typical Growth	2021-22			2022-23			2023-24		
	D1	D2	D3	D1	D2	D3	D1	D2	D3		D1	D2	D3	D1	D2	D3	D1	D2	D3		D1	D2	D3	D1	D2	D3			
D1	1.6%	3.3%	9.8%	30.2%	36.7%	32.8%	68.3%	60.0%	57.4%	40.0%	32.5%	35.0%																	
D2	8.1%	4.8%	9.5%	30.6%	53.0%	38.1%	61.3%	42.2%	52.4%	38.1%	41.6%																		
D3	15.9%	27.3%		46.0%	41.6%		38.1%	31.2%																					



No Data Available

Ready Math  
Average Percent Correct by Unit

## Key Metrics

- i-Ready 10% on grade level reading (6% gap to district)
- Curriculum Engagement:
  - Ready Math: None ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

## Strengths

- Percent of students on grade level increased 6% versus last year
- Percent of students meeting their typical growth goal increased slightly
- Although the lowest percent on grade level, Geometry was higher than the district

## Opportunities

- Measurement & Data was 6% lower than the district
- Percent of students 2+ below increased 10% prior year
- Problem Solving has the highest below standard percent at 47% (CAASPP prior year 3rd grade)

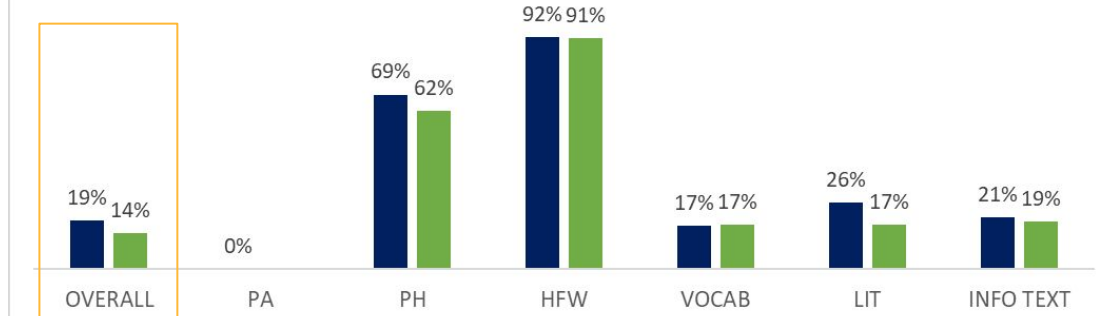
# 5th Grade ELA



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2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

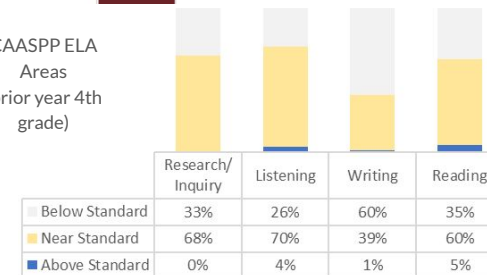


Reading On Grade Level	2021-22			2022-23			2023-24			Reading % 1 GL Below	2021-22			2022-23			2023-24			Reading % 2 or More Below	2021-22			2022-23			2023-24			Reading Met Typical Growth
	D1	D2	D3	D1	D2	D3	D1	D2	D3		D1	D2	D3	D1	D2	D3	D1	D2	D3		D1	D2	D3	D1	D2	D3	D1	D2	D3	
D1	7.5%	12.7%	11.8%	24.5%	20.6%	14.7%	67.9%	66.7%	73.5%	57.6%	45.9%	67.2%																		
D2	11.7%	9.7%	14.5%	21.7%	25.8%	21.7%	66.7%	64.5%	63.8%	48.1%	44.1%																			
D3	12.7%	20.3%		18.2%	22.0%		69.1%	57.6%																						

Benchmark Standards % Correct Gap to District

Language	
Reading Foundational	
Reading Informational Text	
Reading Literature	
Writing	

CAASPP ELA Areas (prior year 4th grade)



