

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District

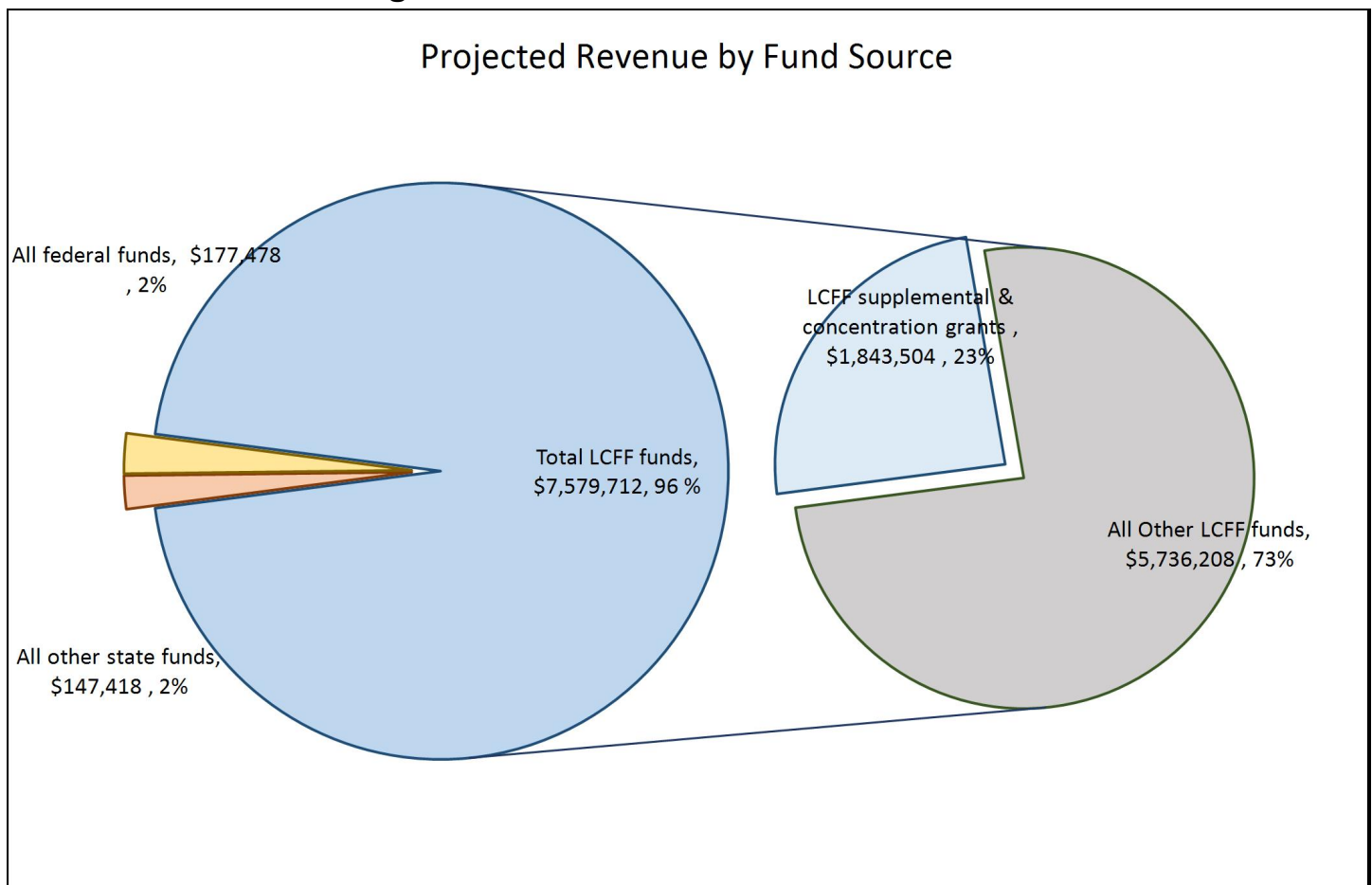
CDS Code: 0111336

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Emilio Junez, 209-933-7496, ejunez@stocktonusd.net, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

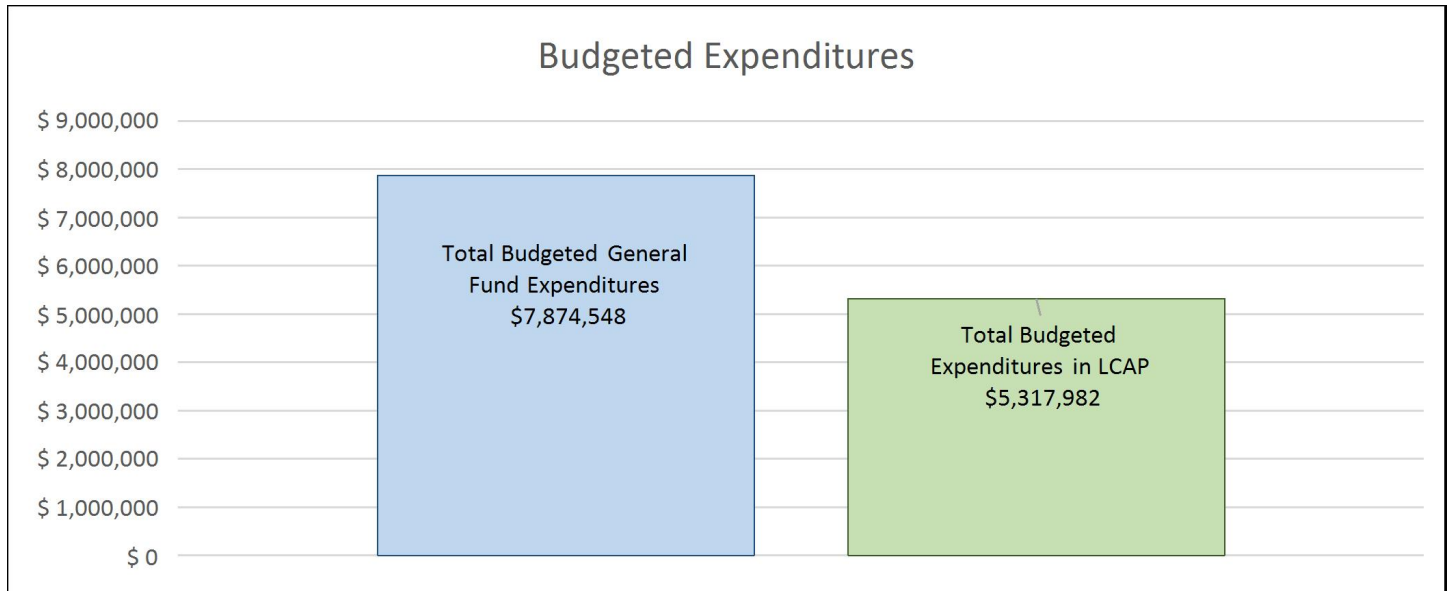


This chart shows the total general purpose revenue Stockton Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Stockton Unified School District is \$7,904,608, of which \$7,579,712 is Local Control Funding Formula (LCFF), \$147,418 is other state funds, \$0 is local funds, and \$177,478 is federal funds. Of the \$7,579,712 in LCFF Funds, \$1,843,504 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Stockton Unified School District plans to spend \$7,874,548 for the 2019-20 school year. Of that amount, \$5,317,982 is tied to actions/services in the LCAP and \$2,556,566 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits for the Principal, clerical, majority of custodians; facilities costs, oversight fees, central office services fees, maintenance agreements, professional agreements, duplicating, postage; portions of instructional and non-instructional supplies, license agreements.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Stockton Unified School District is projecting it will receive \$1,843,504 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Stockton Unified School District plans to spend \$ on actions to meet this requirement.

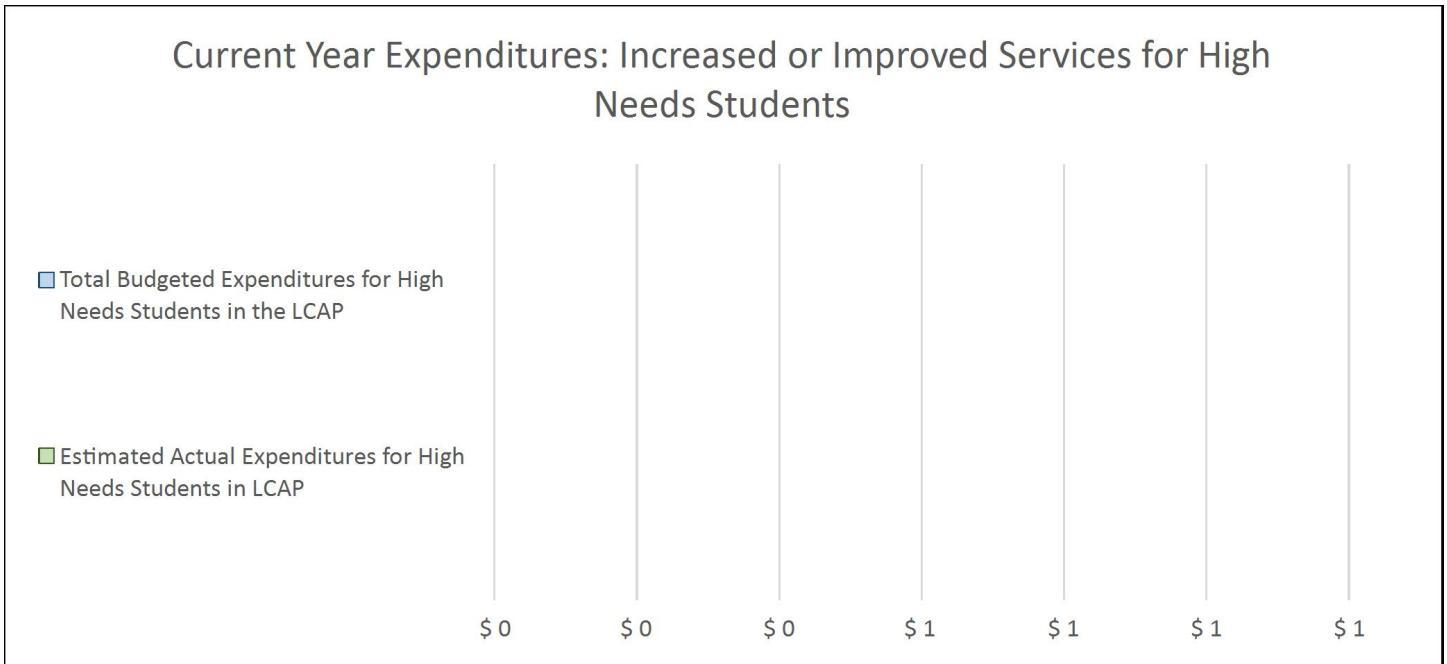
The additional improved services described in the LCAP include the following:

The District has evaluated its student needs using the California School Dashboard and other metrics that develop our District-wide profile of need and achievement. The District has established a banded rate for its per site allocation for Supplemental and Concentration, which provides additional resources per student for schools of high need. This allocation is also supplemented by Title I allocations to all sites as well. The District has also revised the allocation methodology of counselors, instructional coaches, assistant principals, to provide ALL schools with additional supplemental support with direct affect to classroom performance outcomes for teachers and students, in addition to professionals that are able to support school climate, socio-emotional, and academic support to students and their families. Previously

the District's allocation was based on individual site funding and prioritization of positions based on funding/strategies. The District has taken an intentional approach to these areas to move in a direction of equity for all schools in these areas. The differences of the estimated actual expenditures and total budgeted expenditures impacted the actions and services and the overall increased or improved services for high needs students in 2018-2019 due to late hires and cost projections being less than expected for resources and services. Students received the actions and services that were planned in the LCAP, however, some increased services were not able to be provided right when school started, such as increased counselor services, instructional coaches, and behavior intervention support due to staff being hired after school started, thus, a delay occurred in providing increased direct services to students. Increased Behavior Intervention support and healthy start coordinator services were slightly impacted as building the department's capacity to provide direct support to unduplicated students did not grow to the level desired as finding qualified candidates to fill positions proved to be more difficult than expected. Some staff were not able to partake in professional development opportunities at times due to difficulty in filling teacher positions with substitute teachers, which in turn directly impacted the instructional staff member's ability to increase the effectiveness of the instructional services they were providing aligned with professional learning outcomes.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Stockton Unified School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Stockton Unified School District estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Stockton Unified School District	Emilio Junez, 209-933-7496, ejunez@stocktonusd.net Principal	ejunez@stocktonusd.net 209-933- 7496, ext. 8155

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Pittman Charter School is one of SUSD's dependent charter schools.

Pittman's LCAP was initially developed and refined annually to encompass the district's vision and goals that recognize students as a valuable resource and our obligation to ensure they receive a high quality education that provides them skills and knowledge to be college and career ready upon graduation.

In addition to the district's goals and administrative expectations, the alignment with the district's Blueprint for Student Achievement graphically defines in context the programs, procedures, practices, and policies that manage our instructional program within a systems approach.

Current (2018-2019) student population is around 750 students in Pre-K to 8th grades. All students at Pittman Charter School receive free and reduced lunch. Our English Learner population consists of 41.8% of the student body. In the 2017-2018 school year, Pittman reclassified 57 students and at the time of the LCAP writing we reclassified 46 students. An additional, 30 students met the ELCAP reclassification criteria, but failed to meet the district MAP criteria. In the 2016-2017 school year, Pittman reclassified 40 English Learners. From our dual program, 55 students in grades 3rd and 8th received their Pathway to Biliteracy Awards.

Our students receive a curriculum that provides opportunities to engage in rigorous educational activities. Science is key to that endeavor because it enables our students to participate in "real world" activities that build literacy skills in oral language, reading and writing, aligning with the goals of the common core state standards.

