School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pulliam Elementary	39686766042741	06/15/2022	01/24/2023

Purpose

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

Pulliam Elementary is implementing a Schoolwide Program. The school has been identified as Comprehensive Support & Improvement (CSI).

Description

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

Pulliam Elementary's school plan aligns with the district's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy (ies)/activit(ies)) can be referenced to the LCAP's intent.

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

The Pulliam School Site Council met on February 9th, 2022, as a committee to review and analyze Pulliam's data in the following areas of the Comprehensive Needs Assessment process: Staffing and professional development, teaching and learning, parent engagement, and school culture and climate. On February 15th, Pulliam staff members were presented with data to review during a faculty meeting. The 2021-2022 I-Ready Winter Diagnostic data, most recent school climate survey from 4-8 grades, discipline and attendance data. This data was compared to the Spring I-Ready Diagnostic data, goals, strategies, and expenditures detailed in the 2021-2022 SPSA.

Outcomes:

-**Attendance-** Decision made to increase attendance incentives to improve attendance data in preparation for CAASP testing. Raffle tickets will be passed out to students arriving prior to 9:05A and drawings for prizes will occur daily during testing. (Discussed Feb 15th @ Staff Meeting)

-**Discipline-** Interventions put in place to decrease discipline, additional safety team training, student campus monitors implemented (Discussed Feb 15th @ Staff Meeting)

-**Climate Survey Data**- Increase opportunities, be intentional about ensuring that students feel connected to one another and staff- bi-weekly Lunch on the Lawn with students and staff members (Discussed Feb 9th @ SSC Meeting and Feb 15th @ Staff Meeting)

-**Diagnostic Data-** Shared with students and parents, goal setting in all classrooms, reports added to AVID binders; focused MTSS groups to provide specific instruction and focus on growth ((Discussed Feb 9th @ SSC Meeting and Feb 15th @ Staff Meeting)

-**Parent Involvement-** Parent prizes/recognition for engagement and involvement (Discussed Feb 9th @ SSC Meeting)

Staffing and Professional Development

Staffing and Professional Development Summary

Pulliam is made up of the following staff:

- 30 teachers
- 4 SDC teachers
- 1 RSP teacher
- 1 Instructional Coach
- 1 Speech and Language Pathologist
- 1 Psychologist (Part Time)
- 1 Mental Health Clinician (Part time)
- 2 Counselors
- 25 of 30 teachers are credentialed
- 18 of 30 teachers are AVID trained
- Staff Development for 22-23 will focus on AVID, Culturally Relevant Teaching, Equity, SIPPS, MTSS EL Strategies, PBIS, and UDL
- Staff who are not credentialed, or credentialed staff in need of additional support with instruction/classroom management will be supported by our Instructional Coach
- Pulliam Teachers engage in the PLC process every 2nd and 4th Tuesday of the month and staff meetings every 1st and 3rd Tuesday of the month
- Pulliam Teachers at the K-3 Level have begun implementing the SIPPS curriculum and platoon with their students daily using the SIPPS program as part of daily ELA instruction
- Pulliam's Leadership Team consists of one teacher per grade level
- Pulliam is a school-wide AVID site focusing on WICOR at all grade levels
- 7 Pulliam Teachers and admin participate in AVID Summer Institute each summer

Staffing and Professional Development Strengths

- Pulliam teachers have opportunities to rotate rooms for staff meetings to view evidence of the teaching and learning taking place school wide
- K-3 Teachers are attending OERA (Online Early Reading Academy) Training this year and have been working with Reading Specialists to implement SIPPS
- Pulliam Teachers have participated in AVID Summer Institute for the past 5 years
- Pulliam Staff receives regular PD on equity and CRT
- 80% of Pulliam's SPED staff has received CPI training

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): 12 Pulliam Teachers are not AVID trained and at times did not implement AVID materials as desired . Due to COVID AVID field trips were unable to take place **Root Cause/Why:** Pulliam has acquired many new teachers since the pandemic which put a halt on AVID training for some of our teachers. Due to COVID AVID field trips were unable to take place

Needs Statement 2 (Prioritized): Pulliam Teachers are in need of a Program Specialists to support in implementation of SIPPS, EL monitoring, and curriculum. **Root Cause/Why:** Due to COVID, there was a hiring freeze put in place and therefore it has been difficult to hire a Program Specialist.