## Key Metrics

- i-Ready 14% on grade level reading (5% gap to district)
- Curriculum Engagement:
  - Benchmark: None ([slide 28](#))
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Below Target ([slide 36](#))
- 8 English Learners, 0 new this year

## Strengths

- Percent of students on grade level increased from prior year
- Percent of students meeting their typical growth increased versus prior year

## Opportunities

- Literature had the highest percent on grade level gap to the district (26% versus 17%)
- Writing had the highest percent below standard at 60% in CAASPP (last year, 4th grade)

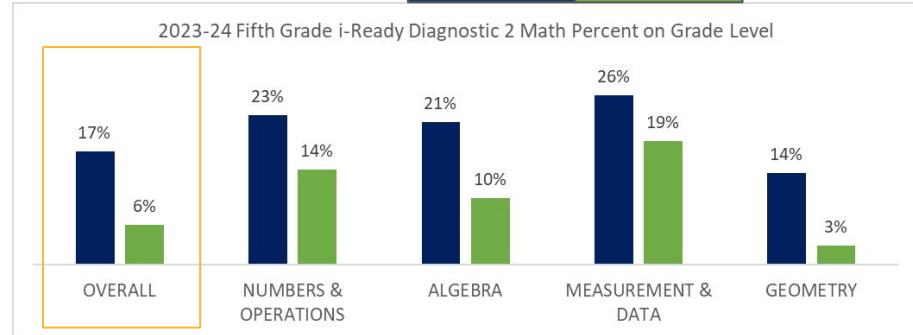
# 5th Grade Math



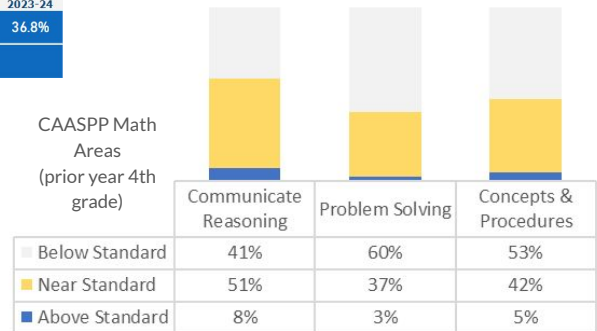
Research and Accountability Department

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District School



Math On Grade Level				Math % 2 or More Below			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1 (Blank)		4.9%	5.9%	D1	70.2%	63.9%	63.2%
D2	6.7%	6.6%	5.7%	D2	65.0%	73.8%	55.7%
D3	16.4%	8.5%		D3	52.7%	55.9%	
Math % 1 GL Below				Math Met Typical Growth			
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	29.8%	31.1%	30.9%	D2	48.3%	31.0%	36.8%
D2	28.3%	19.7%	38.6%	D3	40.7%	27.1%	
D3	30.9%	35.6%					



No Data Available

Ready Math  
Average Percent Correct by Unit

## Key Metrics

- i-Ready 6% on grade level reading (11% gap to district)
- Curriculum Engagement:
  - Ready Math: None (slide 32)
  - i-Ready Math Minutes Year-to-date average: Below target (slide 35)
  - i-Ready Math Lessons Year-to-date average: Met Target (slide 39)

## Strengths

- Percent of students meeting their typical growth goal increased 5% from prior year
- Percent of students 2+ below decreased by 8% since the beginning of the year

## Opportunities

- Percent of students on grade level decreased from prior year
- All domains percent on grade level were lower than the district
- Problem Solving was the lowest area on CAASPP with 60% of students below standard (4th grade last year)

