

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)

[LCFF Evaluation Rubrics](#): 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

Stockton Unified School District

Contact Name and Title

Tiffany S. Ashworth
LCAP Coordinator

Email and Phone

tashworth@stocktonusd.net
209-933- 7035, ext. 2203

2017-20 Plan Summary

The Story

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

Pittman Charter School serves over 700 students in grades K-8. Pittman Charter School is one of SUSD's dependent charter schools provides a beacon of hope to the students of Stockton.

Our students receive a curriculum that provides basic skills and opportunities to engage in rigorous educational activities, like their peers in higher socio-economic classes. 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. Pittman began the journey to become a science-centered school as a member of the state-wide Foss Leadership Academy. The Science Leadership team has been responsible for working with the entire staff on model lessons, student writing in science notebooks, and building academic language through authentic student experiences.

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. We have a constant waiting list 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.

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, 79.2% Latino, 2.71% Two or More Races, and 3.7% White students.

The district's English Learner (EL) population represents 11,000 (28%) of our student body, 8,000 are Initial Fluent English Proficient (20.6%), and 1,000 are Reclassified Fluent English Proficient (10.6%). There are 32 different languages spoken by SUSD EL students, with 9,000 of the EL students' primary language is Spanish (86%). At Pittman, our English Learner population consists of 43.45% (305 student), which is nearly half of the student body population. In the 2016-2017 school year, Pittman reclassified 13% (40 students). In addition, 30 students (grades 3 – 7) received their Pathway to Biliteracy.

In addition, 71% of district students in the 2015-16 school year qualified for free/reduced meals, while at Pittman 100% of student receive free breakfast and lunch.

Pittman's LCAP was initially developed and refined annually to encompass the district's goals and vision that recognize students as a valuable resource and our obligation to ensure they receive a high quality, 21st century 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. The Blueprint explains the focus, alignment, expectations, and opportunities of SUSD's Educational Services to all stakeholders including: The Board of Education, Management, Site Management, Teachers, Staff, Parents, Community Members, and 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 and communicate effectively 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 to become life-long learners. 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, by 2016-2017; All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2016-2017; 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 - By 2016-2017, all students will be taught by highly qualified teachers; 5 - All students will graduate from high school.
- 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 - By 2016-2017, 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 LCFF Evaluation Rubrics, 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:

Suspension Rate declined significantly based on the LCFF Evaluation Rubrics (California School Dashboard). 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:

Pittman's "All Students" were maintained (+0.2%) based on the LCFF Evaluation Rubrics (California School Dashboard) for English Learner Progress. 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" increased significantly (+16.7%) based on the LCFF Evaluation Rubrics (California School Dashboard). Four 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" showed an increase of +10.3% in making progress toward meeting English Language Arts standards. Four 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.

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 2018-2019, 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 LCFF Evaluation Rubrics, 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 "Yellow" performance category. However, preliminary math scores indicated that there might be a decline in student achievement. 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 18-19 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. In addition, we're hosting a series of workshops facilitated by the District's Parent Empowerment Office to help parents get more involved in their students education and receive training on parent/student positive communication.

English Learner Progress:

We hired a second Bilingual Aide to assist with students in CELDT levels 1 and 2; however, she took a year long family leave and we're still waiting to hear to see if she's coming back or not. For the 18-19 school year we will once again will petition to partner with the San Joaquin County Office of Education to continue to refine Units of Study, continue to expand on the Teaching and Learning Cycle 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 "Yellow" performance category. However, preliminary math scores indicated that there might be a decline in student achievement in this area. The 2017 Smarter Balance Results indicate that 41.81% of the students did not meet standards. 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 LCFF Evaluation Rubrics, 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 all student subgroups maintained, increased, or increased significantly on their performance levels with the exception of the Asian subgroup (5.6 point decline). However, this subgroup did not perform two or more levels below the "all student" performance level. 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. SUSD has vastly improved the Units of Study to “exemplary” status. These Units of Study are a framework that provides teachers to naturally differentiate instruction and provide instruction in a manner that is engaging and relevant to students. In addition, assessments are aligning and being revised to align with the Units of Study to provide real-time feedback on student mastery to reinforce exceptional first teaching and areas for reteaching. Pittman provides coaching to teaching to aid in improving 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.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices we are implementing 32 LCAP actions/services to improve services for low income, English learners, and foster youth including using a portion of LCFF Supplemental/Concentration dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs and site stakeholder input.

Three significant actions to improve services are:

- Recalibration of strategies to increase English Learner's confidence and knowledge through integrated and designated ELD instruction.