The other feature that distinguishes Pittman is our dual immersion program. Currently, we have a Spanish Dual Immersion program which has been very successful. We develop students' ability to read, write, and speak in English and Spanish. Our waiting list keeps growing as families in Stockton become aware of our program. It is a gifted program for our English Only (EO) students and the most effective educational model for our English Learners (EL). Our dual immersion program is kindergarten through eight grade. The program has expanded to now two strands that will eventually have two full classrooms in each grade level.

SUSD is proud of its diverse population which includes approximately 11% African American, 2% American Indian, 9% Asian, 4% Filipino, 64% Latino, less than 1% Pacific Islander, 2% Two or More Races, and 7% White students. Pittman's student population is just as diverse as the district's with approximately 8.4% African American, .28% American Indian, 4.84% Asian, .71% Filipino, 82.3% Latino, 2.71% Two or More Races, and 3.7% White students.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Pittman Charter School has increasingly improved on the alignment of the Local Control Accountability Plan (LCAP) to ensure the processes and systems from various plans and activities are captured under one document to communicate effectively and to aid in providing one common voice.

- GOAL 1 – Student Achievement: Pittman will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum. 9 Categories; 15 Actions/Services (pp. 36-54)
- State Priority: 2 – Implementation of State Standards, 4 – Student Achievement, 7 – Course Access, 8 – Other Pupil Outcomes
- District Goal: 1 - Every child by the end of 3rd grade will read and comprehend at the proficient level. 2 - Every child by the end of 9th grade will demonstrate mastery of Algebra concepts and application. 3 - Every child by the end of 12th grade will graduate and be college or career ready.
- Administrative Expectations: Achievement Expectations, Environmental Expectations, PLC Expectations, Compliance Expectations, Multi-Tiered System of Supports Expectations (MTSS), Professional Expectations.
- LEA Plan: 1 - All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics. 2 - All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics; 3 - All students will be taught by highly qualified teachers;

- Master Plan for English Learners: Part IV: Standards, Assessment, and Accountability - 1 – EL students will progress towards English language proficiency within 6 years of entering the EL Program (p. 18); 2 – EL and RFEP students will achieve academic success (p. 18).
- Single Plan for Student Achievement: Planned Performance in Student Performance; Goal 1 – English Language Arts/Reading, Goal 2 – Mathematics, Goal 3 – English Learner Outcomes
- Charter Petition (2015 – 2020): II. Educational Philosophy and Program, Plan for Students who are Academically Low-Achieving, Plan for Students who are Academically High-Achieving, Plan for English Learners, Plan for Addressing Barriers to Learning, Plan for Serving Students with Disabilities; III. Measurable Student Outcomes and Other Uses of Data, Academic Achievement Goals
- GOAL 2 – Safe and Healthy Learning Environments: Pittman will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society. 7 Categories; 8 Actions/Services (pp. 55-66)
- State Priority: 1 – Basic Services, 6 – School Climate
- Administrative Expectations: Achievement Expectations, Environmental Expectations, PLC Expectations, Compliance Expectations, Multi-Tiered System of Supports Expectations (MTSS), Professional Expectations.
- LEA Plan: 3 - All students will be taught by highly qualified teachers; 4 - All students will be educated in learning environments that are safe, drug - free, and conducive to learning.
- Single Plan for Student Achievement: Planned Performance in Student Performance; Goal 4 – School Climate
- GOAL 3 – Meaningful Partnerships: Together, Pittman, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society. 7 Categories; 9 Actions/Services (pp. 67-79)
- State Priority: 3 – Parent Involvement, 5 – Student Engagement
- Master Plan for English Learners: Part I: Parent Involvement
- Single Plan for Student Achievement: Planned Performance in Student Performance; Goal 5 – Family and Community Engagement
- Charter Petition (2015 – 2020): IV. Governance Structure, Parent Involvement in School Affairs

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

There are two areas of great progress to be focused on 1) Suspension Rate, 2) English Learner progress, 3) math achievement and 4) English Language Arts.

Suspension Rate:

Continue to implement strategies to reduce Suspension Rate. During the writing of this document suspension days have declined when compared to the same period last school 2017-2018. Pittman's teachers, paraprofessionals, noon-duty staff and site administration have made a concerted effort to proactively seek mutually agreeable solutions with students experiencing peer conflicts.

English Learner Progress:

Based on the LCFF Evaluation Rubrics (California School Dashboard) from 2018, 21.7% of our English Learners (EL) are at a level 4, 40.6% are a level 3, 23.4% are at a level 2 and 14.3% are a level 1. Pittman's teachers, paraprofessionals, and site administration have been direct recipients of significantly relevant and appropriate professional learning and best practices of integrated and designated ELD strategies and framework and the Teaching-Learning Cycle as it relates to ELD.

Math Assessment Growth:

Pittman's "All Students" maintained (minus 2.6 points) based on the LCFF Evaluation Rubrics (California School Dashboard). Five years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers; therefore, the progress being demonstrated is highly likely a result of high quality first instruction. The increase in students making progress in math is also attributed to the use of common formative assessments and the implementation of professional learning communities. Teachers use common formative assessments that allow them to receive timely feedback of student mastery of concepts and standard leading the teacher to adjust instruction thereby modifying student outcomes. Using the professional learning communities framework eliminates teachers working in a vacuum and instead working within their grade level and cross grade level colleagues to support student achievement and mastery of standards.

English Language Arts Assessment Growth:

Based on data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, Pittman's "All Students" maintained (.1 points) in making progress toward meeting English Language Arts standards. Five years ago, SUSD adopted the Units of Study framework that places creative and meaningful classroom instruction back into the hands of teachers; therefore, the progress being demonstrated is highly likely a result of high quality first instruction. The increase in students making progress in ELA is also attributed to the use of common formative assessments and the implementation of professional learning communities. Teachers use common formative assessments that allow them to receive timely feedback of student mastery of concepts and standard leading the teacher to adjust instruction thereby modifying student outcomes. Using the

professional learning communities framework eliminates teachers working in a vacuum and instead working within their grade level and cross grade level colleagues to support student achievement and mastery of standards.

The areas discussed above are included in the district's Administrative Expectations set by the Superintendent. The district's Administrative Expectations will continue into school year 2019-2020, with the purpose that leads to crucial conversations of the effectiveness of first instruction and reteaching (Tier 1), strategic interventions (Tier 2) and intensive interventions (Tier 3).

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on the State Indicators in LCFF Evaluation Rubrics (California School Dashboard) all students performance falls with in the "Orange" performance category. We will continue to monitor all state indicators

Suspensions:

Pittman's school site counselor will continue to work with students that need the extra support and filter minor student infractions from needing to be disciplined by administration. Pittman staff will continue to receive training with Restorative Practices, Kelso's Choice, and Champs training to respond to challenging behavior. PBIS and PLUS will continue to play an important role in addressing and promoting behavior expectations for all students in all common areas. Pittman has also contracted with an outside agencies VICTOR Community Support Services and Valley Community Counseling Services to work with students and their parents and extend an additional support. For the 19-20 school year we will more than likely contract with Sports for Learning to work with our students during their lunch recess as most student conflicts happen during this time.

English Learner Progress:

For the 19-20 school year, we will once again will petition to partner with the San Joaquin County Office of Education to continue to refine our work with the Teaching and Learning Cycle strategies, and refine our ELD instruction.

Mathematics:

Based on the State Indicators in LCFF Evaluation Rubrics (California School Dashboard) all students performance falls with in the "Orange" performance category. In 2018, with the exception of 6th and 7th, 3rd- 8th grade student saw a declined from previous year's CAASPP scores. To reduce the number of students not meeting standards we will continue to have teachers collaborate with their peers during their PLC designated times on strengthening Common Formative Assessments, focus on all subgroups as we analyse student data, continue to work with SMART goals and refine our Tier 1 and Tier 2 interventions with the assistance and support of the Instructional Coach.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on the data from the LCFF Evaluation Rubrics: Academic ELA and Math Indicators.

Academic ELA Indicator:

Based on this indicator student subgroups either maintained or decreased on their performance levels, EL subgroup maintained (1.7 points), RFEP students' scores declined (8 points) and EO students' scores declined (3.8 points). In the general education setting, professional development is provided to teachers specifically in differentiated instruction as these practices help to provide adjusted instruction to various level of students from the district and other outside agencies as well as on site coaching. In 2019-2020 SUSD will replace the vastly improved the Units of Study to newly adopted math and reading curriculums. These new adoptions will provide teachers with a framework to naturally differentiate instruction and provide instruction in a manner that is engaging and relevant to students. In addition, assessments will be better aligned within and across grade levels giving teachers an opportunity to provide real-time feedback to students and to inform exceptional first teaching and areas for reteaching. Pittman will continue to have a full time coach to help facilitate conversations/implementation of best instructional practices that support student engagement and achievement.

Academic Math Indicator:

All student subgroups maintained, increased or increased significantly their performance levels in this academic indicator and no subgroup performed two or more levels below the the "all student" performance level.

Based on this indicator student subgroups either maintained or decreased on their performance levels, EL subgroup declined (4.8 points), Hispanic/Latino students' scores maintained (1.8 points) and Socioeconomically Disadvantaged sturents maintained with a negative 1.9 points. In the general education setting, professional development is provided to teachers specifically in differentiated instruction as these practices help to provide adjusted instruction to various level of students from the district and other outside agencies as well as on site coaching. In 2019-2020 SUSD will replace the vastly improved the Units of Study to newly adopted math and reading curriculums. These new adoptions will provide teachers with a framework to naturally differentiate instruction and provide instruction in a manner that is engaging and relevant to students. In addition, assessments will be better aligned within and across grade levels giving teachers an opportunity to provide real-time feedback to students and to inform exceptional first teaching and areas for reteaching. Pittman will continue to have a full time coach to help facilitate conversations/implementation of best instructional practices that support student engagement and achievement.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not Applicable

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not Applicable

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not Applicable

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Student Achievement

Pittman Charter School will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.

18-19

To maintain the percentage of K-8 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)

82 ELA Units of Study

74 Math Units of Study

Actual

Metric/Indicator

State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.

18-19

All teachers continue to use the SUSD developed Units of Study and are given opportunities to participate in PD related to best practices and best ways to implement Units of Study.

Expected

Baseline

Baseline (2015-2016):

103 ELA Units of Study

99 Math Units of Study

Data Source: SUSD Curriculum Department Unit of Study Master List

Metric/Indicator

State Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?

18-19

To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)

100%

Data Source: SUSD Site Master Schedules, Synergy, Classroom Walkthroughs

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD Site Master Schedules, Synergy

Metric/Indicator

State Priority 4A: Statewide Assessments

18-19

To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the

Actual

18-19

English Learners receive at minimum 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)

Target: 100%

Actual: 100%

Metric/Indicator

State Priority 4A: Statewide Assessments

18-19

Expected

Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)

23.12% SBAC ELA

20.05% SBAC Math

Data Source: CAASPP Smarter Balance Results (2017)

Baseline

Baseline (2015-2016):

22% SBAC ELA

18% SBAC Math

Data Source: CAASPP, SUSD Illuminate by PT School

Metric/Indicator

State Priority 4B: The Academic Performance Index

18-19

The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

Baseline

Baseline (2014-2015):

The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.

Metric/Indicator

State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.

Actual

To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)

23.1% SBAC ELA

20.1% SBAC Math

Metric/Indicator

State Priority 4B: The Academic Performance Index

18-19

The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

Baseline

Baseline (2014-2015):

The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.

Metric/Indicator

State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or

Expected

18-19

Pittman is a K-8 school and does not offer courses that satisfy the requirements for entrance to the UC or CSU universities. However, Pittman does offer AVID and MESA.

Baseline

Baseline (2015-2016):

26%

Data Source: CALPADS

Metric/Indicator

State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.

18-19

To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)

EL students increased 11.8 points in the fall 2017 Dashboard Report.

Baseline

Baseline (2015-2016):

AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.

Data Source: CALPADS, CELDT

Metric/Indicator

State Priority 4E: The English learner reclassification rate.

Actual

career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.

18-19

Pittman is a K-8 school and does not offer courses that satisfy the requirements for entrance to the UC or CSU universities. However, Pittman does offer AVID and MESA.

Current AVID enrollment (Spring 2019): 32 Students

Current MESA club enrollment (Spring 2019): 25 Students

Metric/Indicator

State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.

18-19

EL students declined 15.4 points in 2018, according to the Dashboard Report.

20% of English Learners are English Proficient. (2018 ELPAC)

Level 1: 14.3%

Level 2: 23.4%

Level 3: 40.6%

Level 4: 21.7% (Dashboard)

Metric/Indicator

Expected

18-19

To increase the English Learner reclassification rate. (Verified by Dataquest.)

In 2017-2018, we reclassified 46 students out of 286 EL students, or 16.3%.

Baseline

Baseline (2015-2016):

8% English Learners redesignated

Data Source: Dataquest

Metric/Indicator

State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

18-19

Pittman is a K-8 school and does not offer courses designated as advanced placement (AP).

Baseline

Baseline (2015-2016):

32%

Data Source: College Board AP Exam

Metric/Indicator

State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

18-19

Actual

State Priority 4E: The English learner reclassification rate.

18-19

To increase the English Learner reclassification rate. (Verified by Dataquest.)

In 2018-2019, we reclassified 46 students out of 113 EL students, or 41%.

Metric/Indicator

State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

18-19

Pittman is a K-8 school and does not offer courses designated as advanced placement (AP).

Metric/Indicator

State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

18-19

Expected

Pittman is a K-8 school and does not offer college level preparatory courses. However, we do offer an AVID class and the MESA club as options. For the past 3 years, 8th grade students have also taken the PSAT assessment.

Baseline

Baseline (2015-2016):

21% SBAC/EAP ELA

13% SBAC/EAP Math

Data Source: CALPADS,

SBAC/EAP in ELA and Math

Metric/Indicator

State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.

18-19

Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, some K-8 students receive instruction in the dual Spanish program. (Verified by CALPADS and Synergy.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

State Priority 7B: Programs and services developed and provided to unduplicated pupils.