# 6th Grade ELA

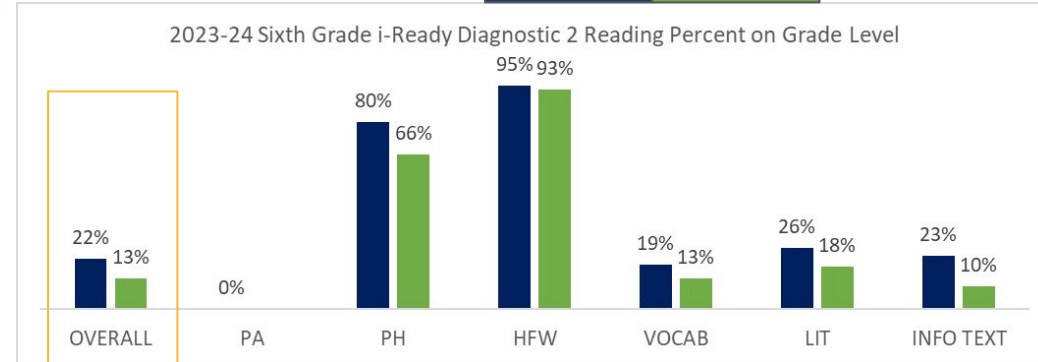


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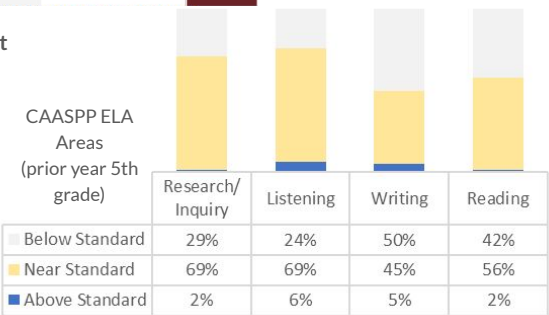
**Empowering with data.**

District School



	Reading On Grade Level			Reading % 1 GL Below			Reading % 2 or More Below			Reading Met Typical Growth					
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24			
D1	12.5%	8.5%	7.9%	D1	16.7%	15.3%	19.0%	D1	70.8%	76.3%	73.0%	D2	54.7%	59.3%	56.9%
D2	13.0%	11.9%	13.1%	D2	25.9%	15.3%	21.3%	D2	61.1%	72.9%	65.6%	D3	53.1%	63.8%	
D3	16.0%	16.7%		D3	26.0%	16.7%		D3	58.0%	66.7%					

Benchmark Standards % Correct Gap to District



Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

No Data Available

## Key Metrics

- i-Ready 13% on grade level reading (9% gap to district)
- Curriculum Engagement:
  - Benchmark: None (slide 28)
  - i-Ready Reading Minutes Year-to-date average: Below target (slide 35)
  - i-Ready Reading Lessons Year-to-date average: Met Target (slide 36)
- 12 English Learners, 0 new this year

## Strengths

- Percent of students on grade level increased versus prior year
- Percent of students 2+ below decreased versus prior year and 8% since beginning of the year

## Opportunities

- Percent of students meeting their typical growth is lower than prior year
- Writing was the lowest area in CAASPP at 47% below standard (prior year 5th grade)

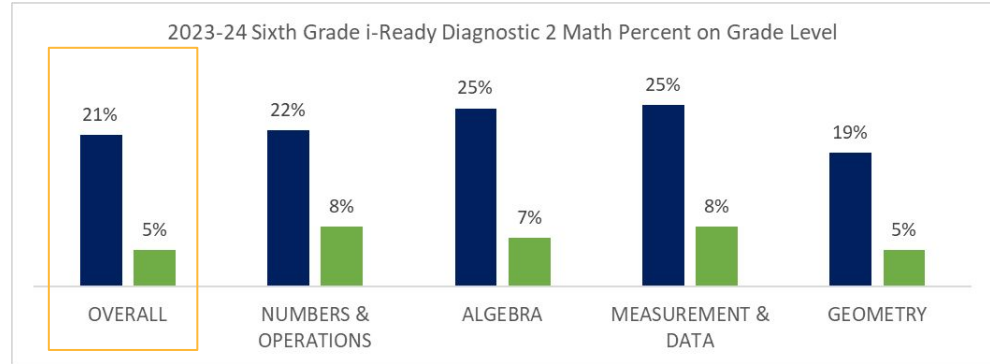
# 6th Grade Math



Research and Accountability Department

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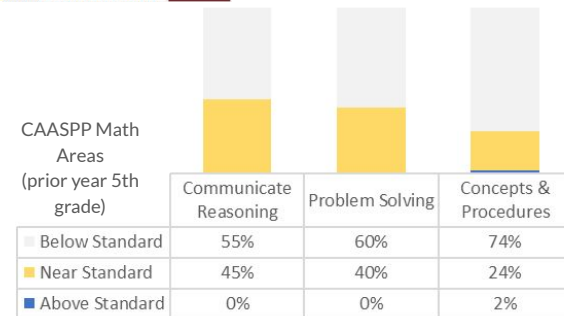
District School



