

FRIDAY CONNECTION



SIGUE LEYENDO PARA VER LA VERSIÓN EN ESPAÑOL

SEPTEMBER 11, 2026

Message from Superintendent Lowery

Remembering September 11

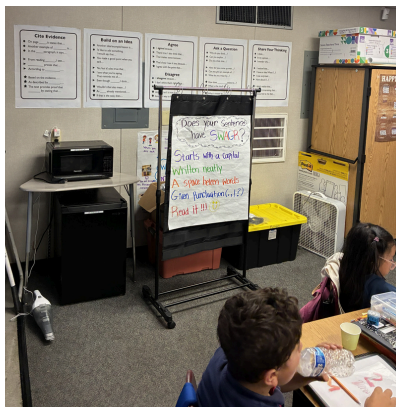
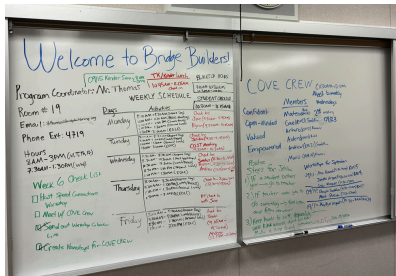
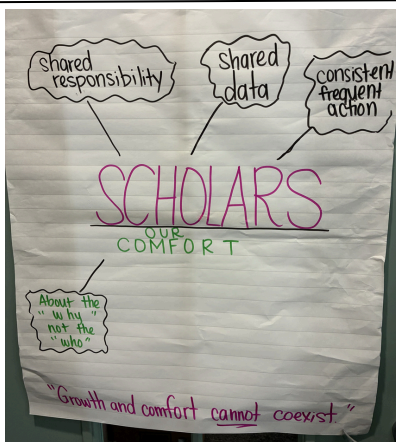
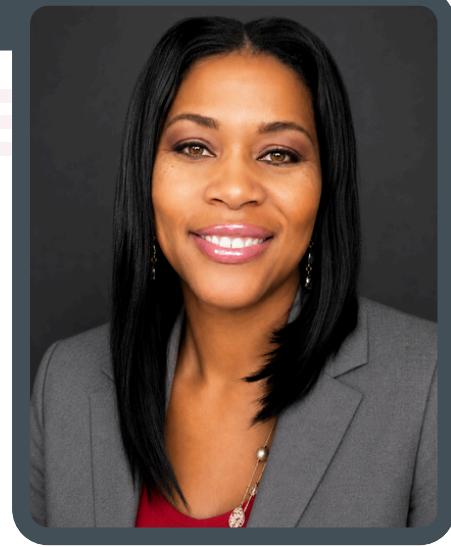
As we close this week, I want to take a moment to acknowledge the 25th anniversary of September 11, 2001.

For those of us who remember that day, we remember where we were, what we were doing, and the uncertainty and heartbreak that followed. We remember the lives lost, the families forever changed, and the extraordinary courage of first responders and ordinary people who stepped forward to help others.

Twenty-five years later, many of the scholars we serve and love know September 11 only through the stories they have heard and the history they have learned. That makes it our responsibility to remember, and to help the next generation build even more meaningful understanding.

As a PUSD community, may we honor this day not only by remembering those lost, but also by paying it forward through continuing to nurture compassion, courage, service, and care for one another.

We remember, we honor, and we pay it forward.



Target Sightings in Action



Scholars Over Comfort at Willow Cove

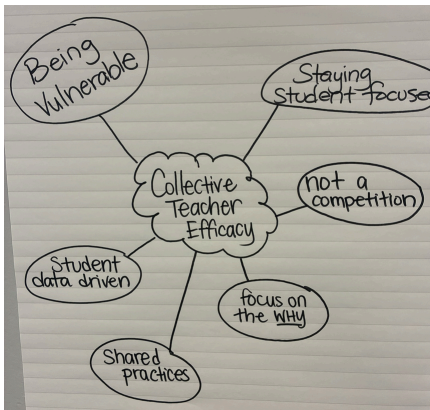
This week's first Target Sighting comes from Willow Cove Elementary, where I saw what it looks like when a school truly puts scholars at the center. The Willow Cove team is grounding its work in a powerful frame: "Scholars Over Comfort." Their thinking is rooted in shared responsibility, shared data, consistent action, and focusing on the "why," not the "who." At the bottom of their visual is a reminder that says it all: "Growth and comfort cannot coexist." The team is putting those words into practice.