18-19

Actual

Pittman is a K-8 school and does not offer college level preparatory courses. However, we do offer an AVID class and the MESA club as options. For the past 3 years, 8th grade students have also taken the PSAT assessment.

Current AVID enrollment (Spring 2019): 32

Current MESA group members (Spring 2019): 25

Metric/Indicator

State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.

18-19

Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, some K-8 students receive instruction in the dual Spanish program. (Verified by CALPADS and Synergy.)

State Priority 7B: Programs and services developed and provided to unduplicated pupils.

18-19

Expected

Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, in addition, 7-8 grade students received ELD instruction and available intervention programs. (Verified by CALPADS and Synergy.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.

18-19

Pittman maintains a broad course of study and offers all students grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, 7-8 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

Actual

Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, in addition, 7-8 grade students received ELD instruction and available intervention programs. (Verified by CALPADS and Synergy.)

Metric/Indicator

State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.

18-19

Pittman maintains a broad course of study and offers all students grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, 7-8 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)

Metric/Indicator

Expected

18-19

To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)

18% projected MAP to SBAC scores on students at 3/4 level proficiency in Reading

Data Source: MAP

Baseline

Baseline (2015-2016):

16% met grade level proficiency in Reading

18% met grade level proficiency in Math

Data Source: MAP

Actual

State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.

2019 SBAC percentage of students meeting grade level standards: Pending data June 1 from Research

2018 SBAC percentage of students meeting grade level standards: 19.23%

2017 SBAC percentage of students meeting grade level standards: 23.75%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 1 - Student Technology</p> <p>To enhance student access to information technologies that promote increased learning and academic achievement.</p> <p>RSA1.1 Acquire technology devices, headphones, and secure storage carts for student use. (100 Chromebooks, 4 carts, 100 headphones)</p>	<p>RSA: 1 - Student Technology</p> <p>RSA1.1 Acquired Spanish Library books for students in the dual immersion program. Acquired 72 Chromebooks, 800 headphones. Currently our technology ratio is 1:1, which helps increase classroom management and in turn help increase students' on task engagement.</p>	<p>RSA 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$50,000</p>	<p>RSA 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$30,895</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 2 - Instructional Materials and Supplies</p> <p>To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.</p> <p>RSA2.1 Increase classroom supplies and resources to teachers</p>	<p>RSA: 2 - Instructional Materials and Supplies</p> <p>RSA2.1 Increase classroom supplies and resources to teachers. All teachers were given a budget to purchase supplemental supplies than included monies for classroom library books.</p>	<p>RSA 2.1 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$15,000</p>	<p>RSA 2.1 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$2,120</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 3 - Primary Language Support</p> <p>To provide appropriate intervention and supplemental support to students and their families that values their native language and culture while fostering academic success in English Language Development.</p> <p>RSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan)</p>	<p>RSA: 3 - Primary Language Support</p> <p>RSA3.1 We were able to keep two of bilingual aids, thus more EL students recieved primary language support when compared to last year. For most of last year one of our bilingual aids was out on extended family leave.</p> <p>RSA3.2 Dual Immersion Program (Charter) (1 FTE Dual Immersion Kinder and 1 FTE Dual Immersion 1st Grade Teacher)</p>	<p>RSA 3.1 2000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$78,796</p> <p>RSA 3.2 1000, 3000 0000 LCFF Base \$190,274</p> <p>RSA 3.3 1000, 3000 0000 LCFF Base \$190,274</p>	<p>RSA 3.1 2000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$75,076</p> <p>RSA 3.2 1000, 3000 0000 LCFF Base \$242,548</p> <p>RSA 3.3 1000, 3000 0000 LCFF Base \$242,548</p>

and the English Learners (EL) Master Plan. Bilingual assistants support to training and implementation of the EL Master Plan. (1 FTE Bilingual Assistant, add an additional 1 FTE Bilingual Assistant = 2 FTE Bilingual Assistant)

RSA3.2 Dual Immersion Program (Charter) (1 FTE Dual Immersion Kinder and 1 FTE Dual Immersion 1st Grade Teacher)

RSA3.3 Dual Immersion Program (Charter) (1 FTE Dual Immersion 2nd Grade Teacher) and 1 FTE Dual Immersion 3rd Grade Teacher)

RSA3.3 Dual Immersion Program (Charter) (1 FTE Dual Immersion 2nd Grade Teacher), 1 FTE Dual Immersion 3rd Grade Teacher and 1 FTE Dual Immersion 4th Grade Teacher)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 4 - Teacher Collaboration, Monitoring and Support</p> <p>To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.</p>	<p>RSA: 4 - Teacher Collaboration, Monitoring and Support</p> <p>RSA4.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time. In addition, grade level groups were pull during their contractual time in an effort to refine faithful PLC collaboration discussions and implementation of</p>	<p>RSA 4.1 1000, 3000 0000 LCFF Base \$195,453</p>	<p>RSA 4.1 1000, 3000 0000 LCFF Base \$196,767</p>

RSA4.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

best instructional strategies and differentiation.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 5 - Implementation of Professional Learning Community (PLC) strategies</p> <p>To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>RSA5.1 Training in Professional Learning Communities (PLCs) - Staff to train, refine and implement Professional Learning Communities strategies within the instructional cycle through conferences, training, and/or a staff retreat. (Include costs for conferences, training, retreat (materials/supplies too), substitute pay and teacher hourly)</p>	<p>RSA: 5 - Implementation of Professional Learning Community (PLC) strategies</p> <p>To provide educators and staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>RSA5.1 Training in Professional Learning Communities (PLCs) - Staff to train, refine and implement Professional Learning Communities strategies within the instructional cycle through conferences, training. (Include costs for conferences, training, (materials/supplies too), substitute pay and teacher hourly) In addition, teachers were pulled three times for half a day along with their grade level peers for extended collaboration opportunities, Teachers are</p>	<p>RSA 5.1 1000, 3000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$50,000</p>	<p>RSA 5.1 1000, 3000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$36,268</p>

becoming more proficient in the different components of the PLC process as they continue to receive professional development. The comments on their meeting notes reflect a better grasp of teaching strategies, as well as to how best to differentiate instruction based on data acquired from their common formative assessments.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 6 - Student Intervention Strategies and Support</p>	<p>RSA: 6 - Student Intervention Strategies and Support</p>	<p>RSA 6.1 1000, 3000 0100 LCFF Supp/Conc \$110,000</p>	
<p>To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.</p>	<p>To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.</p>	<p>RSA 6.2 4000-4999: Books And Supplies 0000 LCFF Base \$11,000</p>	<p>RSA 6.2 4000, 5000 0000 LCFF Base \$4,916</p>
<p>RSA6.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers. (Include substitute pay for teachers out of classroom for intervention activities.)</p>	<p>RSA6.1 We were not able to hire, retain, or train "Highly Qualified" Supplemental Intervention Teacher. (Include substitute pay for teachers out of classroom for intervention activities.) This is a critical position that needs to be filled. If we are, to better meet the needs of our students academic needs.</p>	<p>RSA 6.3 5000-5999: Services And Other Operating Expenditures 0000 Base, 0100 Supp/Conc, through 9999 Other \$30,000</p>	<p>RSA 6.3 5700-5799: Transfers Of Direct Costs 0000 LCFF Base \$540</p>
<p>RSA6.2 Tools, software, and resources to enhance student language and literacy acquisition and mathematic proficiency (Safari Montage, Accelerated Reader)</p>	<p>RSA6.2 Continued to use software, and resources to enhance student language and literacy acquisition and mathematic</p>		
<p>RSA6.3 Field trips associated with the core academic instruction.</p>			

proficiency (Safari Montage, Accelerated Reader)
 Teachers continue to use data from these programs to inform their instruction as well as to inform parents. Student are also becoming vested in their academic growth.

RSA6.3 Students at all grade levels were able to attend Field trips associated with the core academic instruction.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 7 - Instructional Coaching</p> <p>To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.</p> <p>RSA7.1 Instructional Coaches</p>	<p>RSA: 7 - Instructional Coaching</p> <p>RSA7.1 One instructional Coach rendered services for 2018-2019 school year.</p>	<p>RSA 7.1 1000, 3000 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low \$135,485</p>	<p>RSA 7.1 1000, 3000 0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low \$136,431</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 8 - After School Programs</p> <p>To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.</p>	<p>RSA: 8 - After School Programs</p> <p>RSA8.1 Only three teachers were able to provide After School Program Homework Assistance and Tutoring.</p>	<p>RSA 8.1 1000, 2000, 3000, 4000, 5000 0100 LCFF Supp/Conc \$20,000</p> <p>RSA 8.2 1000, 2000, 3000, 4000, 5000 0000 LCFF Base \$20,000</p>	<p>RSA 8.1 1000, 3000 0100 LCFF Supp/Conc \$1,393</p>

RSA8.1 After School Program Homework Assistance and Tutoring

RSA8.2 After School Program Intramural Sports Program for grades 4-8

RSA8.2 Did not have interested personnel to take the coaching position to coordinate the After School Program Intramural Sports Program for grades 4-8

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RSA: 9 - College and Career Preparatory Opportunities</p> <p>To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.</p> <p>RSA9.1 AVID program</p> <p>RSA9.2 Mathematics, Engineering, Science Achievement (MESA) Program</p> <p>RSA9.3 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th</p>	<p>RSA: 9 - College and Career Preparatory Opportunities</p> <p>To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.</p> <p>RSA9.1 AVID program Students in the AVID program continue to be exposed to many skills needed to become academically successful, and as a result students are gaining new skills in reading, math, critical thinking. They also have opportunities to collaborate with peers, and learn executive function skills in organization and meta-cognition.</p>	<p>RSA 9.1 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$5,000</p> <p>RSA 9.2 1000, 2000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$1,000</p> <p>RSA 9.3 None None \$0</p>	<p>RSA 9.1 1000, 3000, 4000, 5000 0000 Base, 0100 Supp/Conc, through 9999 Other \$2,732</p>

RSA9.2 Mathematics, Engineering, Science Achievement (MESA) Program. Students in the MESA program learn how Math, Engineering and Science are part of their daily lives. They also enter a yearly competition hosted at UOP.

RSA9.3 Pittman Charter participated in the opportunity for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th grade. Teachers used results to results to differentiate instruction and help students create SMART goals.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We need to refine implementation, as of now, some of the goal components are still being implemented at different rigor levels and different teams are at different levels of proficiency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

This school year (2018-2019) we made a concerted effort to align classroom instruction with the PLC process. Just like in the past, teachers were given time to collaborate with their grade level peers throughout the school year. In addition, all teachers were pulled with their grade level peers and were guided in authentic lessons studies adhering closely to PLC process. Based on teacher feedback, teachers had an overall positive attitude about the experience as well as a positive view of how the PLC process will help students academic achievement. As of now we, some grade level teams are further along the PLC journey than others, but not by much. For Pittman, one of the missing components is creating frequent formative assessments.

Another component that we refined this year was our school-wide academic agreements. All staff committed to faithfully implement rigorous first instruction based on standards, creating collaborative classrooms were and creating and maintaining Data Binders that

included student created SMART goals. As with the PLC journey, some grade level teams are further along than others in this journey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This school year, we implemented a new procedures to match expenditures to LCAP goals. much more work needs to go in aligning actual budget and estimated expenditures to actual expenditures. The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include:

- _ No expenditures were identified or unidentifiable,
- _ Expenditures were covered as a district-wide initiative, or
- _ Expenditures related to bargaining unit agreement settlements

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on input from stakeholders metrics and wording have been revised to reflect specific measurement for improvements in State Priorities: 2A, 4A, 4C, 4D,4E, 4G, 7A, 7B, 7C,8A. These changes can be found in Expected Annual Measurable Outcomes section of this document.

- * State Priority 2A was modified to reflect the change from Units of Study to newly adopted ELA and Math curriculum.
- * State Priority 4A was modified the expected 5% improvement in ELA and Math
- * State Priority 4C was modified to denote that Pittman is a K-8 school and as such we do not offer courses that satisfy UC or CSU requirements. However we do offer AVID and MESA course/program.
- * State Priority 4D was modified to denote the state assessment tool change from CELDT to ELPAC.
- * State Priority 4E was modified to include number of students getting reclassified.
- * State Priority 4G was modified to denote that Pittman is a K-8 school and as such we do not measure grade 11 students' college preparedness.
- * State Priority 7A was modified to denote that Pittman is a K-8 school and that we do not offer online core content courses.
- * State Priority 7B was modified to denote that Pittman is a K-8 school and that we do not offer online core content courses.
- * State Priority 7C was modified to denote that Pittman is a K-8 school and that we do not offer online core content courses.
- * State Priority 8A was modified to denote that Pittman is a K-8 school and that we do not offer online core content courses.
- * The wording in RSA1.1 was modified to read that we need to continue to acquire technology devices to replace obsolete devices and to accommodate for the addition of more classrooms.
- * We modified RSA3.3 to include the need to hire 1 FTE Dual Immersion 4th Grade Teacher in order to accommodate the Dual Immersion Program growth 1 fourth grade dual teacher need to be added
- * The wording RSA: 6.1 was modified to include the option to hire a teacher on special assignment or a intervention teacher.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Safe and Healthy Learning Environments

Pittman Charter School will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.

18-19

To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)

Actual

Metric/Indicator

State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.

18-19

Teachers with full credentials: 29.
Teachers without full credentials: 3.

94%

Expected

Baseline

Baseline (2016-2017):

86%

Data Source: SUSD Human

Resource Reports

Metric/Indicator

State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.

18-19

To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD District

Textbook Sufficiency Resolution

Metric/Indicator

State Priority 1C: School facilities are maintained in good repair.

18-19

To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Baseline

Baseline (2015-2016):

61.1%

Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Actual

Metric/Indicator

State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.

18-19

100%

Metric/Indicator

State Priority 1C: School facilities are maintained in good repair.

18-19

All recommended repairs were completed by 8/15/2018. Status: Good.

Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)

Expected

Actual

Metric/Indicator

State Priority 6A: Pupil suspension rates.

18-19

To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline

Baseline (2015-2016):

9.4% suspension rate

Data Source: SUSD Student

Information System, CALPADS

Metric/Indicator

State Priority 6A: Pupil suspension rates.

18-19

There was a 17% decline in the number of suspension days in 2018-2019.

Information System, CALPADS

Metric/Indicator

Disproportionate student suspension rate of all significant subgroups will continue to decrease.

18-19

To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline

Baseline (2015-2016):

6,165 Total Suspensions

49.78% Hispanic

30.53% African American

7.72% Caucasian

3% Other

.58% American Indian/Alaskan Native

Metric/Indicator

Disproportionate student suspension rate of all significant subgroups will continue to decrease.

18-19

79 Total suspensions

Suspensions for Hispanic students increased by 1.4%.

Suspensions for African American students increased by 7.5%.

Suspension for Caucasian students increased by 12.4%.

Suspensions for American Indian/Alaskan were 0%.

Suspensions for Asian students decline by 10.8%.

Data Source: Dashboard

Expected

5.04% Asian

Data Source: SUSD Student

Information System, CALPADS

Metric/Indicator

State Priority 6B: Pupil expulsion rates.

18-19

To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)

Baseline

Baseline (2015-2016):

.08% expulsion rate

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

Disproportionate student expulsion rate of all significant subgroups will continue to decrease.

18-19

To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Baseline

Baseline (2015-2016):

51 Total Expulsions

47.06% Hispanic

37.25% African American

5.88% Caucasian

Actual

Metric/Indicator

State Priority 6B: Pupil expulsion rates.

18-19

We did not have any expulsions in 2018-2019 or in 2017-2018.

Data Source: SUSD Student Information System, CALPADS

Metric/Indicator

Disproportionate student expulsion rate of all significant subgroups will continue to decrease.

18-19

0 Total Expulsions

0 Hispanic

0 African American

0 Caucasian

0 Other

Expected

1.96% Other
 1.96% American Indian/Alaskan Native
 5.88% Asian
 Data Source: SUSD Student Information System and CALPADS

Metric/Indicator
 State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
18-19
 To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)
Baseline
 Baseline (2014-2015):
 82%
 Data Source: California Healthy Kids Survey (CHKS)

Actual

0 American Indian/Alaskan Native
 0 Asian
 Data Source: SUSD Student Information System and CALPADS

Metric/Indicator
 State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.
 18-19
 80% of our 4th-5th grade students feel connected to the school.
 65% of our 6th-8th grade students feel connected to the school.
 Data Source: California Healthy Kids Survey (CHKS)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RLE: 1 - Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased	RLE: 1 - Technology Infrastructure and Support	RLE 1.1 2000, 3000, 4000 0000 LCFF Base \$20,000	RLE 1.1 4000-4999: Books And Supplies 0000 LCFF Base \$2,337

device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

RLE1.1 Acquire technology devices, projectors and speakers for instructional use.

RLE1.1 Acquire technology devices, projectors and speakers for instructional use. Our current ration of computers to students is at 1:1. There was a concerted effort to replace damaged or obsolete computers/software programs, headphones and projectors.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RLE: 2 - Facility Support</p> <p>To provide students and educators with facilities that are clean and functional to received and deliver instruction.</p> <p>RLE2.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)</p>	<p>RLE: 2 - Facility Support</p> <p>RLE2.1 Custodial/Maintenance Services. Current Custodial staffing: 2 FTE night custodians and 1 FTE day custodian.</p>	<p>RLE 2.1 2000, 3000 0000 LCFF Base \$29,125</p>	<p>RLE 2.1 2000, 3000 0000 LCFF Base \$38,778</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RLE: 3 - Basic Instruction and Teacher Staffing</p> <p>To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.</p>	<p>RLE: 3 - Basic Instruction and Teacher Staffing</p> <p>RLE3.1 Basic Instruction and Teacher Staffing (Includes purchase of textbooks)</p> <p>We were able to maintain staffing ratios for each grade level span.</p>	<p>RLE 3.1 1000, 3000 LCFF, Other \$3,358,248</p>	<p>RLE 3.1 1000, 3000, 4000, 5000 LCFF, Other \$3,325,001</p>

RLE3.1 Basic Instruction and Teacher Staffing (Includes purchase of textbooks)



Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RLE: 4 - Parent and Community Relations</p> <p>To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.</p> <p>RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 3 days and Noon Duty personnel for babysitting)</p>	<p>RLE: 4 - Parent and Community Relations</p> <p>RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling 1 or 2 days and Noon Duty personnel for babysitting)</p> <p>We hired 3, 3.5 hour Noon Duty personnel and continued to work with our out of district agencies, Valley Community Counseling for 1 or 2 day(s)/week, 1 staff member from the VICTOR program provided services for our students and families 5 days/week.</p>	<p>RLE 4.1 2000, 3000, 5000 0100 LCFF Supp/Conc \$25,000</p>	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RLE: 5 - Health Services</p> <p>To provide student and families with appropriate health services interventions to be healthy and more able to learn.</p> <p>RLE5.1 Subacute Health Care Services Response and Management</p>	<p>RLE: 5 - Health Services</p> <p>RLE5.1 Subacute Health Care Services Response and Management</p> <p>School nurse was assigned to provide services at Pittman 1/week. She coordinates Vision,</p>	<p>RLE 5.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery \$10,965</p>	<p>RLE 5.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery \$10,965</p>

Hearing, health assessments related to IEPs and 504 plans.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RLE: 6 - Community Oriented Policing Program</p> <p>To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.</p> <p>RLE6.1 Visible Support of Safe and Secure Campuses</p> <p>RLE6.2 Strengthening School and Stakeholder Connections through Training (Equity and Access Training)</p>	<p>RLE: 6 - Community Oriented Policing Program</p> <p>RLE6.1 Visible Support of Safe and Secure Campuses</p> <p>RLE6.2 Strengthening School and Stakeholder Connections through Training (Equity and Access Training)</p> <p>We hired 3, 3.5 hour Noon Duty personnel and continued to work with our out of district agencies, Valley Community Counseling for 1 or 2 day(s)/week, 1 staff member from the VICTOR program provided services for our students and families 5 days/week. Students and parents also benefited from having a counselor on site 5 days/week.</p>	<p>RLE 6.1 2000, 3000 0000 LCFF Base \$39,065</p> <p>RLE 6.2 None None \$0</p>	<p>RLE 6.1 2000, 3000 0000 LCFF Base \$37,816</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RLE: 7 - School Counseling</p> <p>To provide students with social and emotional systems of supports that</p>	<p>RLE: 7 - School Counseling</p>	<p>RLE 7.1 1000, 3000 0000 LCFF Base \$88,365</p>	<p>RLE 7.1 1000, 3000 0000 LCFF Base \$106,859</p>

lead to improved academic success.

RLE7.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports

RLE7.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports

School counselor provides multiple opportunities for all students to be a part of a positive group. He's currently overseeing activities for students during the school day and after school and on the weekends.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We were able to provide counseling services to our families and students through two agencies: Valley Community Counseling (VCC) and Victor Program in an effort to provide them with the resources necessary to enhance relationships that help create safe and healthy learning environments. Our VICTOR program facilitator has done a tremendous job building strong relationships with all school stakeholders.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Unfortunately, Valley Community Counseling agency reduced number of days our therapist was on site. Her days from 2 days on campus to 1 day. This 50% drop in services had quantifiable impact on the student that were receiving services through this agency. In addition, she came to us after the winter break due to some personnel reorganization with the agency. Switching therapist/counselors mid year always has an negative impact on the students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The factors contributing to differences between budgeted expenditures and the estimated actual expenditure include: No expenditures were identified or unidentifiable, expenditures were covered as a districtwide initiative, or expenditures related to bargaining unit agreement settlements.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on input from stakeholders metrics and wording have been revised to reflect specific measurement for improvements in State Priorities: 1A, 6A, 6B, 4D,4E, 4G, 7A, 7B, 7C,8A. These changes can be found in Expected Annual Measurable Outcomes section of this document.

- * State Priority 1A was modified to denote that we need credential teachers at Pittman not "school district."

- * State Priorities 6A and 6B were modified to include the Dash Board metric.

- * The wording in RLE1 was modified to reflect the need to continue to purchase technology devices to to replace obsolete, nonworking devices or to accommodate for school growth.

- * We modified RLE2.1 to reflect the need to keep current number of custodial staff: 2 FTE night custodians and 1 FTE day custodian

- * The wording RLE4.1 was modified to include 3 days/week of therapy services from VCC agency and the need to maintain 5 days per week from the VICTOR program.

- * We modified RLE 6.1 to include 3, 31/2 hour Noon Duty and 1 FTE CSA staff member.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Meaningful Partnerships

Together, Pittman Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.

18-19

Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)

Actual

Metric/Indicator

State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.

18-19

Parents were provided opportunities to become active participants in the education of their children as well as decision makers at the school site. Continued to offer outreach and input opportunities through various parent groups/meeting, such as School Site Council, ELAC, Charter Board Advisory Committee, Coffee hours and family events.

Expected

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District and Site Participation Reports

Metric/Indicator

State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.

18-19

Continue offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District

and Site Participation Reports

Metric/Indicator

State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.

18-19

Continue offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)

Baseline

Actual

Metric/Indicator

State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.
18-19

Our most well attended events are events are the less formally structured Family Nights: Literacy, Numeracy, Turkey Bingo, Festival of Honor, Art Slam, Science Night, Movie Nights, K-4th Parent/Child dances. More formal participation opportunities are also provided through our committees and parent teacher meetings.

Data Source: Site Participation Sign-In sheets

Metric/Indicator

State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.
18-19

Continue offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, IEPs.

Expected

Baseline (2015-2016):
49 schools
Data Source: SUSD District
and Site Participation Reports

Metric/Indicator
State Priority 5A: School attendance rates.

18-19
To increase attendance rates.
(Verified by CALPADS.)

95.1%

Baseline
Baseline (2015-2016):

94.37%

Data Source: SUSDs
Student Information System, BiTech

Metric/Indicator
State Priority 5B: Chronic absenteeism rates.

18-19
To decrease chronic absenteeism rates. (Verified by Data Quest.)

20.1%

Baseline
Baseline (2015-2016):

Actual

Data Source: SUSD District
and School Sign-In sheets

Metric/Indicator

State Priority 5A: School attendance rates.
18-19

Implementing School-wide incentive programs, which celebrate students' daily attendance. District provided a staff member from Child Welfare and Attendance (CWA) to connect with students who are chronically absent. Staff member is at site 1 day/week. Staff member is in contact with parents via phone calls, home visits, SST meetings, and meets with students one on one. Provided incentives for students that increased or had perfect attendance. We also celebrated with classrooms that had perfect attendance and provided incentives for these students as well.

94.27%

Data Source: SUSDs
Student Information System, BiTech

Metric/Indicator

State Priority 5B: Chronic absenteeism rates.

Implementing School-wide incentive programs, which celebrate students' daily attendance. District provided a staff member from Child Welfare and Attendance (CWA) to connect with students who are chronically absent. Staff

Expected

7.95%

Data Source: SUSDs
Student Information System

Metric/Indicator

State Priority 5C: Middle school dropout rates.

18-19

To decrease middle school dropout rates. (Verified by Data Quest.)

0.001%

Baseline

Baseline (2015-2016):

.3%

Data Source: CALPADS

Metric/Indicator

State Priority 5D: High school dropout rates.

18-19

Pittman serves PK-8th grade students only.

Baseline

Baseline (2015-2016):

13%

Data Source: CALPADS

Metric/Indicator

State Priority 5E: High school graduation rates.

Actual

member is at site 1 day/week. Staff member is in contact with parents via phone calls, home visits, SST meetings, and meets with students one on one.

2017-2018: 12.8%

7.95%

Data Source: CDE Dataquest
and SUSDs
Student Information System

Metric/Indicator

State Priority 5C: Middle school dropout rates.
18-19

0%

Metric/Indicator

State Priority 5D: High school dropout rates.
18-19

Pittman serves PK-8th grade students only.

Metric/Indicator

Expected

18-19
 Pittman serves PK-8th grade students only.
Baseline
 Baseline (2015-2016):
 81%
 Data Source: CALPADS

Actual

State Priority 5E: High school graduation rates.
 18-19
 Pittman serves PK-8th grade students only.
 Baseline

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMP: 1 - Parent Empowerment</p> <p>To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success.</p>	<p>RMP: 1 - Parent Empowerment</p> <p>To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success.</p>	<p>RMP 1.1 4000-4999: Books And Supplies 0100 LCFF Supp/Conc \$1,000</p>	
<p>RMP1.1 Parent Academy</p> <p>RMP1.2 "Literacy Activities (1 FTE Library Assistant and Books) Read In Activity (Charter) (Purchase of Books)Read In Challenge (Charter) (Incentives and Supplies) B Street Theatre (Charter) "</p>	<p>RMP1.1 Parent Academy</p> <p>We were not able to secure that Parent Academy at Pittman; however, parents had the opportunity to attend the academy at a different site. Purchased "We Both Read" books for K and first grade.</p> <p>RMP1.2 "Literacy Activities (1 FTE Library Assistant and Books)</p>	<p>RMP 1.2 2000, 3000, 4000, 5000 1100 Unrestricted Lottery \$35,000</p>	<p>RMP 1.2 4000-4999: Books And Supplies 1100 Unrestricted Lottery \$20,848</p>

Currently in the process of hiring 1 FTE Library Assistant. In March, previous Library Assistant was hired as full time substitute teacher for the district. Prior to her leave, Library Assistant read to the students on a regular basis increasing students' love for reading. Library Assistant also met with students to discuss accelerated reader reports.