Math On Grade Level	2021-22			2022-23			2023-24			Math % 1 GL Below	2021-22			2022-23			2023-24			Math % 2 or More Below	2021-22			2022-23			2023-24		
	D1	D2	D3	D1	D2	D3	D1	D2	D3		D1	D2	D3	D1	D2	D3	D1	D2	D3		D1	D2	D3	D1	D2	D3			
D1	3.8%	1.7%	4.8%	21.2%	13.6%	19.0%	75.0%	84.7%	76.2%	72.0%	55.9%	45.6%	59.6%	73.3%	76.7%	53.1%	51.7%												
D2	13.5%	1.7%	5.0%	26.9%	25.0%	18.3%	59.6%	73.3%	76.7%																				
D3	20.0%	13.3%		24.0%	20.0%		56.0%	66.7%																					

Ready Math  
Average Percent Correct by Unit

No Data Available



## Key Metrics

- i-Ready 5% on grade level reading (16% gap to district)
- Curriculum Engagement:
  - Ready Math: None (slide 32)
  - i-Ready Math Minutes Year-to-date average: Below target (slide 35)
  - i-Ready Math Lessons Year-to-date average: Met Target (slide 39)

## Strengths

- Percent of students on grade level increased versus prior year

## Opportunities

- Percent of students 2+ below increased from the beginning of the year
- Percent of students meeting their typical growth decreased by 10%
- Concept & Procedures had the highest below standard on CAASPP at 74% (5th grade last year)

# 7th Grade ELA



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## Key Metrics

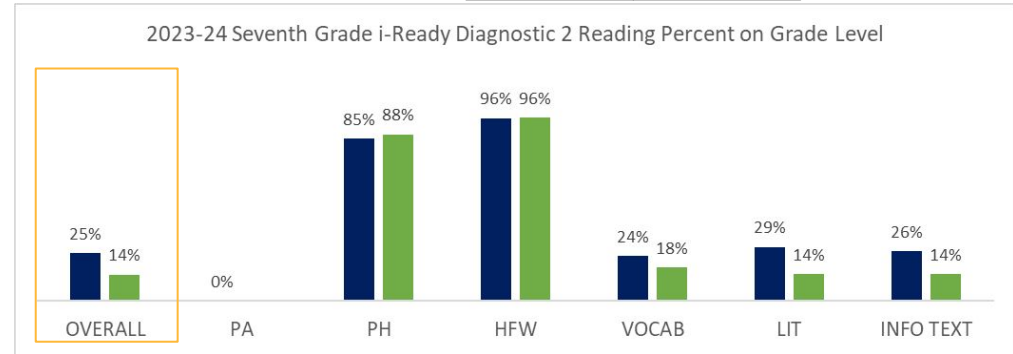
- i-Ready 14% on grade level reading (9% gap to district)
- Curriculum Engagement:
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Below Target ([slide 36](#))
- 12 English Learners, 0 new this year

## Strengths

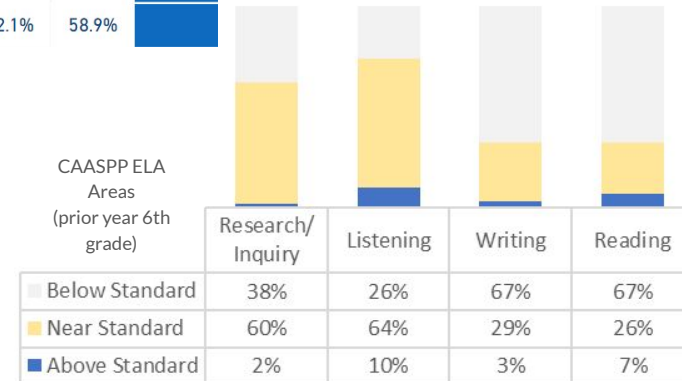
- Percent of students on grade level increased from the beginning of the year (started the year with a lower % on grade level than prior year)
- Percent of students 2+ below decreased 7% from the beginning of the year
- Percent of students meeting their typical growth increased versus prior year