Needs Statement 3 (Prioritized): There was a decline in on-site PD that was offered as a result of COVID which resulted in less training in trauma informed practices, designated/integrated ELD supports, STEM, and equity. **Root Cause/Why:** There was a shift from in-person meetings to online meetings which caused a decline in available trainings offered. There was also a halt on academic off site field trips.

Needs Statement 4 (Prioritized): Pulliam's Instructional Coach was unable to support new and struggling teachers much this year. **Root Cause/Why:** Pulliam's Instructional Coach was often used to sub in classrooms that were without a teacher.

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

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

Teaching and Learning

Teaching and Learning Summary

Classroom Observations, Curriculum, Data:

- Through ELD Walkthroughs, it was noted that teachers K-3 and middle school are adhering to designated ELD time across the board, while teachers in 4-6 are focused more on integrated ELD as opposed to utilizing designated ELD time consistently.
- TK-3 grade classes are very print rich and walls are utilized as a resource. 7/12 of the 4-8th grade classes are print rich and walls are utilized as a resource
- AVID (organization) is implemented in 28/30 classrooms effectively.
- MTSS is implemented school wide
- SIPPS is implemented in all TK-3 Classrooms and assessments administered twice this year (Winter and Spring) with 72% student growth and movement in levels
- I-Ready, Benchmark, Ready Math implemented in all K-6 classrooms; Pearson implemented in middle school
- 22/30 classes are regularly utilizing Moby Max, Ready pathways, and Accelerated Reader
- I-Ready diagnostic data is used to implement student groupings for MTSS support daily for a half hour in Math and a half hour in ELA for grades K-8
- Pulliam uses a Google site with data, meeting/PLC notes and staff resource binders that house all staff notes and information

Teaching and Learning Strengths

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

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Teaching and learning were negatively impacted by COVID-19 as there was an increase in absenteeism for both students and staff and therefore teachers were unable to provide additional instruction to address learning loss for our Tier 2 and Tier 3 students **Root Cause/Why:** Pulliam School followed district and state protocols regarding COVID-19 which resulted in an increase of student and staff absences. This caused an interruption in platooning, implementation of SIPPS, and MTSS. Many students were placed on Independent Study or Virtual Academy and did not receive the rigorous instruction that would be provided in person.

Needs Statement 2 (Prioritized): Platooning for MTSS and ELD was inconsistent which resulted in slow progress in addressing individual student learning loss and allowed for minimal use of supplemental programs such as Moby Max, Accelerated Reader, and Raz Kids **Root Cause/Why:** COVID protocols were in place which did not allow platooning and therefore Pulliam only began platooning in March, following spring break

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

Needs Statement 4 (Prioritized): We were unable to do instructional rounds **Root Cause/Why:** COVID- presented an issue with the lack of staffing

Needs Statement 5 (Prioritized): We were unable to start SIPPS until March **Root Cause/Why:** The company experienced delays in shipping due to COVID and we were not able to train our staff in SIPPS.

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

Needs Statement 7 (Prioritized): Pulliam was unable to hire an Instructional Assist and a Program Specialist to support with implementation of SIPPS and additional teaching and learning **Root Cause/Why:** COVID-19 presented a district wide issue with staffing and hiring.