One example that really stood out to me is their commitment to inclusive learning opportunities for scholars in Special Day Classes (SDC). Willow Cove is intentionally creating opportunities for SDC scholars to learn alongside their peers, including pushing into language arts, math, and even theater. That is access in action and looking beyond where a scholar is assigned and asking instead, "What opportunities, experiences, and learning does this scholar deserve?"

I also saw their commitment to the whole scholar through the Bridge Builders program, which is in full swing with Mr. Ali Thomas supporting scholars in developing emotional intelligence, self-awareness, and stronger decision-making skills. This is what Scholars Over Comfort looks like: adults willing to rethink practices, share responsibility, and stretch beyond what is familiar to create greater access and opportunity for children.

From Assessment to Action

Another Target Sighting this week came during our Instructional Leadership Team (ILT) pull-out days, facilitated by our Educational Services team, curated and led by our elementary and secondary coordinators. Shelley Velasco and Kirsten Wollenweber.



Parkside (11)

Assessment	
Summative	Formative
I ready ✓	PIAB's ✓
CAASP ✓	Standards Mastery ✓
Unit tests (Math) ✓	PSI ✓
Writing tests ✓	Bridge writes ✓
Dibels ✓	Cool downs ✓
Next Gen Ass. & Trimester test	Exit tickets ✓
ELPAC ✓	Next Gen Quiz ✓
Amplify Unit test ✓	Progress Monitoring (Treasure) ✓
	First to 500 Pace Writing ✓

- Collective Teacher Efficacy
- 🍎 culture of congeniality - nice & collegiality - push & support
 - 🍎 Support / learn from ea. other
 - 🍎 Share the burden of reteaching
 - 🍎 inspect what you expect
 - 🍎 Find ways for S's to succeed
 - 🍎 Taking / Teaching ea. other
 - 🍎 Observe ea. other
 - 🍎 Get comfortable being uncomfortable
 - 🍎 Mindset shift
 - 🍎 Action based on data not feelings/opinions

Our ILTs dug deeply into formative assessment. Not simply as something we give scholars, but as information we use to adjust instruction while learning is happening. Teams identified the many ways they already gather evidence of learning, such as exit tickets, quick checks and observations to progress monitoring. They considered an important question: What do we do with what we learn?

I especially appreciated seeing the conversation move into collective teacher efficacy. One team's chart captured the mindset beautifully: stay student-focused, be vulnerable, share practices, use student data, focus on the why, and remember that this work is not a competition. Another challenged educators to "get comfortable being uncomfortable" and take "action based on data, not feelings or opinions."



This is so powerful. Formative assessment isn't really about the assessment. It's about what happens next. What did our scholars learn? Who needs something different? What will we adjust? And how will we know whether it worked?

Instructional Leadership Team Action Plan				
Problem of Practice	According to the data across our district, too few students consistently engage in academic discourse that promotes critical thinking and reasoning, through the use of academic language. Classroom discussions are often teacher-led and only include a small number of student volunteers, limiting opportunities for all scholars to practice expressing their thinking, justifying responses, and building on others' ideas. As a result, many students are not developing the depth of comprehension, vocabulary, and problem-solving skills needed to not only demonstrate proficiency on state assessments, but also leave our system college and career ready.			
Growth Target(s) Long Term Student Outcome Goal (Think: Goal that should be in my SPSS)	We will see steady growth in academic performance data as measured by a 3-5% growth annually in all areas of the CAASP.			
Change Idea (How will this be measured?)	We will use academic discourse strategies in daily lessons to improve writing in all content areas.			
Cycle 1:	Student Skills & Behaviors What do we expect students to do?	Classroom Practices What do we expect teachers to implement?	Progress-Monitoring Tools What assessment will we use? How will we collect data?	Supports & Resources What supports and resources do we need to implement our change idea?
Key Dates: When are we starting? How long should the cycle last? When are we meeting, with data in hand, to evaluate our outcome? 9/16-10/21 Bring assessments and student work protocol results to ILT on 10/27	Students will use academic discourse strategies to actively participate in their learning. Through these strategies students will: • Share knowledge • demonstrate understanding of information, justify answers, and argue points	English Department: Socratic Seminars and Philosophical Chairs strategies to build arguments rooted in research and improve student commentary History: Knowledge Cafe to deepen content understanding to improve	Formative Assessment: English: Formative Argumentative Essay History: Formative Document Based Question (DBQ) Science: Lab Report and presentation of findings utilizing content-specific vocabulary Math: Performance Tasks and Presentation rubrics	School: Time for departments to meet on Wednesdays Time for ILT Planning and data analysis Administrators create schedule of walkthroughs