## Opportunities

- Vocabulary, Literature, and Informational Text had a lower percent on grade level than the district
- Writing was the lowest area on CAASPP at 67% below standard (6th grade last year)



	Reading On Grade Level				Reading Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	19.0%	17.2%	9.3%	D2	60.4%	42.6%	54.9%
D2	32.7%	25.0%	14.3%	D3	52.1%	58.9%	
D3	26.5%	26.3%					
Reading % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	19.0%	13.8%	16.7%				
D2	18.4%	8.9%	17.9%				
D3	22.4%	17.5%					
Reading % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	61.9%	69.0%	74.1%				
D2	49.0%	66.1%	67.9%				
D3	51.0%	56.1%					



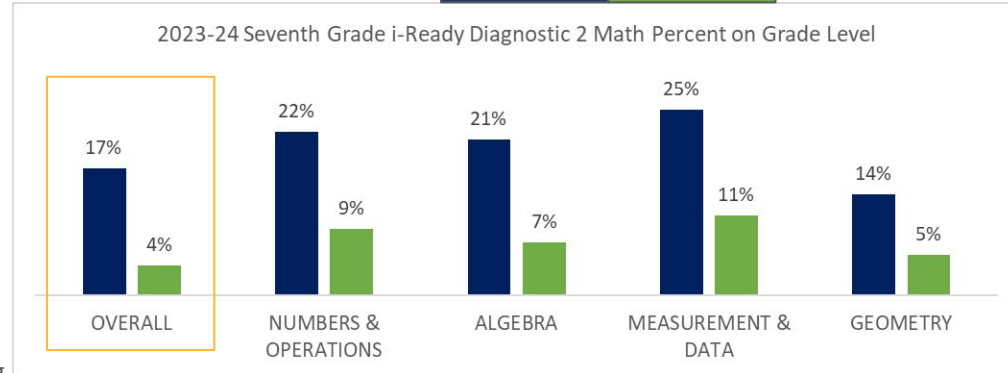
# 7th Grade Math



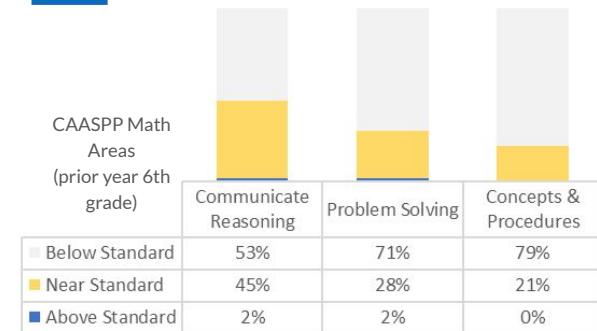
Research and Accountability Department

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District School



	Math On Grade Level				Math Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	4.2%	7.5%	1.8%	D2	59.6%	52.7%	50.0%
D2	6.3%	19.0%	3.6%	D3	44.9%	33.9%	
D3	12.2%	16.9%					
Math % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	27.1%	22.6%	18.2%				
D2	37.5%	19.0%	23.2%				
D3	38.8%	20.3%					
Math % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	68.8%	69.8%	80.0%				
D2	56.3%	62.1%	73.2%				
D3	49.0%	62.7%					



## Key Metrics

- i-Ready 4% on grade level reading (13% gap to district)
- Curriculum Engagement:
  - Ready Math: None ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

## Strengths

- Percent of students 2+ below decreased by 7% from the beginning of the year

## Opportunities

- Percent on grade level decreased 16% from prior year and was a 13% gap to the district
- Percent of students meeting their typical growth goal decreased by 3% from prior year