Needs Statement 8 (Prioritized): Students were unable to receive the supports needed for SEL and character building outside of the classroom as a result of not having our outside consultants present at recess time **Root Cause/Why:** COVID put a stop to non-Stockton employees on campus

Parental Engagement

Parental Engagement Summary

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

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Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent coffee hours were not consistent during the 21-22 school year and many parents did not attend the Zoom meetings **Root Cause/Why:** SUSD COVID protocol did not allow for parents to be on campus

Needs Statement 2 (Prioritized): Room parents were not very active this year and were not able to assist the teacher in classroom tasks/small group support **Root Cause/Why:** COVID protocol did not allow for parents to be on campus

Needs Statement 3 (Prioritized): 3/4 Pulliam Resource Fairs were cancelled. One resource fair was held in early April outdoors **Root Cause/Why:** COVID protocols did not allow for parents to be on campus

Needs Statement 4 (Prioritized): Pulliam PTA was not active during the 21-22 school year **Root Cause/Why:** COVID protocols did not allow for parents to be on campus

Needs Statement 5 (Prioritized): Pulliam School Site Council parents were inconsistent in attending Zoom Meetings **Root Cause/Why:** COVID protocols did not allow for parents to be on campus and Zoom presented technical difficulties

Needs Statement 6 (Prioritized): Pulliam ELAC Committee was unable to get any parents that wanted to commit to an officer position. **Root Cause/Why:** fear of COVID

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary-

Pulliam Mission:

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

Pulliam Vision:

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

Data:

- As of Mid April 2022: Total Cumulative days of in and out of school suspension: 77 days.
- According to our PLUS survey: 77% of 6th-8th graders feel a part of the school, 76% feel safe at school, and 82% feel there is a teacher or other adult who really cares about them at school.
- In the 4th and 5th grade, 82% of students feel they are part of the school, 75% of students feel safe at school and 72% feel as if they have a trusting adult on campus that cares about them.
- In addition to site admin and teachers, Pulliam has two school counselors, a school psychologist a mental health clinician provide students with social and emotional supportive resources such as restorative circles, PBIS strategies, PLUS program activities, and structured student engagement activities that positively impact student learning and behavior.
- According to 2nd trimester feedback forms, staff wanted to see additional subgroup celebrations outside of Hispanic and African-American celebrations (Cambodian, Vietnamese) and decided to host a multicultural event which was held February.
- Trimester Parent surveys indicated that 86% of parents surveyed were satisfied with the school's climate and culture, while the other 14% felt that additional work needed to be done to ensure Pulliam was a safe place for their children to learn.
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School Culture and Climate Strengths

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

Needs Statements Identifying School Culture and Climate Needs

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

Needs Statement 2 (Prioritized): Roughly 25% of students feel unsafe on campus and have indicated that they have been bullied **Root Cause/Why:** Pulliam's lack of an additional CSA has resulted in less safety team coverage and therefore an increase in student misbehaviors that are not always documented when on the yard.

Needs Statement 3 (Prioritized): Counselors were unable to implement lessons in the classroom and were unable to consistently run groups to support students experiencing chronic behaviors/trauma **Root Cause/Why:** Counselors were subbing in the classroom a majority of the school year due to a lack in coverage.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

* ELA: By EOY 2023, per iReady Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below will decrease by 50 students. * EL: By EOY 2023, per ELPAC, increase the number of students who reclassify by 10 students. * Math: By EOY 2023, per iReady Diagnostic 3 Growth Report, the total number of students performing 2 or more grade levels below will decrease by 50 students. * ELA: By EOY 2023, all K-3 students will have made growth in SIPPS as noted by the SIPPS trimester 3 diagnostic scores.

Identified Need

12 Pulliam Teachers are not AVID trained and at times did not implement AVID materials as desired . Due to COVID AVID field trips were unable to take place

Pulliam Teachers are in need of a Program Specialists to support in implementation of SIPPS, EL monitoring, and curriculum.