Thank you to our Educational Services team, our elementary and secondary coordinators, and our ILTs for leaning into this work together. When adults learn together, examine evidence together, and adjust together, scholars win.





City of Pittsburgh
First Fridays



City of
First



Go Pittsburgh Pirates!



Football Game: PHS vs. St. John Bosco



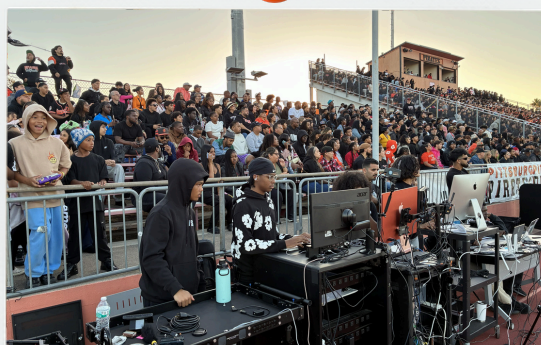
PHS 2026



Friday Night
Lights



PHS 2026



PHS 2026



Friday Night
Lights

ELEMENTARY FALL INTERSESSION



Welcome to Squishie Land!

Notice • Steady • See • Navigate

Squishie Land is a playful place where scholars can squish, create, move, and learn while building literacy, math, wellness, and social-emotional skills through hands-on fun.

JOIN US IN SQUISHIE LAND

Elementary scholars in TK–5th grade are invited to join us at Stoneman Elementary School, October 5–9, 2026, from 7:30 a.m.–4:30 p.m. for a playful intersession filled with squishies, learning, movement, and fun.

SCAN TO REGISTER



<https://tinyurl.com/bddaubsb>

NOTICE • STEADY • SEE • NAVIGATE

Scholars will learn how to:

- **Notice** what they are feeling
- **Steady** their bodies and minds
- **See** situations and others' perspectives more clearly
- **Navigate** emotions and challenges in positive ways

WHAT SCHOLARS WILL DO

- Build literacy and math skills through theme-based activities
- Explore sensory play, mindfulness, and movement
- Enjoy creative arts and hands-on learning
- Strengthen teamwork, confidence, and problem-solving

PUSD After School Program | 925-473-2322 | Monday–Friday | 8:00 a.m.–4:30 p.m.



Pittsburg Unified School District
2026/2027 School Year

PRESCHOOL PRE-REGISTRATION

351 School St. Pittsburg, CA 94565 North Campus

By Appointment Only

Registration Hours: M-F 8:00am-11:00am & 12:00pm-3:00pm

Call: (925) 473-2370

Email: aprescott@pittsburgusd.net or mvillalobos@pittsburgusd.net

APPOINTMENTS STARTING MARCH 9TH, 2026

PROGRAM INFORMATION

- 3 Hour Program
- Am or Pm classes available
- Breakfast or Lunch Provided
- Must meet one of the eligibility categories to qualify and Proof of income



WHO IS ELIGIBLE? 3-4 YEAR OLDS

- Children turning 3 on or before Dec 1st, 2026
- Children turning 3 **AFTER** Dec 1st, 2026 can Start **AFTER** their 3rd Birthday
- Children turning 4 **AFTER** September 1st, 2026