Ready Math  
Average Percent Correct by Unit

No Data Available

# 8th Grade ELA



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## Key Metrics

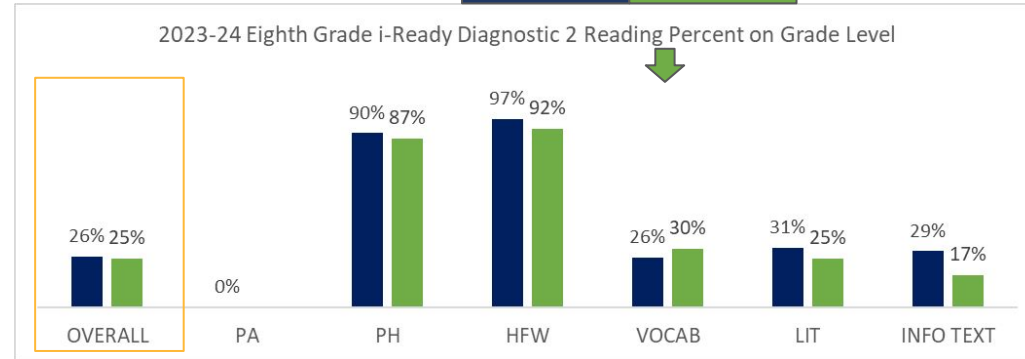
- i-Ready 25% on grade level reading (1% gap to district)
- Curriculum Engagement:
  - i-Ready Reading Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading Lessons Year-to-date average: Below Target ([slide 36](#))
- 16 English Learners, 2 new this year

## Strengths

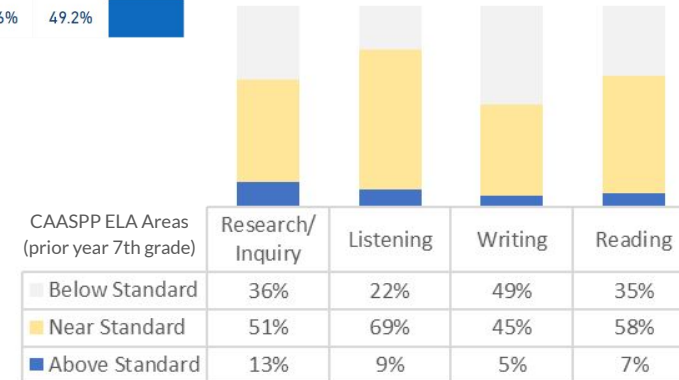
- Percent of students meeting their **typical growth goals** increased 14% versus prior year
- Percent of students **2+ below** decreased 11% from the beginning of the year
- **Vocabulary** percent on grade level was higher than the district

## Opportunities

- Percent **on grade level** decreased slightly versus last year
- **Writing** was the lowest area in CAASPP with 49% below standard (7th grade last year)



	Reading On Grade Level				Reading Met Typical Growth		
	2021-22	2022-23	2023-24		2021-22	2022-23	2023-24
D1	16.9%	21.1%	19.3%	D2	50.0%	51.8%	65.5%
D2	16.1%	26.3%	25.0%	D3	57.6%	49.2%	
D3	25.0%	33.9%					
Reading % 1 GL Below							
	2021-22	2022-23	2023-24				
D1	8.5%	17.5%	15.8%				
D2	19.6%	10.5%	21.7%				
D3	15.0%	13.6%					
Reading % 2 or More Below							
	2021-22	2022-23	2023-24				
D1	74.6%	61.4%	64.9%				
D2	64.3%	63.2%	53.3%				
D3	60.0%	52.5%					





# 8th Grade Math



Research and Accountability Department

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District School

## Key Metrics

- i-Ready 12% on grade level reading (4% gap to district)
- Curriculum Engagement:
  - Ready Math: None ([slide 32](#))
  - i-Ready Math Minutes Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math Lessons Year-to-date average: Met Target ([slide 39](#))