Spanish books were acquired for the school's library.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMP: 2 - Parent and School Communication</p> <p>To provide and maintain systems of communication that meets the needs of the school, parents, students and the community</p> <p>RMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders. (Monthly letters)</p>	<p>RMP: 2 - Parent and School Communication</p> <p>RMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders. (Monthly letters)</p> <p>Parents are a critical component of the success of our students. Regular parent conference, during and after school family activities, and recruitment of parents to participate in the school's governance is ongoing.</p>	<p>RMP 2.1 2000, 3000, 4000, 5000 0000 LCFF Base \$5,000</p>	<p>RMP 2.1 4000-4999: Books And Supplies 0000 LCFF Base \$6,706</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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RMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

RMP3.1 Academic Parent-Teacher conferences

RMP: 3 - Parent and Teacher Engagement

RMP3.1 Academic Parent-Teacher conferences

Teachers communicate regularly with parents about their children's academic progress via individual parent conferences, progress reports, and other electronic means, providing parents pertinent information regarding their students' progress, as well as best ways to help students at home.

RMP 3.1 1000, 3000 0000 Base, 0100 Supp/Conc, through 9999 Other \$20,000

Action 4

Planned Actions/Services

RMP: 4 - Student Engagement and Leadership Opportunities

To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

RMP4.1 Opportunities for students to participate in clubs and activities

RMP4.2 Academic Nights and Assemblies

Actual Actions/Services

RMP: 4 - Student Engagement and Leadership Opportunities

RMP4.1 Opportunities for students to participate in clubs and activities

School Counselor as well as some teachers provide opportunities for all students to be a part of a positive group: Drone Team, Student Council, Ping-Pong Team, Girls Empowerment Club, Chess Club, Archery Club, Martial Arts Club.

RMP4.2 Academic Nights and Assemblies

Budgeted Expenditures

RMP 4.1 None None \$0

RMP 4.2 4000-4999: Books And Supplies 0000 LCFF Base \$3,000

Estimated Actual Expenditures

Our most well attended events are events that are less formally structured such as: Family Nights: Literacy, Numeracy, Turkey Bingo, Festival of Honor, Art Slam, Science Night, Movie Nights, K-4th Parent/Child dances. More formal participation opportunities are also provided through our committees and parent teacher meetings.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMP: 5 - Extended Learning Opportunities</p> <p>To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.</p> <p>RMP5.1 Summer Enrichment for K-8</p>	<p>RMP: 5 - Extended Learning Opportunities</p> <p>RMP5.1 Summer Enrichment for K-8</p> <p>This school year, Pittman will be host to the EL/Migrant summer school being provided by SUSDs Language Development Office and SJCOE. This summer session is open for EL and Migrant students.</p>	<p>RMP 5.1 5000-5999: Services And Other Operating Expenditures Other \$0</p>	

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMP: 6 - Visual and Performing Arts (VAPA) Activities</p> <p>To provide students with hands on activities and exposure to</p>	<p>RMP: 6 - Visual and Performing Arts (VAPA) Activities</p>	<p>RMP 6.1 1000, 3000 0000 LCFF Base \$65,342</p>	<p>RMP 6.1 1000, 3000 0000 LCFF Base \$60,637</p>

opportunities in areas beyond the core instructional requirements.

RMP6.1 Visual and Performing Arts Activities

RMP6.1 Visual and Performing Arts Activities

A .5 FTE VAPA teacher provided art instruction for all 7th and 8th grade students.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>MP: 7 - Student Attendance Accountability</p> <p>To provide a system of supports that enables students to be academically successful through regular and on-time attendance.</p> <p>RMP7.1 Improve student attendance accountability (Monthly Attendance Recognition)</p>	<p>MP: 7 - Student Attendance Accountability</p> <p>RMP7.1 Improve student attendance accountability (Monthly Attendance Recognition)</p>	<p>RMP 7.1 4000-4999: Books And Supplies Other \$44,050</p>	<p>RMP 7.1 4000-4999: Books And Supplies Other \$4,176</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

One of the major barriers to fully implement this goal continues to be the lack of parent participation in formal academic meetings, especially in 6th-8th grade. However, parent attendance increases greatly when we host less unstructured events like parent nights. In 2018-2019 the Staff at Pittman provide opportunities to join SSC, ELAC, and the Charter Board Advisory Committee. We also provide parents with the opportunity to attend: Festival of Honor, Art Slam, Literacy Night, Math Night, AVID Parent Meetings, Parent/Teacher Academic Conferences, Dual Immersion Open House, as well as Academic Conferences, Shout-Out Assemblies and Award Assemblies.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our most well attended events are the less formally structure Family Nights: Literacy, Numeracy, Turkey Bingo, Festival of Honor, Art Slam, Science Night, Movie Nights, K-4th Parent/Child dances. More formal participation opportunities are also provided through our committees and parent teacher meetings. One of the major concerns under "student engagement" is the lack of funding being provided for all Clubs and lack of compensation for staff leading these clubs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The factors contributing to differences between budgeted expenditure and the estimated actual expenditures include: No expenditures were identified or unidentifiable, expenditures were covered as a district-wide initiative, or expenditures related to bargaining unit agreement settlements.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based on input from stakeholders metrics some of the wording have been revised to reflect specific measurement for improvements in State Priorities: 3A, 3B, 4A and 6A. These changes can be found in Expected Annual Measurable Outcomes section of this document.

* State Priority 3A was modified to reflect the current committees, academic conferences and family events in which parents can participate.

* State Priority 3B was modified the expected 5% improvement in ELA and Math

* State Priority 4A was modified to include the need to fund clubs and compensate staff for their time leading these clubs.

* State Priority 6A was modified to denote the need to hire one FTE PE teacher.

*The wording in RMP 1.1, RMP 2.1 and RMP 3.1 changed to include: "Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)

* The wording in RMP4.1 was modified to read, "Provide opportunities and funding for all students to participate in clubs and activities during and after school. Compensate staff leading leading these clubs. In RMP4.2 we included Shout-Out Assemblies, and Award Assemblies.

The wording in RMP6.1 was modified to read, "In the future, we would like to once again have a .5 FTE Visual and Performing Arts teacher. To compensate for the lack of a .5 FTE art teacher will need to make PE a full time position. In RMP6.2 we noted the need to hire one 1 FTE Physical Education Teacher.

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Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Pittman Charter School stakeholders, including, community members have been invited and in updating the development of the 2018-2019 Local Control Accountability Plan.

The initial outreach was conducted during our back to school night where parents were informed of all committee meetings for School Site Council, English Learner Advisory Committee and Charter Board Advisory Committee.

Throughout the 2018-2019 LCAP year, Pittman has communicated ways to carry the information to our stakeholders, which include, employees and parents/families. One vehicle is using the School Site Council meetings. Although these meetings in the past typically were primarily used for discussing Title I funding, the district realized during the 2015-2016 LCAP year that important information and feedback could be provided in a two-way communication stream. Therefore, the LCAP Team coordinated with the State and Federal Programs Directors and in turn they instructed principals to incorporate LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement. District LCAP coordinator attended one School Site Council Meeting.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Pittman will continue to work with all stakeholders in the development of the 2019-2020 LCAP and Annual Update. It became clearly apparent that we need to increase the number of opportunities for all stakeholders to give input as we develop the next three year LCAP.

The goal statements have been conveyed to stakeholders with positive acknowledgement:

Student Achievement,

Pittman will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Safe and Healthy Learning Environments,

Pittman will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Meaningful Partnerships,

Together, Pittman, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Student Achievement

Pittman Charter School will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Pittman Students Need:

- Teachers that deliver high quality instruction through the implementation of State Standards. Data Source: SUSD Curriculum and Language Development Department
- Meet or exceed standards on state and MAP testing. Data Source: CAASSP, MAP, SUSD Illuminate by PT Schools
- Fluency in the English language. Data Source: CALPADS, CELDT (Replaced by (ELPAC)
- Reading and Comprehending by Grade 3. Data Source: CALPADS, MAP

- Algebra proficiency by Grade 9 (Concepts and Applications). Data Source: CALPADS, MAP
- Graduate High School and be College/Career Ready by Grade 12. Data Source: CALPADS, Career Cruising, SBAC/EAP in ELA and Math

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 2A: Implementation of the academic content and performance standards adopted by the state board.	<p>Baseline (2015-2016):</p> <p>103 ELA Units of Study</p> <p>99 Math Units of Study</p> <p>Data Source: SUSD Curriculum Department Unit of Study Master List</p>	<p>To maintain the percentage of K-12 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)</p>	<p>To maintain the percentage of K-8 classrooms that have standards-aligned Units of Study in Mathematics and English Language Arts. (Verified by SUSD Curriculum Department Units of Study Master List.)</p> <p>82 ELA Units of Study</p> <p>74 Math Units of Study</p>	<p>To ensure all students in K-8 classrooms have access to the newly adopted standards-aligned Mathematics and English Language Arts curriculum.</p> <p>All teachers will be trained in the use of the newly adopted ELA and math curriculum and will continue to be provided with opportunities to participate in PD related to best practices and best ways to implement "new" curriculum.</p> <p>100%</p> <p>(Verified by SUSD Curriculum Department Master List, Classroom Walkthroughs, PD sign-in list.)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency?</p>	<p>Baseline (2015-2016): 100%</p> <p>Data Source: SUSD Site Master Schedules, Synergy</p>	<p>To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)</p>	<p>To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)</p> <p>100%</p> <p>Data Source: SUSD Site Master Schedules, Synergy, Classroom Walkthroughs</p>	<p>To maintain the percentage of English Learners receiving at minimum of 30 minutes a day of designated English Language Development and access to integrated English Language Development standards. (Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy.)</p> <p>100%</p> <p>Data Source: SUSD Site Master Schedules, Synergy, Classroom Walkthroughs</p>
<p>State Priority 4A: Statewide Assessments</p>	<p>Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math</p> <p>Data Source: CAASPP, SUSD Illuminate by PT School</p>	<p>To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p>	<p>To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p> <p>23.12% SBAC ELA</p>	<p>To increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards by 5% as determined by the Smarter Balanced Assessment (SBAC). (Verified by CAASPP, SUSD Illuminate by PT School reports.)</p> <p>23.12% SBAC ELA</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			<p>20.05% SBAC Math</p> <p>Data Source: CAASPP Smarter Balance Results (2017)</p>	<p>20.05% SBAC Math</p> <p>Data Source: CAASPP Smarter Balance Results (2018)</p>
<p>State Priority 4B: The Academic Performance Index</p>	<p>Baseline (2014-2015):</p> <p>The Academic Performance Index was suspended by the California State Board of Education indefinitely; therefore, no data reported.</p>	<p>The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.</p>	<p>The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.</p>	<p>The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.</p>
<p>State Priority 4C: The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the UC or CSU, or career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks.</p>	<p>Baseline (2015-2016):</p> <p>26%</p> <p>Data Source: CALPADS</p>	<p>To increase the percentage of students that have completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework. (Verified by CALPADS.)</p>	<p>Pittman is a K-8 school and does not offer courses that satisfy the requirements for entrance to the UC or CSU universities. However, Pittman does offer AVID and MESA.</p>	<p>Pittman is a K-8 school and does not offer courses that satisfy the requirements for entrance to the UC or CSU universities. However, Pittman does offer AVID and MESA.</p> <p>Current AVID enrollment (Spring 2019): 32 Students</p> <p>Current MESA club enrollment (Spring 2019): 25 Students</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 4D: The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT; or any subsequent assessment of English proficiency, as certified by the state board.</p>	<p>Baseline (2015-2016):</p> <p>AMAO 1 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p> <p>AMAO 2 has been suspended by the California State Board of Education indefinitely; therefore, no data reported.</p> <p>Data Source: CALPADS, CELDT</p>	<p>To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p>	<p>To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p> <p>EL students increased 11.8 points in the fall 2017 Dashboard Report.</p>	<p>To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)</p> <p>20% of English Learners are English Proficient. (2018 ELPAC)</p> <p>Level 1: 14.3% Level 2: 23.4% Level 3: 40.6% Level 4: 21.7% (Dashboard)</p>
<p>State Priority 4E: The English learner reclassification rate.</p>	<p>Baseline (2015-2016):</p> <p>8% English Learners redesignated</p> <p>Data Source: Dataquest</p>	<p>To increase the English Learner reclassification rate. (Verified by Dataquest.)</p>	<p>To increase the English Learner reclassification rate. (Verified by Dataquest.)</p> <p>In 2017-2018, we reclassified 46 students out of 286 EL students, or 16.3%.</p>	<p>To increase the English Learner reclassification rate. (Verified by Dataquest.)</p> <p>In 2018-2019, we reclassified 46 students.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.</p>	<p>Baseline (2015-2016): 32% Data Source: College Board AP Exam</p>	<p>To increase the overall percentage of students who have passed at least one advanced placement (AP) examination with a score of 3 or higher. (Verified by CollegeBoard AP Exam.)</p>	<p>Pittman is a K-8 school and does not offer courses designated as advanced placement (AP).</p>	<p>Pittman is a K-8 school and does not offer courses designated as advanced placement (AP).</p>
<p>State Priority 4G: The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.</p>	<p>Baseline (2015-2016): 21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS, SBAC/EAP in ELA and Math</p>	<p>To increase the percentage of students in Grade 11 who will demonstrate college preparedness in English Language Arts (ELA) and Mathematics pursuant to the Early Assessment Program. (Verified by CALPADS, SBAC/EAP in ELA and Mathematics.)</p>	<p>Pittman is a K-8 school and does not offer college level preparatory courses. However, we do offer an AVID class and the MESA club as options. For the past 3 years, 8th grade students have also taken the PSAT assessment.</p>	<p>Pittman is a K-8 school and does not offer college level preparatory courses. However, we do offer an AVID class and the MESA club as options. For the past 3 years, 8th grade students have also taken the PSAT assessment.</p> <p>Current AVID enrollment (Spring 2019): 32 Current MESA group members (Spring 2019): 25</p>
<p>State Priority 7A: A broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i), as applicable.</p>	<p>Baseline (2015-2016): Yes Data Source: CALPADS</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science,</p>	<p>Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and</p>	<p>Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs. (Verified by CALPADS.)</p>	<p>Visual and Performing Arts, in addition, some K-8 students receive instruction in the dual Spanish program. (Verified by CALPADS and Synergy.)</p>	<p>Visual and Performing Arts, in addition, some K-8 students receive instruction in the dual Spanish program. (Verified by CALPADS and Synergy.)</p>
<p>State Priority 7B: Programs and services developed and provided to unduplicated pupils.</p>	<p>Baseline (2015-2016): Yes Data Source: CALPADS</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)</p>	<p>Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, in addition, 7-8 grade students received ELD instruction and available intervention programs. (Verified by CALPADS and Synergy.)</p>	<p>Pittman maintains a broad course of study and offers all students in grades PK-8 instruction in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, in addition, 7-8 grade students received ELD instruction and available intervention programs. (Verified by CALPADS and Synergy.)</p>
<p>State Priority 7C: Programs and services developed and provided</p>	<p>Baseline (2015-2016): Yes</p>	<p>To maintain that a broad course of study is offered to all students grades PK-12 in the</p>	<p>Pittman maintains a broad course of study and offers all students grades PK-8 instruction</p>	<p>Pittman maintains a broad course of study and offers all students grades PK-8 instruction</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
to pupils with exceptional needs.	Data Source: CALPADS	area of English Language Arts (ELA), Mathematics, Social Studies, Science, Health, and Visual and Performing Arts, in addition, 7-12 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, in addition, 7-8 grade students received expanded access to online core content courses and available intervention programs, including levels of least restrictive environment (resource support, pull out, and one on one support), learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)	in English Language Arts (ELA), Mathematics, Social Studies, Science, and Visual and Performing Arts, and available intervention programs, including levels of least restrictive environment resource support, pull out, and one on one support, learning center models, and behavior/mental health/physical support. (Verified by CALPADS.)
State Priority 8A: Pupil outcomes, if available, in the subject areas described in Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.	<p>Baseline (2015-2016):</p> <p>16% met grade level proficiency in Reading</p> <p>18% met grade level proficiency in Math</p> <p>Data Source: MAP</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts.</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>18% projected MAP to SBAC scores on students at 3/4 level proficiency in Reading</p>	<p>To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.)</p> <p>2019 SBAC percentage of students meeting grade level standards:</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		(Verified by MAP, CALPADS.)	Data Source: MAP	Pending data June 1 from Research 2018 SBAC percentage of students meeting grade level standards: 19.23% 2017 SBAC percentage of students meeting grade level standards: 23.75%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

RSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

RSA1.1 Acquire technology devices, headphones, and secure storage carts for student use. (100 Chromebooks, 4 carts, 100 headphones)

2018-19 Actions/Services

RSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

RSA1.1 Acquire technology devices, headphones, and secure storage carts for student use. (100 Chromebooks, 4 carts, 100 headphones)

2019-20 Actions/Services

RSA: 1 - Student Technology

To enhance student access to information technologies that promote increased learning and academic achievement.

RSA1.1 Continue to acquire technology devices such as headphone, computers, computer carts printers, projectors...etc to replace obsolete, non operational devices and to accommodate for new classes being added.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,000	\$50,000	\$30,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies RSA 1.1	4000-4999: Books And Supplies RSA 1.1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RSA: 2 - Instructional Materials and Supplies

 To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

 RSA2.1 Increase classroom supplies and resources to teachers

2018-19 Actions/Services

RSA: 2 - Instructional Materials and Supplies

 To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

 RSA2.1 Increase classroom supplies and resources to teachers

2019-20 Actions/Services

RSA: 2 - Instructional Materials and Supplies

 To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards.

 RSA2.1 Increase classroom supplies and resources to teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies RSA 2.1	4000-4999: Books And Supplies RSA 2.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: ELs,
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
Specific Grade Spans: 4th Grade Dual
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their

2018-19 Actions/Services

RSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their

2019-20 Actions/Services

RSA: 3 - Primary Language Support

To provide appropriate intervention and supplemental support to students and their

families that values their native language and culture while fostering academic success in English Language Development.

RSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan. Bilingual assistants support to training and implementation of the EL Master Plan. (1 FTE Bilingual Assistant, add an additional 1 FTE Bilingual Assistant = 2 FTE Bilingual Assistant)

RSA3.2 Dual Immersion Program (Charter) (1 FTE Dual Immersion Kinder and 1 FTE Dual Immersion 1st Grade Teacher)

families that values their native language and culture while fostering academic success in English Language Development.

RSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan. Bilingual assistants support to training and implementation of the EL Master Plan. (1 FTE Bilingual Assistant, add an additional 1 FTE Bilingual Assistant = 2 FTE Bilingual Assistant)

RSA3.2 Dual Immersion Program (Charter) (1 FTE Dual Immersion Kinder and 1 FTE Dual Immersion 1st Grade Teacher)

RSA3.3 Dual Immersion Program (Charter) (1 FTE Dual Immersion 2nd Grade Teacher) and 1 FTE Dual Immersion 3rd Grade Teacher)

families that values their native language and culture while fostering academic success in English Language Development.

RSA3.1 Support for training and implementation of the English Learners (EL) Instructional Program (as described in the English Learner (EL) Master Plan) and the English Learners (EL) Master Plan. Bilingual assistants support to training and implementation of the EL Master Plan. (1 FTE Bilingual Assistant, add an additional 1 FTE Bilingual Assistant = 2 FTE Bilingual Assistant)

RSA3.2 Dual Immersion Program (Charter) (1 FTE Dual Immersion Kinder and 1 FTE Dual Immersion 1st Grade Teacher)

RSA3.3 Dual Immersion Program (Charter) (1 FTE Dual Immersion 2nd Grade Teacher) and 1 FTE Dual Immersion 3rd Grade Teacher)

RSA 3.4 In 2019-2020 we weill need to a one 4th Dual Immersion Program (1 FTE Dual Immersion 4th Grade Teacher)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$243,837	\$78,796	\$78,796
Source	LCFF, Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000,2000,3000,5000	2000, 3000 RSA 3.1	2000, 3000 RSA 3.1
Amount		\$190,274	\$250,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 3000 RSA 3.2	1000, 3000 RSA 3.2
Amount		\$190,274	\$250,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 3000 RSA 3.3	1000, 3000 RSA 3.3
Amount			\$125,000
Source			0000 LCFF Base
Budget Reference			1000, 3000 RSA 3.4

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RSA: 4 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

RSA4.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

2018-19 Actions/Services

RSA: 4 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

RSA4.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

2019-20 Actions/Services

RSA: 4 - Teacher Collaboration, Monitoring and Support

To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies.

RSA4.1 Regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$152,921	\$195,453	\$205,115
Source	Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000, 3000 RSA 4.1	1000, 3000 RSA 4.1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RSA: 5 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive

2018-19 Actions/Services

RSA: 5 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive

2019-20 Actions/Services

RSA: 5 - Implementation of Professional Learning Community (PLC) strategies

To provide educators and district staff with Professional Learning Communities (PLCs) with training that promotes a cohesive understanding and supportive

<p>systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>RSA5.1 Training in Professional Learning Communities (PLCs) - Staff to train, refine and implement Professional Learning Communities strategies within the instructional cycle through conferences, training, and/or a staff retreat. (Include costs for conferences, training, retreat (materials/supplies too), substitute pay and teacher hourly)</p>	<p>systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>RSA5.1 Training in Professional Learning Communities (PLCs) - Staff to train, refine and implement Professional Learning Communities strategies within the instructional cycle through conferences, training, and/or a staff retreat. (Include costs for conferences, training, retreat (materials/supplies too), substitute pay and teacher hourly)</p>	<p>systems in understanding and conducting day-to-day practice to achieve academic and instructional success.</p> <p>RSA5.1 Training in Professional Learning Communities (PLCs) - Staff to train, refine and implement Professional Learning Communities strategies within the instructional cycle through conferences, training, and/or a staff retreat. (Include costs for conferences, training, retreat (materials/supplies too), substitute pay and teacher hourly)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,000	\$50,000	\$50,000
Source	Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000	1000, 3000, 5000 RSA 5.1	1000, 3000, 5000 RSA 5.1

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RSA: 6 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.

RSA6.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers. (Include substitute pay for teachers out of classroom for intervention activities.)

RSA6.2 Tools, software, and resources to enhance student language and literacy acquisition and mathematic proficiency (Safari Montage, Accelerated Reader)

RSA6.3 Field trips associated with the core academic instruction.

2018-19 Actions/Services

RSA: 6 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.

RSA6.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers. (Include substitute pay for teachers out of classroom for intervention activities.)

RSA6.2 Tools, software, and resources to enhance student language and literacy acquisition and mathematic proficiency (Safari Montage, Accelerated Reader)

RSA6.3 Field trips associated with the core academic instruction.

2019-20 Actions/Services

RSA: 6 - Student Intervention Strategies and Support

To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.

RSA6.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention or teacher on special assignment Teachers. (Include substitute pay for teachers out of classroom for intervention activities.)

RSA6.2 Tools, software, and resources to enhance student language and literacy acquisition and mathematics proficiency (Safari Montage, Accelerated Reader)

RSA6.3 Field trips associated with the core academic instruction.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$149,633	\$110,000	\$110,000
Source	LCFF, Other	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 3000, 5000	1000, 3000 RSA 6.1	1000, 3000 RSA 6.1
Amount		\$11,000	\$11,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4000-4999: Books And Supplies RSA 6.2	4000-4999: Books And Supplies RSA 6.2
Amount		\$30,000	\$30,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		5000-5999: Services And Other Operating Expenditures RSA 6.3	5000-5999: Services And Other Operating Expenditures RSA 6.3

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

LEA-wide
 [Add Scope of Services selection here]

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

RSA: 7 - Instructional Coaching

 To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.

 RSA7.1 Instructional Coaches

2018-19 Actions/Services

RSA: 7 - Instructional Coaching

 To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.

 RSA7.1 Instructional Coaches

2019-20 Actions/Services

RSA: 7 - Instructional Coaching

 To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.

 RSA7.1 Instructional Coaches

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$104,555	\$135,485	\$139,000
Source	LCFF	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low
Budget Reference	1000, 3000	1000, 3000 RSA 7.1	1000, 3000 RSA 7.1

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RSA: 8 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

RSA8.1 After School Program Homework Assistance and Tutoring

RSA8.2 After School Program Intramural Sports Program for grades 4-8

2018-19 Actions/Services

RSA: 8 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

RSA8.1 After School Program Homework Assistance and Tutoring

RSA8.2 After School Program Intramural Sports Program for grades 4-8

2019-20 Actions/Services

RSA: 8 - After School Programs

To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day.

RSA8.1 After School Program Homework Assistance and Tutoring

RSA8.2 After School Program Intramural Sports Program for grades 4-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$20,000	\$20,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000 RSA 8.1	1000, 2000, 3000, 4000, 5000 RSA 8.1
Amount		\$20,000	\$20,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 2000, 3000, 4000, 5000 RSA 8.2	1000, 2000, 3000, 4000, 5000 RSA 8.2

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Pittman Charter Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RSA: 9 - College and Career Preparatory Opportunities

To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

RSA9.1 AVID program

RSA9.2 Mathematics, Engineering, Science Achievement (MESA) Program

RSA9.3 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th

2018-19 Actions/Services

RSA: 9 - College and Career Preparatory Opportunities

To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

RSA9.1 AVID program

RSA9.2 Mathematics, Engineering, Science Achievement (MESA) Program

RSA9.3 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th

2019-20 Actions/Services

RSA: 9 - College and Career Preparatory Opportunities

To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce.

RSA9.1 AVID program

RSA9.2 Mathematics, Engineering, Science Achievement (MESA) Program

RSA9.3 Opportunities for Age Appropriate College Entrance Examinations, i.e. PSAT for 8th

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$5,000	\$5,000
Source	LCFF, Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000 RSA 9.1	1000, 2000, 3000, 4000, 5000 RSA 9.1

Amount		\$1,000	\$5,000
Source		0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference		1000, 2000, 3000, 4000, 5000 RSA 9.2	1000, 2000, 3000, 4000, 5000, 6000 RSA 9.2
Amount		\$0	\$0
Source		None	None
Budget Reference		None RSA 9.3	None RSA 9.3

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Safe and Healthy Learning Environments

Pittman Charter School will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Pittman Students Need:

- Highly Qualified Teachers. Data Source: SARC
- Facilities in good repair. Data Source: SARC
- Textbook sufficiency. Data Source: SARC
- Safe, peaceful and healthy campus environment. Data Source: CHKS and PLUS surveys

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 1A: Teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	<p>Baseline (2016-2017):</p> <p>86%</p> <p>Data Source: SUSD Human Resource Reports</p>	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school district are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching. (Verified by SUSD Human Resource reports.)	To increase upon the number of teachers of the school who are appropriately assigned and fully credentialed in the subject areas, and for the pupils they are teaching. (Verified by SUSD Human Resource reports.)
State Priority 1B: Every pupil in the school district has sufficient access to the standards-aligned instructional materials.	<p>Baseline (2015-2016):</p> <p>100%</p> <p>Data Source: SUSD District Textbook Sufficiency Resolution</p>	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)	To maintain the percentage of students who will have sufficient access to instructional materials. (Verified by the SUSD District Textbook Sufficiency Resolution.)
State Priority 1C: School facilities are maintained in good repair.	<p>Baseline (2015-2016):</p> <p>61.1%</p> <p>Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)</p>	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 6A: Pupil suspension rates.</p>	<p>Baseline (2015-2016):</p> <p>9.4% suspension rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	<p>To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)</p>	<p>To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)</p>	<p>To decrease suspension rates. (Verified by SUSD Student Information System, Dash Board, CALPADS.)</p>
<p>Disproportionate student suspension rate of all significant subgroups will continue to decrease.</p>	<p>Baseline (2015-2016):</p> <p>6,165 Total Suspensions</p> <p>49.78% Hispanic</p> <p>30.53% African American</p> <p>7.72% Caucasian</p> <p>3% Other</p> <p>.58% American Indian/Alaskan Native</p> <p>5.04% Asian</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	<p>To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)</p>	<p>To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)</p>	<p>To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, Dash Board, CALPADS)</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6B: Pupil expulsion rates.	Baseline (2015-2016): .08% expulsion rate Data Source: SUSD Student Information System, CALPADS	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease expulsion rates. (Verified by SUSD Student Information System, Dash Board, CALPADS.)
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	Baseline (2015-2016): 51 Total Expulsions 47.06% Hispanic 37.25% African American 5.88% Caucasian 1.96% Other 1.96% American Indian/Alaskan Native 5.88% Asian Data Source: SUSD Student Information System and CALPADS	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student expulsion rate of all significant subgroups. (verified by SUSD Student Information System, Dash Board, CALPADS)
State Priority 6C: Other local measures, including surveys of	Baseline (2014-2015): 82%	To increase the percentage of students in Grades 5, 7, 9, and	To increase the percentage of students in Grades 5, 7, 9, and	To increase the percentage of students in Grades 5, 7, 9, and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
pupils, parents, and teachers on the sense of safety and school connectedness.	Data Source: California Healthy Kids Survey (CHKS)	11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

RLE1.1 Acquire technology devices, projectors and speakers for instructional use.