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

Teaching and learning were negatively impacted by COVID-19 as there was an increase in absenteeism for both students and staff and therefore teachers were unable to provide additional instruction to address learning loss for our Tier 2 and Tier 3 students

Platooning for MTSS and ELD was inconsistent which resulted in slow progress in addressing individual student learning loss and allowed for minimal use of supplemental programs such as Moby Max, Accelerated Reader, and Raz Kids

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
#of students performing 2 or more grade levels below	235 students- ELA 200- Math	185- ELA 150- Math
# of students reclassifying to English fluent proficient	3- RFEP	13- RFEP

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

Strategy/Activity 1.1.1

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

All Students

Strategy/Activity

Program Specialist .5 FTE The program specialist helps support the coach with co-teaching, demonstrating lessons, peer observation feedback, program implementation, assists with collecting, analyzing and interpreting data as well as technology integration. He/she will also support programs like Fountas & Pinnell in the form of targeted small group instruction within the school day. Additionally, the program specialist oversees the EL instructional programs and testing, state testing and analysis, and PSAT testing. SSC has decided to add the .5 Program Specialist Position back hoping to secure someone that can assist in implementing programs such as SIPPS, GLAD, and Step up to Writing which are part of our ELSB grant plan. In addition, PS is needed to assist with EL monitoring and implementation of standards based CORE curriculum. CSI: We were provided $147,755.95 in CSI funding which will be spent on increasing student achievement and engagement. Based on current academic, attendance and teacher feedback data, we have seen a decrease in the aforementioned data due to a lack of student engagement and attendance. 4 smartboards X $3,500 plus stands ($1,000 per board) = $18,000 Therefore, funds will be spent to improve student engagement and learning via smartboards. Smartboards are proven to enhance literacy, boos student attentiveness, and increases comprehension, and increase in student engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$79,577	23030 - LCFF (Site)

$18,000	50344 - CSI 2020/21

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

Strategy/Activity 1.1.2

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

All Students

Strategy/Activity

Reading Comprehension Assessment and Monitoring Students will be provided opportunities and resources to increase reading and vocabulary proficiency through the use of the Accelerated Reader and STAR programs ($6,775 Title 1). These programs will be run by the teachers and Library Media Assistant. The STAR assessment will provide initial reading levels for students and can be repeated each trimester as a data point for reading comprehension growth. With the initial Fall reading level, the teachers and the Library Media Assist will help students select appropriate leveled books to read, and then students will take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on the scores of the AR test. The Library Media Assistant will monitor school wide progress and provide incentives for students and classes for weekly word counts and individual student reading comprehension goals. These will be posted to motivate students to read and improve vocabulary and comprehension skills. The Library Media Assistant will work to foster an I AM A READER mindset and love of reading. The Library Media Assistant will also support teachers with training on Accelerated Reader and monitoring of student progress. .75 FTE Library Media Assistant - $54,738 - LCFF Implement/purchase RAZ Kids ($2,000) for all K-3 teachers in an effort to supplement Benchmark and improve literacy skills/ ELA rate of 16% proficiency as noted in SPSA. RAZ Kids is a program that teachers will use consistently and the effectiveness of RAZ kids leveled literacy program will be monitored by Pulliam's Data Team (Coach, teachers, and admin) to determine success rate based on an increase in student ELA proficiency data as noted by I-Ready Data. Implementation of MobyMAX for Literacy and Comprehension. MobyMax is an online suite of learning solutions designed to provide K-8 teachers with CCSS-aligned content, assessments, and activities for all topics and subject areas. Available at the classroom, school, and district level, MobyMax can be used as a supplemental resource or as a more central component of a teacher's curriculum. MobyMax automatically allows you to monitor student progress in real time so that you know exactly how each student is doing. Analyze data for all standards in the common core by student, class, school, and district. MobyMax's diagnostic tests quickly assess student proficiency on each standard in the common core, letting you know exactly where gaps in student knowledge exist. MobyMax simplifies the IEP process by allowing you to set student goals that are automatically updated as students progress, saving you hundreds of hours of reporting. The license if $3,495 for a twelve-month period for all students. License Agreements (AR/STAR, RAZ Kids, MobyMax): $12, 275 - Title I CSI: Flexible seating for each classroom- Flexible seating would allow Pulliam students to be more self-aware of the seating types and the environment in which they learn best. A shift in mindset would allow the students to know and understand that they can be engaged and focused when they are in an environment that understands various modalities of learning. Students would no longer be excused from class when they need to wiggle, are antsy, or simply need a break from sitting. Instead, students could remain in the classroom, increasing time spent on learning, and increase engagement by simply being allowed to learn in the way that best suites them. A mindset shift in teaching and learning is beneficial for both students and teachers and flexible seating would allow for this, therefore increasing engagement and student achievement. Each of Pulliam's 31 classrooms would receive the following: 4 balance chairs, 2 floor seats, 4 bean bags, 2 wobble chairs= $1410 per classroom X31= $47,000 approx (including delivery of items)- CSI Funds Phonics instructional materials/supplies such as phonics phones, headphones, flip charts, paper, pencils, reading certificates, puzzles, pocket charts for housing writing on sentence strips, pencils, paper for writing, sentence strips, glue for gluing writing strips for organization of topic sentence, transitions and conclusion, pocket chart stands, and various phonics tools. $50,000-CSI Funds