FOR MORE INFORMATION
VISIT PITTSBURGUSD.NET-
EARLY CHILDHOOD DEPT OR
SCAN THE QR CODE





Pittsburg Unified School District

CALIFORNIA STATE PRESCHOOL PROGRAM

351 School Street, Pittsburg, CA 94565 North Campus

Registration Hours: M-F 8:00am-11:00am & 12:00pm-3:00pm

Call or E-mail to set up an appointment

Phone: (925) 473-2370 Fax: (925) 473-4371

aprescott@pittsburgusd.net or mvillalobos@pittsburgusd.net

Preschool Part Day Program

- Preschool program- 3 hours. Families must be income eligible.
- Children turning 3 on or before December 1st
- Children turning 3 AFTER December 1st can start AFTER their 3rd Birthday
- Children turning 4 AFTER September 1st
- Morning or Afternoon Sessions Available
- One Free Meal Provided
- Locations at Heights, Highlands, Los Medanos, Marina Vista, Parkside, and Willow Cove (site determined by address)
- If a family lives in Antioch or Mt. Diablo District,, student can attend a site that has space



REGISTRATION FOR THE NEW SCHOOL YEAR 2026-2027 BEGINS MARCH 9, 2026

Please visit our website by scanning the
QR CODE



Documents Required for Enrollment

- Original Birth Certificates (for all children in the family under age 18)
- Immunization Records (for enrolling student only)
- Proof of Residency (Current Utility Bill- PGE, Water, Garbage bill or lease agreement)
- Income verification- Last 4 paystubs, SSI Letter, TANF(Cashaid) NOA, or Disability/Unemployment stubs. If parent gets paid in cash, a self-certification form will be needed-forms available in our ECE office. Calfresh, Medical, WIC NOA can be submitted as well(Income still to be collected)
- Court Documents-Custody or Restraining Order, IEP paperwork



Conexión del viernes



11 DE SEPTIEMBRE, 2026

Mensaje de la superintendente Lowery

Recordando el 11 de septiembre

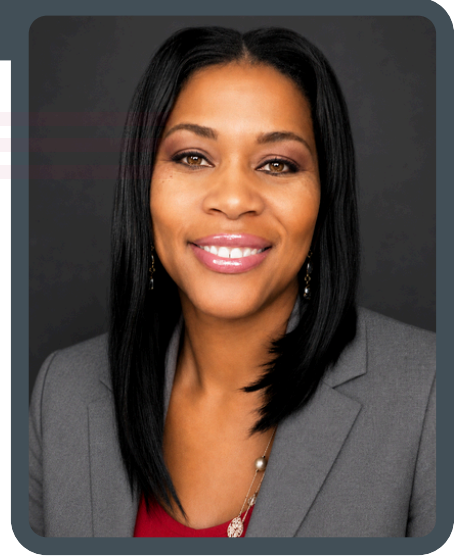
Al concluir esta semana, quiero dedicar un momento a conmemorar el 25.º aniversario del 11 de septiembre de 2001.

Quienes recordamos ese día, recordamos dónde estábamos, qué estábamos haciendo y la incertidumbre y la angustia que siguieron. Recordamos las vidas perdidas, las familias que cambiaron para siempre y el extraordinario valor de los equipos de primera respuesta y de la gente común que se ofreció a ayudar a los demás.

Veinticinco años después, muchos de los estudiantes a quienes servimos y amamos solo conocen el 11 de septiembre a través de las historias que han escuchado y la historia que han aprendido. Por eso, es nuestra responsabilidad recordar y ayudar a la próxima generación a desarrollar una comprensión aún más significativa.

Como comunidad del PUSD, honremos este día no solo recordando a quienes ya no están con nosotros, sino también devolviendo el favor al seguir fomentando la compasión, el valor, el servicio y el cuidado mutuo.

Recordamos, honramos y devolvemos el favor.