2018-19 Actions/Services

RLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.

RLE1.1 Acquire technology devices, projectors and speakers for instructional use.

2019-20 Actions/Services

RLE: 1 - Technology Infrastructure and Support

To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing and to replace non working or obsolete devices.

RLE1.1 Acquire technology devices, projectors and speakers for instructional use.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,000	\$20,000	\$20,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 4000	2000, 3000, 4000 RLE 1.1	2000, 3000, 4000 RLE 1.1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
Unchanged Action

2017-18 Actions/Services

RLE: 2 - Facility Support

To provide students and educators with facilities that are clean and functional to received and deliver instruction.

RLE2.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)

2018-19 Actions/Services

RLE: 2 - Facility Support

To provide students and educators with facilities that are clean and functional to received and deliver instruction.

RLE2.1 Custodial/Maintenance Services Gap Restoration (.5 FTE)

2019-20 Actions/Services

RLE: 2 - Facility Support

To provide students and educators with facilities that are clean and functional to received and deliver instruction.

RLE2.1 Maintain Custodial/Maintenance staff: 2 FTE night custodians and 1 FTE day custodian.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,971	\$29,125	\$40,000
Source	LCFF, Other	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 5000, 6000	2000, 3000 RLE 2.1	2000, 3000 RLE 2.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

RLE: 3 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

RLE3.1 Basic Instruction and Teacher Staffing (Includes purchase of textbooks)

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

RLE: 3 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

RLE3.1 Basic Instruction and Teacher Staffing (Includes purchase of textbooks)

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

RLE: 3 - Basic Instruction and Teacher Staffing

To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment.

RLE3.1 Basic Instruction and Teacher Staffing (Includes purchase of textbooks)

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,281,459	\$3,358,248	\$3,524,237
Source	LCFF, Other	LCFF, Other	LCFF, Other
Budget Reference	1000, 3000	1000, 3000 RLE 3.1	1000, 3000 RLE 3.1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

<p>RLE: 4 - Parent and Community Relations</p> <p>To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.</p> <p>RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 5 days and YMCA for babysitting and lunchtime substitutes)</p>	<p>RLE: 4 - Parent and Community Relations</p> <p>To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.</p> <p>RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 3 days and Noon Duty personnel for babysitting)</p>	<p>RLE: 4 - Parent and Community Relations</p> <p>To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.</p> <p>RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 3 days, VICTOR program for 5 days/week and Noon Duty personnel for babysitting)</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,320	\$25,000	\$25,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000	2000, 3000, 5000 RLE 4.1	2000, 3000, 5000 RLE 4.1

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All [Add Students to be Served selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>Specific Schools: Pittman Charter School [Add Location(s) selection here]</p>
--	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

LEA-wide
 [Add Scope of Services selection here]

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

RLE: 5 - Health Services

 To provide student and families with appropriate health services interventions to be healthy and more able to learn.

 RLE5.1 Subacute Health Care Services Response and Management

2018-19 Actions/Services

RLE: 5 - Health Services

 To provide student and families with appropriate health services interventions to be healthy and more able to learn.

 RLE5.1 Subacute Health Care Services Response and Management

2019-20 Actions/Services

RLE: 5 - Health Services

 To provide student and families with appropriate health services interventions to be healthy and more able to learn.

 RLE5.1 Subacute Health Care Services Response and Management

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,965	\$10,965
Source	LCFF	1100 Unrestricted Lottery	1100 Unrestricted Lottery
Budget Reference	1000, 2000, 3000	5700-5799: Transfers Of Direct Costs RLE 5.1	5700-5799: Transfers Of Direct Costs RLE 5.1

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RLE: 6 - Community Oriented Policing Program

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.

RLE6.1 Visible Support of Safe and Secure Campuses

RLE6.2 Strengthening School and Stakeholder Connections through Training (Equity and Access Training)

2018-19 Actions/Services

RLE: 6 - Community Oriented Policing Program

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.

RLE6.1 Visible Support of Safe and Secure Campuses

RLE6.2 Strengthening School and Stakeholder Connections through Training (Equity and Access Training)

2019-20 Actions/Services

RLE: 6 - Community Oriented Policing Program

To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments.

RLE6.1 Visible Support of Safe and Secure Campuses by hiring 3, 1/2 hour Noon Duty and 1 FTE CSA.

RLE6.2 Strengthening School and Stakeholder Connections through Training (Equity and Access Training)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$92,000	\$39,065	\$40,000
Source	0000 LCFF Base	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 4000, 5000	2000, 3000 RLE 6.1	2000, 3000 RLE 6.1
Amount		\$0	\$0
Source		None	None
Budget Reference		None RLE 6.2	None RLE 6.2

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RLE: 7 - School Counseling

To provide students with social and emotional systems of supports that lead to improved academic success.

RLE7.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports

2018-19 Actions/Services

RLE: 7 - School Counseling

To provide students with social and emotional systems of supports that lead to improved academic success.

RLE7.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports

2019-20 Actions/Services

RLE: 7 - School Counseling

To provide students with social and emotional systems of supports that lead to improved academic success.

RLE7.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$98,569	\$88,365	\$110,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 3000	1000, 3000 RLE 7.1	1000, 3000 RLE 7.1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Meaningful Partnerships

Together, Pittman Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Pittman Students Need:

- Collaboration and relationships with diverse communities and families. Data Source: Parent Empowerment Committee, Student Services, Special Education and Language Development Departments
- Students on time and attend school daily. Data Source: Child Welfare and Attendance Department, CALPADS
- Student progress monitoring. Data Source: Student Services Department, Career Cruising

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation in making decisions for the school district and the individual school site through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)</p>	<p>Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees. (Verified by SUSD District and Site Participation Reports.)</p>	<p>Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)</p>
<p>State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.</p>	<p>Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports</p>	<p>To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory</p>	<p>Continue offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District</p>	<p>Continue offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee,</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)
State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.	Baseline (2015-2016): 49 schools Data Source: SUSD District and Site Participation Reports	To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	Continue offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)	Continue offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)
State Priority 5A: School attendance rates.	Baseline (2015-2016): 94.37% Data Source: SUSDs	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.) 95.1%	To increase attendance rates. Continue offering incentives for perfect attendance and improved attendance.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Student Information System, BiTech			(Verified by CALPADS.)
State Priority 5B: Chronic absenteeism rates.	Baseline (2015-2016): 7.95% Data Source: SUSDs Student Information System	To decrease chronic absenteeism rates. (Verified by CALPADS.)	To decrease chronic absenteeism rates. (Verified by Data Quest.) 20.1%	To decrease chronic absenteeism rates. Continue offering incentives for perfect attendance and improved attendance.(Verified by CALPADS.)
State Priority 5C: Middle school dropout rates.	Baseline (2015-2016): .3% Data Source: CALPADS	To decrease middle school dropout rates. (Verified by CALPADS.)	To decrease middle school dropout rates. (Verified by Data Quest.) 0.001%	To decrease middle school dropout rates. (Verified by CALPADS.)
State Priority 5D: High school dropout rates.	Baseline (2015-2016): 13% Data Source: CALPADS	To decrease high school dropout rates. (Verified by CALPADS.)	Pittman serves PK-8th grade students only.	Pittman serves PK-8th grade students only.
State Priority 5E: High school graduation rates.	Baseline (2015-2016): 81% Data Source: CALPADS	To increase high school graduation rates. (Verified by CALPADS.)	Pittman serves PK-8th grade students only.	Pittman serves PK-8th grade students only.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

RMP: 1 - Parent Empowerment

To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

RMP: 1 - Parent Empowerment

To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

RMP: 1 - Parent Empowerment

To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success.

RMP1.1 Parent Academy

RMP1.2 "Literacy Activities (1 FTE Library Assistant and Books)
 Read In Activity (Charter) (Purchase of Books)
 Read In Challenge (Charter) (Incentives and Supplies)
 B Street Theatre (Charter) "

RMP1.1 Parent Academy

RMP1.2 "Literacy Activities (1 FTE Library Assistant and Books)
 Read In Activity (Charter) (Purchase of Books)
 Read In Challenge (Charter) (Incentives and Supplies)
 B Street Theatre (Charter) "

RMP1.1 Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)

RMP1.2 "Literacy Activities (1 FTE Library Assistant and Books)
 Read In Activity (Charter) (Purchase of Books)
 Read In Challenge (Charter) (Incentives and Supplies)
 B Street Theatre (Charter) "

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$67,785	\$1,000	\$1,000
Source	LCFF	0100 LCFF Supp/Conc	0100 LCFF Supp/Conc
Budget Reference	1000, 2000, 3000, 4000, 5000	4000-4999: Books And Supplies RMP 1.1	4000-4999: Books And Supplies RMP 1.1
Amount		\$35,000	\$35,000
Source		1100 Unrestricted Lottery	1100 Unrestricted Lottery
Budget Reference		2000, 3000, 4000, 5000 RMP 1.2	2000, 3000, 4000, 5000 RMP 1.2

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Foster Youth
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

RMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community

RMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders. (Monthly letters)

2018-19 Actions/Services

RMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community

RMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders. (Monthly letters)

2019-20 Actions/Services

RMP: 2 - Parent and School Communication

To provide and maintain systems of communication that meets the needs of the school, parents, students and the community

RMP2.1 Continuous improvement of system of communication with SUSD community and stakeholders. (Monthly letters) Continue offering opportunities for outreach and parent input and participation in making decisions through

various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	2000, 3000, 5000	2000, 3000, 4000, 5000 RMP 2.1	2000, 3000, 4000, 5000 RMP 2.1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 Students with Disabilities
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

RMP3.1 Academic Parent-Teacher Team conferences (APTT) and Principal Coaching

2018-19 Actions/Services

RMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

RMP3.1 Academic Parent-Teacher conferences

2019-20 Actions/Services

RMP: 3 - Parent and Teacher Engagement

To foster the parent and teacher relationships to work in unison towards a common goal of supporting students.

RMP3.1 Academic Parent-Teacher conferences. Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	\$20,000	\$20,000
Source	Other	0000 Base, 0100 Supp/Conc, through 9999 Other	0000 Base, 0100 Supp/Conc, through 9999 Other
Budget Reference	1000, 3000	1000, 3000 RMP 3.1	1000, 3000 RMP 3.1

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RMP: 4 - Student Engagement and Leadership Opportunities

To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

RMP4.1 Opportunities for students to participate in clubs and activities

RMP4.2 Academic Nights and Assemblies

2018-19 Actions/Services

RMP: 4 - Student Engagement and Leadership Opportunities

To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

RMP4.1 Opportunities for students to participate in clubs and activities

RMP4.2 Academic Nights and Assemblies

2019-20 Actions/Services

RMP: 4 - Student Engagement and Leadership Opportunities

To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success.

RMP4.1 Provide opportunities and funding for all students to participate in clubs and activities during and after school.

Compensate staff leading leading these clubs.

RMP4.2 Academic Nights, Shout-Out Assemblies, and Award Assemblies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$55,000	\$0	\$0
Source	LCFF	None	None
Budget Reference	1000, 2000, 3000, 4000	None RMP 4.1	None RMP 4.1
Amount		\$3,000	\$3,000
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		4000-4999: Books And Supplies RMP 4.2	4000-4999: Books And Supplies RMP 4.2

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Unchanged Action

2017-18 Actions/Services

RMP: 5 - Extended Learning Opportunities
 To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.
 RMP5.1 Summer Enrichment for K-8

2018-19 Actions/Services

RMP: 5 - Extended Learning Opportunities
 To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.
 RMP5.1 Summer Enrichment for K-8

2019-20 Actions/Services

RMP: 5 - Extended Learning Opportunities
 To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally.
 RMP5.1 Summer Enrichment for K-8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures RMP 5.1	5000-5999: Services And Other Operating Expenditures RMP 5.1

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
 Specific Grade Spans: 7th and 8th Grade Students
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Pittman Charter School
Specific Grade Spans: 7th and 8th Grade Students
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

RMP: 6 - Visual and Performing Arts (VAPA) Activities

To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements.

RMP6.1 Visual and Performing Arts Activities

2018-19 Actions/Services

RMP: 6 - Visual and Performing Arts (VAPA) Activities

To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements.

RMP6.1 Visual and Performing Arts Activities

2019-20 Actions/Services

RMP: 6 - Visual and Performing Arts (VAPA) Activities

To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements.