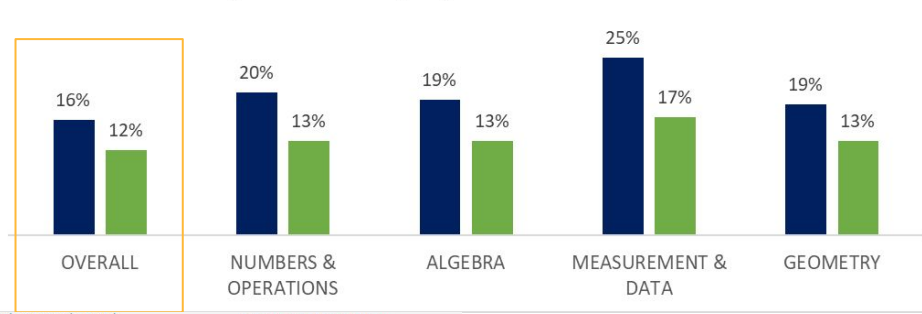
## Strengths

- Percent of students meeting their **typical growth** increased from prior year to 49%
- Percent of students **on grade level** increased from beginning of the year

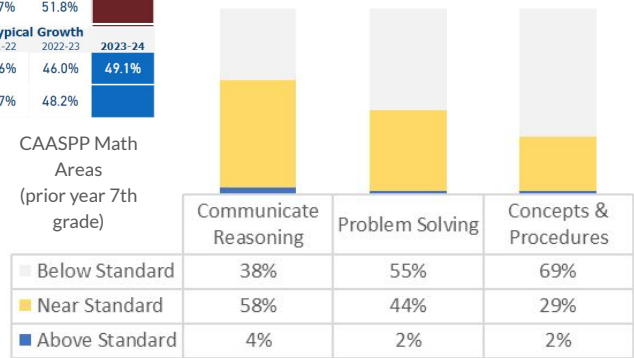
## Opportunities

- **Concept & Procedures** had the highest below standard on CAASPP at 69% (7th grade last year)

2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level



Math On Grade Level				Math % 2 or More Below		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	6.9%	10.7%	7.1%	79.3%	60.7%	71.4%
D2	14.0%	16.7%	11.7%	61.4%	55.6%	73.3%
D3	14.0%	19.6%		66.7%	51.8%	
Math % 1 GL Below				Math Met Typical Growth		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
D1	13.8%	28.6%	21.4%	53.6%	46.0%	49.1%
D2	24.6%	27.8%	15.0%			
D3	19.3%	28.6%		40.7%	48.2%	



Ready Math  
Average Percent Correct by Unit

No Data Available

# Acronyms and Initialisms

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

## A

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

## B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

## C

Acronym	Description
CAASFEP	<a href="#">California Association of Administrators of State and Federal Education Programs</a> (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	<a href="#">California Association of Bilingual Education</a> (Outside CDE Source)
CALPADS	<a href="#">California Longitudinal Pupil Achievement Data System</a>
CaSTRS	<a href="#">California State Teachers' Retirement System</a> (Outside CDE Source)
CaWORKS	<a href="#">California Work Opportunity and Responsibility to Kids</a>

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

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

## D

Acronym	Description
Dashboard	<a href="#">California School Dashboard</a>
DASS	<a href="#">Dashboard Alternative School Status</a>
DHCS	<a href="#">Department of Health Care Services</a>
DOF	<a href="#">Department of Finance</a> (Outside CDE Source)
DOL	<a href="#">U.S. Department of Labor</a> (Outside CDE Source)
DSS	<a href="#">Department of Social Services</a> (Outside CDE Source)

## E

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

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

## F

Acronym	Description
FASD	<a href="#">Fiscal and Administrative Services Division</a>
FM	Fiscal Monitoring
FPM	<a href="#">Federal Program Monitoring</a>
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	<a href="#">Foster Youth Services</a>

## G

Acronym	Description
GAD	<a href="#">Government Affairs Division</a> – CDE
GATE	<a href="#">Gifted and Talented Education</a>
GED	<a href="#">General Educational Development Test</a>

GEER	<a href="#">Governor's Emergency Education Relief Fund</a>
GL	General Ledger
GMART	<a href="#">Grant Management and Reporting Tool</a>
GPA	Grade Point Average