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

Amount(s)	Source(s)
$12,275	50643 - Title I
$54,738	23030 - LCFF (Site)
$47,000	50344 - CSI 2020/21
$50,000	50344 - CSI 2020/21
$47,000	50345 - CSI 2021/22
$50,000	50345 - CSI 2021/22

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

Strategy/Activity 1.1.3

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

All Students

Strategy/Activity

Small Group Tutoring by Certificated Teachers This strategy focuses on intervention activities to help students master and overcome foundational deficits. 2nd - 5th grade students identified as needing tier 3 intervention supports ELA/Reading will have access to small group tutoring provided by classroom teachers outside of the instructional day - before or after school. Tier 3 - At Risk is identified as a student scoring 2 or more levels below grade level on the i-Ready assessment. Students receiving services will be chosen each trimester following i-Ready testing is completed. The bottom 10 per grade level in reading from 2nd-5th grade class will be offered these spots. When a student cannot or will not attend the tutoring, the next lowest student will be offered the spot. Also, focusing on K-3 Literacy. Teacher Additional Comp Pay Calculation (Object Code 11500) for tutoring: 6 teachers X 3 hours per week X23 weeks X $60 rate of pay= $24,840 - Title I Duplicating of Instructional Materials- $3,604

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

At risk students as identified by i-Ready assessments will be provided small group intensive support by an instructional assistant during MTSS time. Instructional assist will work with 5 students at a time at 40-minute intervals with grade 1-3rd 5 days per week. They will provide intervention in phonemic awareness, sight words, and phonics. The instructional assist will provide instruction based on the breakdown of the i-Ready data.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Building Professional Learning Communities is a core component to the success of the school plan, Teachers are consistently participating in the cycle of inquiry and within the PLC planning, teachers will utilize evidence-based instructional strategies to ensure students can access the core. Training will support intervention strategies for instructional practices in support of teaching and learning Solution Tree- Strengthen the PLC process for teachers by walking them through the what of the PLC process in great depth. Also focusing on the why, researched backed success, and focus on the 4 essential PLC questions. Each grade level team would then also engage in 90 minute imbedded sessions to look over their PLC process and data= $30,000 CSI funds PLC release time for teachers to continue the work of Solution Tree- $275 per roving subX4 roving subs X8 days= $8,800 AVID Conference- This conference will provide in-person professional development for teachers on AVID strategies to support our students in becoming proficient readers and writers. -$10k UnboundEd - Training attendance for ELA (K-5), Math (6-12), Planning Process, Leadership, and post conference collaboration. Teacher release for attendance at conferences: 5 days X $200 = $1,000 - Title I Conferences: $11,000- Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$11,000	50643 - Title I
$30,000	50344 - CSI 2020/21