RMP6.1 In the future, we would like to once again have a .5 FTE Visual and Performing Arts teacher. To compensate for the lack of a .5 FTE art teacher will need to make PE a full time position.

RMP6.2 1 FTE Physical Education Teacher

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$65,342	0
Source	LCFF	0000 LCFF Base	0000 LCFF Base
Budget Reference	1000, 2000, 3000	1000, 3000 RMP 6.1	1000, 3000 RMP 6.1
Amount			\$100,000
Source			0000 LCFF Base
Budget Reference			1000, 3000 RMP 6.2

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

MP: 7 - Student Attendance Accountability

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

MP: 7 - Student Attendance Accountability

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

MP: 7 - Student Attendance Accountability

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

RMP7.1 Improve student attendance accountability (Monthly Attendance Recognition)

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

RMP7.1 Improve student attendance accountability (Monthly Attendance Recognition)

To provide a system of supports that enables students to be academically successful through regular and on-time attendance.

RMP7.1 Improve student attendance accountability (Monthly Attendance Recognition). Continue to provide incentives for students demonstrating perfect attendance or improved attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$44,050	\$39,869
Source	LCFF	Other	Other
Budget Reference	2000, 3000	4000-4999: Books And Supplies RMP 7.1	4000-4999: Books And Supplies RMP 7.1

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,843,504

Percentage to Increase or Improve Services

32.14%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Supplemental/Concentration funds are being expended in a charterwide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

RSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

RSA: 4 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

RSA: 6 - Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8

through the hiring, retaining, and training "Highly Qualified" Supplemental Intervention Teachers; providing tools, software, and resources to enhance student language and literacy acquisition; and to provide credit recovery and dropout recovery programs.

RSA: 7 - Instructional Coaching - To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to prepare and meaningfully participate in student Individual Educational Plan (IEP) meetings.

RSA: 8 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, provide funding and fully supporting all clubs, and by fulfilling base needs at non After School Program Grant Supported school sites.

RSA: 9 - College and Career Preparatory Opportunities - To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc., and to provide opportunities for age appropriate college entrance examinations.

Goal 2: Safe and Healthy Learning Environments

RLE: 4 - Parent and Community Relations - To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through "Whole-Family" response and resources.

RLE: 5 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

RLE: 6 - Community Oriented Policing Program - To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the hiring and training of staff as visible support of safe and secure campuses and increasing emergency preparedness and response solutions.

RLE: 7 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Goal 3: Meaningful Partnerships

RMP: 1 - Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

RMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

RMP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

RMP: 6 - Visual and Performing Arts (VAPA) Activities - To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Visual and Performing Arts activities.

RMP: 7 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our

unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charterwide (LEA-wide) spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,797,266

Percentage to Increase or Improve Services

33.71%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$924,702

Percentage to Increase or Improve Services

16.69%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Pittman Charter School is a dependent charter that benefits from the district's initiatives and has an unduplicated pupil population count of 685.

Supplemental/Concentration funds are being expended in a charterwide (LEA-wide) manner to provide the following programs and services that are principally directed towards meeting the district's goals for its unduplicated pupils in the eight state priorities;

Goal 1: Student Achievement

RSA: 2 - Instructional Materials and Supplies - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are principally

directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

RSA: 4 - Teacher Collaboration, Monitoring and Support - To provide educators with opportunities to collaborate within grade level Professional Learning Communities (PLCs) and cross grade level Professional Learning Communities (PLCs) to review relevant and appropriate data to support and enhance effective instructional strategies. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the regular, routine, scheduled teacher collaboration time, including monitoring and support for use of collaboration time.

RSA: 6 - Student Intervention Strategies and Support - To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training "Highly Qualified" Supplemental Intervention Teachers; providing tools, software, and resources to enhance student language and literacy acquisition; and to provide credit recovery and dropout recovery programs.

RSA: 7 - Instructional Coaching - To provide educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the hiring, training and assignment of Instructional Coaches and by providing resources for teachers to prepare and meaningfully participate in student Individual Educational Plan (IEP) meetings.

RSA: 8 - After School Programs - To provide educational, recreational and social activities for students that aligns with and extends beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; providing Visual and Performing Arts (VAPA), ensuring student interest enrichment activities are available, provide funding and fully supporting all clubs, and by fulfilling base needs at non After School Program Grant Supported school sites.

RSA: 9 - College and Career Preparatory Opportunities - To provide students with career and college strategies, activities and opportunities that prepares them for the continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence based pathway programs, maintaining college and career guidance support to students, participation of college and career events to include mock interviews, guest speakers, etc., and to provide opportunities for age appropriate college entrance examinations.

Goal 2: Safe and Healthy Learning Environments

RLE: 4 - Parent and Community Relations - To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through "Whole-Family" response and resources.

RLE: 5 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

RLE: 6 - Community Oriented Policing Program - To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through the hiring and training of staff as visible support of safe and secure campuses and increasing emergency preparedness and response solutions.

RLE: 7 - School Counseling - To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 1 and 6 through counseling services for students who need additional social emotional, behavioral and academic learning supports.

Goal 3: Meaningful Partnerships

RMP: 1 - Parent Empowerment - To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the facilitation of Parent Academies, literacy activities, offering Adult Education services at SUSD School Sites, Literacy training for families, and the continuation of English as a Second Language/Civics Education.

RMP: 2 - Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through the continuous improvement in systems of communication with the district, community and stakeholders.

RMP: 4 - Student Engagement and Leadership Opportunities - To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas 3 and 5 through providing opportunities for students to participate in clubs and activities and in Peer Leaders Uniting Students (PLUS) program.

RMP: 6 - Visual and Performing Arts (VAPA) Activities - To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Visual and Performing Arts activities.

RMP: 7 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our unduplicated students in meeting the district's goals in the state priority areas, 3 and 5 through Improve student attendance accountability.

Justification:

The justification for these projects (actions/services) is to ensure positive outcomes for student achievement and school connectedness. Our Blueprint for Students Achievement focuses on all stakeholders working together as a team, and we believe this focus begins in the classroom. Although charterwide (LEA-wide) spending is principally directed towards our unduplicated students, all students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,846,442.00	4,586,357.00	4,731,050.00	4,846,442.00	5,317,982.00	14,895,474.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc, through 9999 Other	184,796.00	114,076.00	0.00	184,796.00	188,796.00	373,592.00
0000 LCFF Base	906,898.00	971,347.00	92,000.00	906,898.00	1,209,115.00	2,208,013.00
0100 LCFF Supp/Conc	171,000.00	3,513.00	0.00	171,000.00	171,000.00	342,000.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	135,485.00	136,431.00	0.00	135,485.00	139,000.00	274,485.00
1100 Unrestricted Lottery	45,965.00	31,813.00	0.00	45,965.00	45,965.00	91,930.00
3010: IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	693,229.00	0.00	0.00	693,229.00
LCFF, Other	3,358,248.00	3,325,001.00	3,722,900.00	3,358,248.00	3,524,237.00	10,605,385.00
None	0.00	0.00	0.00	0.00	0.00	0.00
Other	44,050.00	4,176.00	222,921.00	44,050.00	39,869.00	306,840.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,846,442.00	4,586,357.00	4,731,050.00	4,846,442.00	5,317,982.00	14,895,474.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	0.00	0.00	90,320.00	0.00	0.00	90,320.00
1000, 2000, 3000, 4000	0.00	0.00	55,000.00	0.00	0.00	55,000.00
1000, 2000, 3000, 4000, 5000	46,000.00	0.00	127,785.00	46,000.00	45,000.00	218,785.00
1000, 2000, 3000, 4000, 5000, 6000	0.00	0.00	0.00	0.00	5,000.00	5,000.00
1000, 3000	4,353,441.00	987,183.00	3,554,583.00	4,353,441.00	4,833,352.00	12,741,376.00
1000, 3000, 4000, 5000	0.00	3,327,733.00	0.00	0.00	0.00	0.00
1000, 3000, 5000	50,000.00	36,268.00	149,633.00	50,000.00	50,000.00	249,633.00
1000,2000,3000,5000	0.00	0.00	243,837.00	0.00	0.00	243,837.00
2000, 3000	146,986.00	151,670.00	10,000.00	146,986.00	158,796.00	315,782.00
2000, 3000, 4000	20,000.00	0.00	100,000.00	20,000.00	20,000.00	140,000.00
2000, 3000, 4000, 5000	40,000.00	0.00	92,000.00	40,000.00	40,000.00	172,000.00
2000, 3000, 5000	25,000.00	0.00	5,000.00	25,000.00	25,000.00	55,000.00
2000, 3000, 5000, 6000	0.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	0.00	4,916.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	124,050.00	67,082.00	122,000.00	124,050.00	99,869.00	345,919.00
5000-5999: Services And Other Operating Expenditures	30,000.00	0.00	152,921.00	30,000.00	30,000.00	212,921.00
5700-5799: Transfers Of Direct Costs	10,965.00	11,505.00	0.00	10,965.00	10,965.00	21,930.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	0.00	0.00
None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,846,442.00	4,586,357.00	4,731,050.00	4,846,442.00	5,317,982.00	14,895,474.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF	0.00	0.00	90,320.00	0.00	0.00	90,320.00
1000, 2000, 3000, 4000	LCFF	0.00	0.00	55,000.00	0.00	0.00	55,000.00
1000, 2000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	6,000.00	0.00	0.00	6,000.00	5,000.00	11,000.00
1000, 2000, 3000, 4000, 5000	0000 LCFF Base	20,000.00	0.00	0.00	20,000.00	20,000.00	40,000.00
1000, 2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	20,000.00	0.00	0.00	20,000.00	20,000.00	40,000.00
1000, 2000, 3000, 4000, 5000	LCFF	0.00	0.00	107,785.00	0.00	0.00	107,785.00
1000, 2000, 3000, 4000, 5000	LCFF, Other	0.00	0.00	20,000.00	0.00	0.00	20,000.00
1000, 2000, 3000, 4000, 5000, 6000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	0.00	5,000.00	5,000.00
1000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	20,000.00	0.00	0.00	20,000.00	20,000.00	40,000.00
1000, 3000	0000 LCFF Base	729,708.00	849,359.00	0.00	729,708.00	1,040,115.00	1,769,823.00
1000, 3000	0100 LCFF Supp/Conc	110,000.00	1,393.00	0.00	110,000.00	110,000.00	220,000.00
1000, 3000	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants- Low	135,485.00	136,431.00	0.00	135,485.00	139,000.00	274,485.00
1000, 3000	LCFF	0.00	0.00	203,124.00	0.00	0.00	203,124.00
1000, 3000	LCFF, Other	3,358,248.00	0.00	3,281,459.00	3,358,248.00	3,524,237.00	10,163,944.00
1000, 3000	Other	0.00	0.00	70,000.00	0.00	0.00	70,000.00
1000, 3000, 4000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	2,732.00	0.00	0.00	0.00	0.00
1000, 3000, 4000, 5000	LCFF, Other	0.00	3,325,001.00	0.00	0.00	0.00	0.00
1000, 3000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	50,000.00	36,268.00	0.00	50,000.00	50,000.00	100,000.00
1000, 3000, 5000	LCFF, Other	0.00	0.00	149,633.00	0.00	0.00	149,633.00
1000,2000,3000,5000	LCFF, Other	0.00	0.00	243,837.00	0.00	0.00	243,837.00
2000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	78,796.00	75,076.00	0.00	78,796.00	78,796.00	157,592.00
2000, 3000	0000 LCFF Base	68,190.00	76,594.00	0.00	68,190.00	80,000.00	148,190.00
2000, 3000	0100 LCFF Supp/Conc	0.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000, 3000	1100 Unrestricted Lottery	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000	LCFF	0.00	0.00	10,000.00	0.00	0.00	10,000.00
2000, 3000, 4000	0000 LCFF Base	20,000.00	0.00	0.00	20,000.00	20,000.00	40,000.00
2000, 3000, 4000	0100 LCFF Supp/Conc	0.00	0.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	LCFF	0.00	0.00	100,000.00	0.00	0.00	100,000.00
2000, 3000, 4000, 5000	0000 LCFF Base	5,000.00	0.00	92,000.00	5,000.00	5,000.00	102,000.00
2000, 3000, 4000, 5000	1100 Unrestricted Lottery	35,000.00	0.00	0.00	35,000.00	35,000.00	70,000.00
2000, 3000, 5000	0100 LCFF Supp/Conc	25,000.00	0.00	0.00	25,000.00	25,000.00	50,000.00
2000, 3000, 5000	LCFF	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2000, 3000, 5000, 6000	LCFF, Other	0.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	0000 LCFF Base	0.00	4,916.00	0.00	0.00	0.00	0.00
4000, 5000	LCFF, Other	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0000 LCFF Base	64,000.00	39,938.00	0.00	64,000.00	44,000.00	108,000.00
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	16,000.00	2,120.00	0.00	16,000.00	16,000.00	32,000.00
4000-4999: Books And Supplies	1100 Unrestricted Lottery	0.00	20,848.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	122,000.00	0.00	0.00	122,000.00
4000-4999: Books And Supplies	Other	44,050.00	4,176.00	0.00	44,050.00	39,869.00	83,919.00
5000-5999: Services And Other Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	30,000.00	0.00	0.00	30,000.00	30,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	0.00	152,921.00	0.00	0.00	152,921.00
5700-5799: Transfers Of Direct Costs	0000 LCFF Base	0.00	540.00	0.00	0.00	0.00	0.00
5700-5799: Transfers Of Direct Costs	1100 Unrestricted Lottery	10,965.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
5800: Professional/Consulting Services And Operating Expenditures	3010: IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	0.00	0.00	0.00
None	None	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,102,282.00	972,234.00	882,946.00	1,102,282.00	1,343,911.00	3,329,139.00
Goal 2	3,570,768.00	3,521,756.00	3,630,319.00	3,570,768.00	3,770,202.00	10,971,289.00
Goal 3	173,392.00	92,367.00	217,785.00	173,392.00	203,869.00	595,046.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					