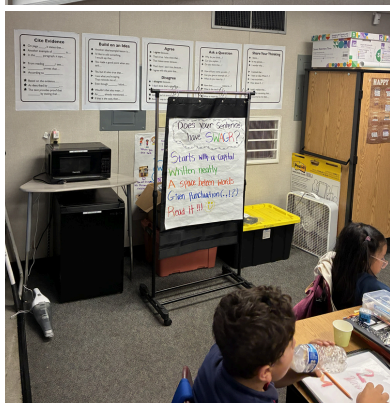
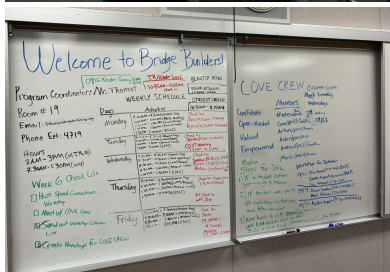
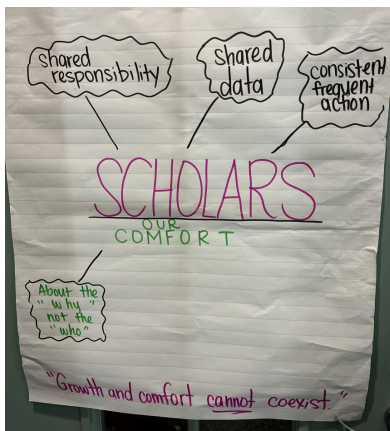
Avistamientos de blancos en acción

Los alumnos antes que la comodidad en Willow Cove

El primer «Target Sighting» de esta semana proviene de la escuela primaria Willow Cove, donde pude ver cómo es cuando una escuela realmente pone a los alumnos en el centro. El equipo de Willow Cove basa su trabajo en un marco muy poderoso: «Los alumnos antes que la comodidad». Su forma de pensar se basa en la responsabilidad compartida, el intercambio de datos, la acción consistente y el enfoque en el «por qué», no en el «quién». En la parte inferior de su imagen hay un recordatorio que lo dice todo: «El crecimiento y la comodidad no pueden coexistir». El equipo está poniendo esas palabras en práctica.

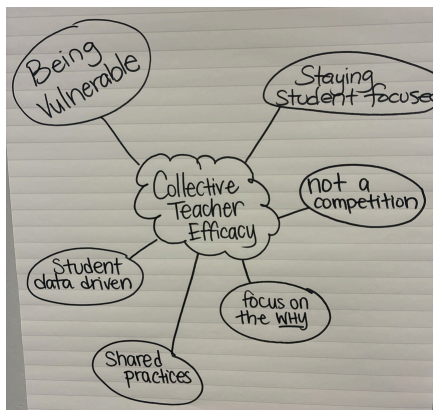
Un ejemplo que realmente me llamó la atención es su compromiso con las oportunidades de aprendizaje inclusivas para los alumnos de las Clases Especiales Diurnas (SDC). Willow Cove está creando intencionalmente oportunidades para que los alumnos de SDC aprendan junto a sus compañeros, incluso impulsándolos en lengua y literatura, matemáticas e incluso teatro. Eso es acceso en acción: mirar más allá de la clase a la que se asigna a un alumno y preguntarse, en cambio: «¿Qué oportunidades, experiencias y aprendizaje se merece este alumno?».

También observé su compromiso con el estudiante en su totalidad a través del programa Bridge Builders, que está en pleno apogeo con el Sr. Ali Thomas apoyando a los estudiantes en el desarrollo de la inteligencia emocional, la autoconciencia y habilidades más sólidas para la toma de decisiones. Así es como se ve «Scholars Over Comfort»: adultos dispuestos a replantearse las prácticas, compartir la responsabilidad y salir de lo conocido para crear mayor acceso y oportunidades para los niños.



De la evaluación a la acción

Esta semana tuvimos otro encuentro de Target Sighting durante nuestras jornadas especiales del Equipo de Liderazgo Educativo (ILT), facilitadas por nuestro equipo de Servicios Educativos y organizadas y dirigidas por nuestras coordinadoras de primaria y secundaria: Shelley Velasco y Kirsten Wollenweber.



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I ready ✓	PIAB's ✓ <i>Comprehension Quizzes</i>
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Writing tests ✓	<i>Bridge writes</i> Fluency
Dibels ✓	Coal draws ✓
Next Gen Ass. 4 Trimester test	Exit tickets ✓
ELPAC ✓	Next Gen Quiz <i>Empathy interviews</i>
Amplify Unit test ✓	Progress Monitoring (Treasure)
	First to 500 Pace Writing ✓

- Collective Teacher Efficacy*
- 🍎 culture of congeniality - nice & collegiality - push &
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Nuestros equipos de formación en el aula (ILT) profundizaron en la evaluación formativa. No solo como algo que les damos a los alumnos, sino como información que utilizamos para ajustar la enseñanza mientras se lleva a cabo el aprendizaje. Los equipos identificaron las diversas formas en que ya recopilan evidencia del aprendizaje, tales como fichas de salida, evaluaciones rápidas y observaciones para el seguimiento del progreso. Se plantearon una pregunta importante: ¿Qué hacemos con lo que aprendemos?