**H**

Acronym	Description
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**I**

Acronym	Description
IB	International Baccalaureate
IDEA	<a href="#">Individuals with Disabilities Education Act</a> (Outside CDE Source)
IEP	Individualized Education Program
IS	<a href="#">Independent Study</a>
ISSPO	Integrated Student Support and Programs Office

**J**

Acronym	Description
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**K**

Acronym	Description
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**L**

Acronym	Description
LAC	<a href="#">Legal, Audits, and Compliance Branch</a>
LASSO	<a href="#">Local Agency Systems Support Office</a>
LCAP	<a href="#">Local Control and Accountability Plan</a>
LCFF	<a href="#">Local Control Funding Formula</a>
LEA	Local Educational Agency
LTEL	Long-term English Learner

**M**

Acronym	Description
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MSD	<a href="#">Multilingual Support Division</a> – CDE
MTSS	<a href="#">Multi-tiered System of Support</a> (Outside CDE Source)

## N

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

## O

Acronym	Description
OMB	Office of the Management and Budget
OSE	<a href="#">Office of the Secretary of Education</a> (Outside CDE Source)
OSHA	<a href="#">Occupational Safety and Health Administration</a> (Outside CDE Source)

## P

Acronym	Description
PCA	Program Cost Account
PFT	<a href="#">Physical Fitness Testing</a>
PSAT	<a href="#">Preliminary Scholastic Achievement Test</a> (Outside CDE Source)
PTA	<a href="#">Parent Teacher Association (State)</a> (Outside CDE Source)

## Q

Acronym	Description
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## R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	<a href="#">Regional Occupational Centers and Programs</a>
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## S

Acronym	Description
SACS	<a href="#">Standardized Account Code Structure</a>
S and C Funds	Supplemental and Concentration Funds
SARB	<a href="#">School Attendance Review Board</a>
SARC	School Accountability Report Card
SASD	<a href="#">Student Achievement and Support Division</a> – CDE
SAT	<a href="#">Scholastic Achievement Test</a>
SB	Senate Bill
SBE	<a href="#">State Board of Education</a>
SBP	<a href="#">School Breakfast Program</a>
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	<a href="#">Special Education Division</a> – CDE
SELPA	<a href="#">Special Education Local Plan Area</a>
SELPA Content Leads	SELPA Content Leads <a href="https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp">https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp</a>
SES	<a href="#">Supplemental Educational Services</a> (Outside CDE Source)
SFSD	<a href="#">School Fiscal Services Division</a>
SIG	<a href="#">School Improvement Grant</a>
SIL	<a href="#">SELPA Systems Improvement Leads</a> (Outside CDE Source)
SNP	<a href="#">School Nutrition Program</a>
SnS	<a href="#">Supplement not Supplant</a>
SpED	Special Education
SPSA	<a href="#">School-Plan for Student Achievement</a>
SSC	Schoolsite Council



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

## T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	<a href="#">Technical Assistance</a>
TAS	<a href="#">Targeted School Assistance</a>
TSD	<a href="#">Technology Services Division</a>
TSI	<a href="#">Targeted Support and Improvement</a>
TUPE	<a href="#">Tobacco-Use Prevention Education</a>

## U

Acronym	Description
UC	<a href="#">University of California</a> (Outside CDE Source)
UCOP	<a href="#">University of California Office of the President</a> (Outside CDE Source)
UCP	<a href="#">Uniform Complaint Procedures</a>
UGG	Uniform Grant Guidance
USDA	<a href="#">U.S. Department of Agriculture</a> (Outside CDE Source)

## V

Acronym	Description
VAPA	<a href="#">Visual and Performing Arts</a>

## W

Acronym	Description
WASC	<a href="#">Western Association of Schools and Colleges</a> (Outside CDE Source)
WestEd	<a href="#">WestEd</a> (Outside CDE Source)
WIC	<a href="#">Women, Infants, and Children</a> (Outside CDE Source)

## X, Y, Z

Acronym	Description
YRE	<a href="#">Year-round Education</a>

Questions: Felicia Novoa | [fnovoa@cde.ca.gov](mailto:fnovoa@cde.ca.gov)