$8,000	50643 - Title I

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

Strategy/Activity 1.1.6

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

Strategy/Activity

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

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

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

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

Strategy/Activity 1.1.7

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

All Students

Strategy/Activity

Instructional resources will be provided to support school-wide AVID implementation. These resources will include binders, planners, pencil pouches, dividers for the binders, and folders will support AVID implementation of organization, reading, writing, and inquiry across grade levels. K-8 students will utilize binders and dividers to incorporate organizational skills as part of AVID instruction. These binders will allow students to organize instructional resources, notes, and assessment data for study and reflection. The material effectiveness to student achievement will be measured by organization at weekly binder checks and Spring and Fall showcases. The cost of binders, folders and dividers = $12,000 - Title I, and $10,195 - LCFF Maintenance Agreement - $12,000 - Title I: Teachers will use various equipment such as the laminator, copier, Duplo, poster maker and access to virtual/ flipped classroom instruction. Maintenance/ License agreements ensure the equipment (3 copy machines) access is available and usable to provide a print rich environment.

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

Amount(s)	Source(s)
$12,000	50643 - Title I
$10,195	23030 - LCFF (Site)
$0	23030 - LCFF (Site)
$12,000	50643 - Title I

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

Strategy/Activity 1.1.8

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

Strategy/Activity

Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Pulliam students will partake in various field trips including college field trips, STEM field trips, Literacy Field trips that promote college readiness and exposure which are part of our AVID site goal/focus for Pulliam as well as increase student engagement/achievement transportation to field trips ($2,000 per trip X 9 trips) approximately- $17,876- CSI Funds

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$17,876	50344 - CSI 2020/21

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

During the 2021-2022 school year, the overall implementation of the strategies/activities in relation to overall effectiveness of the goal are as follows: Strategy 1= We were unable to hire a Program Specialist this school year as a result of staffing shortages. As a result, we experienced difficulty in implementing and monitoring programs that students access (SIPPS) during their designated MTSS time. Likewise, without a Program Specialist, the task of EL monitoring was solely placed on administration. Strategy 2= Numerous classrooms saw great improvement in ELA and Math with their consistent use of MobyMAX. RAZKIDS and Accelerated Reader. Students' love for reading and engagement have soared with Accelerated Reader as well. Our Library Media Assist has been influential in monitoring these programs and providing incentives to ensure students are using the programs consistently. Strategy 3= Small group tutoring was not as effective this year as initially small groups were not allowed. In addition, teachers were overwhelmed with COVID this year and did not wish to run small tutoring groups once this was allowed again. Students that did partake in small group tutoring this year made gains in ELA as noted by bi-weekly assessments and I-Ready data. Strategy 4= We were unable to hire an Instructional Assist due to staffing shortages this school year. Strategy 5=Teachers were unable to be released due to staffing shortages and a lack of sub coverage. Teachers will attend the AVID conference in summer as no substitutes are needed. Teachers were also provided release time outside of their normal working day to collaborate and discuss teaching and learning as a PLC. Strategy 6= Teachers were provided time outside of contracted hours to collaborate, plan, and discuss the effectiveness of their teaching and learning. Unfortunately, due to staffing, walkthroughs were not done on a consistent basis and instead had to be done in a manner where prep teachers covered classes of individual teachers in order to complete a walk through. Strategy 7= AVID has been implemented school wide with students in all grades focusing on organization, reading, writing, comprehension. The purchase of school-wide binders and materials to implement AVID has proven beneficial to students as we notice students are utilizing learning tools, planners, and housing their writing/reading in a central location. Teachers have used the poster maker to make learning tools and resources that are further used by students to enhance teaching and learning which has resulted in higher engagement and a growth in ELA and Math. Strategy 8= We will implement Kindergarten Summer Bridge in June in an effort to prepare Incoming Kindergarten students, assess them, and help with summer learning loss.

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

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

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

where those changes can be found in the SPSA.

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

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

Pulliam's days of suspension for the 2022-2023 school year will not exceed 95 days of suspension (July 2022-mid-May 2023) . For the 2021-2022 school year, Pulliam ended with 95 total days of suspension.