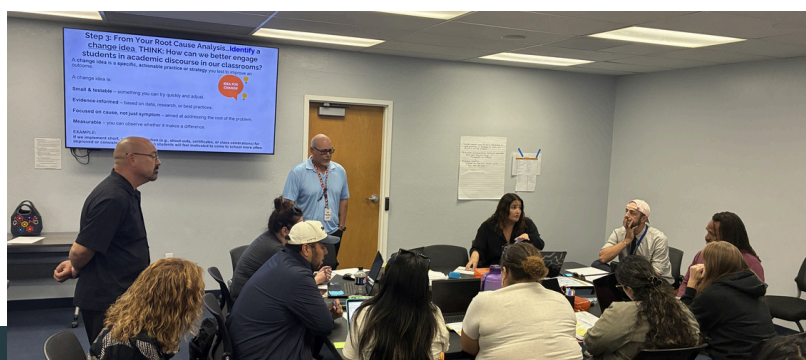
Me gustó especialmente ver cómo la conversación se centró en la eficacia colectiva de los maestros. El cuadro de un equipo capturó a la perfección esta mentalidad: mantener el enfoque en los alumnos, mostrarse vulnerables, compartir prácticas, utilizar los datos de los alumnos, enfocarse en el «por qué» y recordar que este trabajo no es una competencia. Otro equipo retó a los educadores a «sentirse cómodos en la incomodidad» y a tomar «medidas basadas en datos, no en sentimientos u opiniones».



Esto es muy impactante. La evaluación formativa no se trata realmente de la evaluación en sí. Se trata de lo que pasa después. ¿Qué aprendieron nuestros alumnos? ¿Quién necesita algo diferente? ¿Qué vamos a ajustar? ¿Y cómo sabremos si funcionó?

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Gracias a nuestro equipo de Servicios Educativos, a nuestros coordinadores de primaria y secundaria, y a nuestros equipos de aprendizaje (ILT) por comprometerse juntos en esta labor. Cuando los adultos aprenden juntos, analizan la evidencia juntos y se adaptan juntos, los estudiantes salen ganando.





Ciudad de Pittsburg
Primeros viernes



Ciudad de Pittsburg
Primeros



¡Vamos, Piratas de Pittsburg!



Football Game: PHS vs. St. John Bosco



PHS 2026



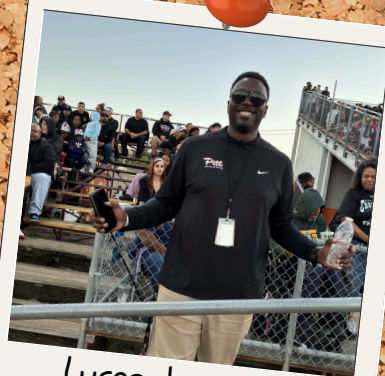
Luces de viernes
por la noche



PHS 2026



PHS 2026



Luces de viernes
por la noche

INTERSESIÓN DE OTOÑO PARA PRIMARIA

¡Bienvenidos a Squishie Land!
Observa • Mantente firme • Ve • Navega



Squishie Land es un lugar divertido donde los estudiantes pueden hacer squishies, crear, moverse y aprender mientras desarrollan habilidades de lectoescritura, matemáticas, bienestar y aprendizaje socioemocional a través de actividades prácticas y divertidas.

ACOMPÁÑANOS EN SQUISHIE LAND

Los estudiantes de TK a 5.º grado están invitados a acompañarnos en la Escuela Primaria Stoneman del 5 al 9 de octubre de 2026, de 7:30 a. m. a 4:30 p. m., para una intersección divertida llena de squishies, aprendizaje, movimiento y diversión.

ESCANEA PARA REGISTRARTE



<https://tinyurl.com/bddaubsb>

OBSERVA • MANTENTE FIRME • VE • NAVEGA Los estudiantes aprenderán a:

- **Observar** lo que sienten
- **Mantener** el cuerpo y la mente tranquilos
- **Ver** las situaciones y las perspectivas de otras personas con mayor claridad
- **Navegar** las emociones y los desafíos de manera positiva

LO QUE HARÁN LOS ESTUDIANTES

- Desarrollar habilidades de lectoescritura y matemáticas mediante actividades temáticas
- Explorar el juego sensorial, la atención plena y el movimiento
- Disfrutar de actividades de arte creativo y aprendizaje práctico
- Fortalecer el trabajo en equipo, la confianza y la resolución de problemas



Pittsburg Unified School District

2026/2027 AÑO ESCOLAR

PREESCOLAR PRE-REGISTRACION

351 School St. Pittsburg, CA 94565 Campus Norte

Requiere Cita

**Horario de inscripción: Lunes-Jueves 8:00am -
11:00am & 12:00pm-3:00pm**

Llame: (925) 473-2375

Correo electronico: mvillalobos@pittsburgusd.net

CITAS EMPEZANDO MARZO 9, 2026

INFORMACION DEL PROGRAMA

- Programa de 3 Horas
- Clases AM or PM Disponibles
- Desayuno o Almuerzo
- Debe cumplir uno de los requisitos de elegibilidad para poder optar al programa y Prueba de ingresos



QUIÉN ES ELEGIBLE?

3-4 AÑOS

- Niños que cumplen 3 años el 1ero de Diciembre 2026 o antes
- Niños que cumplan 3 años **DESPUÉS** del 1 de Diciembre 2026 pueden empezar **DESPUÉS** de su tercer cumpleaños.
- Niños que cumplen 4 años **DESPUÉS** del 1 de Septiembre



**PARA MAS INFORMACION
VISITE PITTSBURGUSD.NET-
EARLY CHILDHOOD DEPT O
ESCANIE EL CODIGO**





Distrito Escolar Unificado de Pittsburg
**PROGRAMA PREESCOLAR
DEL ESTADO DE CALIFORNIA**

351 School Street, Pittsburg, CA 94565 Campus Norte

Horario de inscripción: Lunes-Jueves 8:00am-11:00am & 12:00pm-3:00pm
Llame o envíe un correo electrónico para concertar una cita

Telefono: (925) 473-2375 Fax: (925) 473-4371
mvillalobos@pittsburgusd.net

Programa Preescolar De Medio Día

- Programa preescolar: 3 horas. Las familias deben cumplir los requisitos de ingresos.
- Niños que cumplen 3 años el 1 de diciembre o antes.
- Los niños que cumplan 3 años DESPUÉS del 1 de Diciembre pueden empezar DESPUÉS de su tercer cumpleaños.
- Los niños que cumplan 4 años DESPUÉS del 1 de Septiembre.
- Sesiones disponibles por la mañana o por la tarde.
- Una comida gratis incluida.
- Ubicaciones en Heights, Highlands, Los Medanos, Marina Vista, Parkside y Willow Cove (ubicación determinada por la dirección).
- Si una familia vive en el distrito de Antioch o Mt. Diablo, el estudiante puede asistir a un centro que tenga plazas disponibles.

**LA INSCRIPCIÓN PARA EL NUEVO AÑO ESCOLAR 2026-2027 COMIENZA
EL 9 DE MARZO DE 2026**

Visite nuestro sitio web escaneando el
CÓDIGO QR



Documentos Necesarios Para la Inscripción

- Certificados de nacimiento originales (para todos los hijos menores de 18 años de la familia)
- Registros de vacunación (solo para estudiantes matriculados)
- Prueba de residencia (factura actual de servicios públicos: electricidad, agua, basura o contrato de alquiler).
- Verificación de ingresos: los últimos 4 recibos de sueldo, carta del SSI, TANF (Cashaid) NOA o Discapacidad/recibos de desempleo. Si los padres reciben el pago en efectivo, se necesitará un formulario de autocertificación, disponible en nuestra oficina de ECE. También se pueden presentar CalFresh, Medical y WIC NOA (los ingresos aún no se han recaudado).
- Documentos judiciales: orden de custodia o restricción, documentación del IEP (Plan Educativo Individualizado)