Identified Need

Students were unable to receive the supports needed for SEL and character building outside of the classroom as a result of not having our outside consultants present at recess time

Students are not getting 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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
# of days of suspension	95 days- Current year	Less than 95 days

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

Strategy/Activity 2.1.1

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

All Students

Strategy/Activity

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

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

Amount(s)	Source(s)
$34,370	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

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

Strategy/Activity

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

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Strategy 1=The implementation of an outside Structured Sports program proved to be effective during lunch recesses in decreasing student behavior incidents and decreasing lunch time suspensions. Strategy 2= We were unable to utilize an equity consultant this year due to scheduling with COVID.

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

With Strategy 1, we intended to have the consultants all year long so they could work on building relationships with students and character building early on to further decrease the discipline rate on campus. However, due to staffing shortages with the structured sports program, we had a late start and many missed days of service. With Strategy 2, Pulliam was unable to continue our work with Kevin Taylor Consultation on Equity due to COVID and not being allowed to have guests on campus. We felt this training would be more effectively implemented in person.

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

No changes will be made to this goal. We will still utilize structured sports and will still focus on Trauma informed practices via Kevin Taylor Consultation on Equity in the 22-23 school year as district protocol now allows for outside visitors on campus.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

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

Identified Need

Parent coffee hours were not consistent during the 21-22 school year and many parents did not attend the Zoom meetings

3/4 Pulliam Resource Fairs were cancelled. One resource fair was held in early April outdoors

Pulliam ELAC Committee was unable to get any parents that wanted to commit to an officer position.

Annual Measurable Outcomes

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

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

Strategy/Activity 3.1.1

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

All Students

Strategy/Activity

Parent Participation on Campus - Pulliam provides opportunities for parents to participate in their child's education by offering monthly coffee hour, parent forums, parent cafe trainings, resource fairs, and bi-annual Pulliam showcases. All parents are welcome to attend and provide the staff feedback. - These activities are organized by the parent liaison in collaboration with the program specialist, counselors, and administration Parent Liaison will also make individual contact with parents regarding suspensions/absenteeism to support a healthy school environment. Parent Liaison will partner with local agencies to provide resources to parents in the form of contact information for resources and to bring resources on to site in the form of resource fairs. The parent liaison in partnership with the program specialist, counselors, and administration will support the establishment and encourage parent and community participation in organizations such as PTA, SSC, ELAC and volunteering. 1 FTE Parent Liaison - $96,547 - Title I - 50672 Pulliam Parents will engage in English Classes taught by a credentialed teacher. Learning English will help parents to be career ready and to engage/support their children in all academic areas. Paying teacher $60 per hour X1 hour X3 times per month=$180 month X8 months= $1,440.- Title 1 parent Parent Meeting - $1,000 - Title I parent - 50647: Light snacks and refreshments. Parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Non-Instructional Materials - $914 - Title I parent - 50647: Materials for parent and student literacy and math.

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

Amount(s)	Source(s)
$96,547	50643 - Title I
$2,440	50647 - Title I - Parent
$919	50647 - Title I - Parent

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

Strategy/Activity 3.1.2

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Discontinue - merged with another strategy/activity.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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 multicutural event was ran to help our families learn together via a dynamic learning community.

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

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

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

No changes will be made and we will utilize the same strategies next school year with lessened COVID protocols..

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$636,967.00
Total Federal Funds Provided to the School from the LEA for CSI	$453,342.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$622,381.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
50344 - CSI 2020/21	$162,876.00
50643 - Title I	$180,266.00
50647 - Title I - Parent	$3,359.00
50345 - CSI 2021/22	$290,466.00

Subtotal of additional federal funds included for this school: $636,967.00

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

State or Local Programs	Allocation ($)
23030 - LCFF (Site)	$178,880.00

Subtotal of state or local funds included for this school: $178,880.00

Total of federal, state, and/or local funds for this school: $815,847.00