ELD strategies and framework. (Goal 1, RSA: 3 – Primary Language Support)

- Revision and enhancement of the district's adopted curriculum, Units of Study, that provides students with hands on experiential lessons to develop and master today's educational standards. (Goal 1, RSA: 6 – Student Intervention Strategies and Support)
- Dedicated hours for parent-teacher conferences. (Goal 3, RMP: 3 – Parent and Teacher Engagement)

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures For LCAP Year

\$7,496,585

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$4,846,442.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Some General Fund expenditures funded with Lottery, Mandated Cost, Federal, State and local Restricted programs were not included in the LCAP as they may not be included.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$7,128,976

Annual Update

LCAP Year Reviewed: **2017-18**

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	Actual
<div>Metric/Indicator State Priority 2A: Implementation of the academic content and performance standards adopted by the state board. 17-18 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.)</div>	<div>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</div>

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?

17-18

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.)

Baseline

Baseline (2015-2016):

100%

Data Source: SUSD Site
Master Schedules, Synergy

Metric/Indicator

State Priority 4A: Statewide Assessments

17-18

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.)

Actual

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

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)

23.12% SBAC ELA

20.05% SBAC Math

Data Source: CAASPP Smarter Balance Results (2017)

Expected

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

17-18

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.

17-18

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.)

Actual

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

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.

Expected

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.

17-18

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

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.

17-18

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

Actual

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; however, they are still 110.3 points below level 3.

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%.

Expected

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.

17-18

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.)

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.

17-18

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.)

Actual

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

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.

Expected

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.

17-18

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. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

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

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, some K-8 students receive instruction in the dual Spanish program. (Verified by CALPADS and Synergy.)

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.)

Expected

17-18

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.)

Baseline

Baseline (2015-2016):

Yes

Data Source: CALPADS

Metric/Indicator

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

17-18

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 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

Actual

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.)

Expected

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.

17-18

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

To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)

Baseline

Baseline (2015-2016):

16% met grade level proficiency in Reading

18% met grade level proficiency in Math

Data Source: MAP

Actual

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

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

RSA: 1 - Student Technology

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

Actual Actions/Services

Did not need to replace as many Chromebooks as expected.

Budgeted Expenditures

4000-4999: Books And Supplies
LCFF \$107,000

Estimated Actual Expenditures

RSA 1.1 4000-4999: Books And
Supplies 0000 LCFF Base
\$35,535

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



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>We were on target with this expenditure.</p>	<p>4000-4999: Books And Supplies LCFF \$15,000</p>	<p>RSA 2.1 2000, 3000, 4000 0100 LCFF Supp/Conc \$15,913</p>

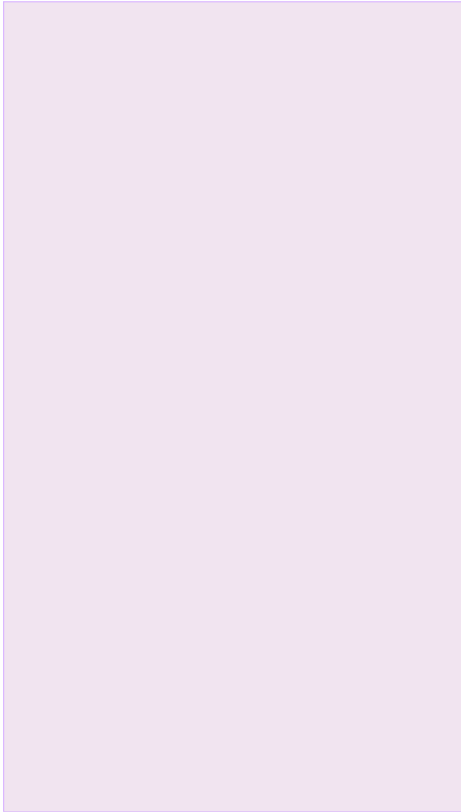
Action 3

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</p>	<p>School district no longer has designated intervention teachers. However, a charter school we will continue to request a teacher that can support students' academic needs.</p>	<p>1000,2000,3000,5000 LCFF, Other \$243,837</p>	<p>RSA 3.1 2000, 3000 0100 LCFF Supp/Conc \$3,067</p>
			<p>RSA 3.1 2000, 3000 1100 Unrestricted Lottery \$2,796</p>
			<p>RSA 3.2 1000, 3000 0000 LCFF Base \$186,543</p>

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)



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>Underestimated to cost to cover PLC collaboration times.</p>	<p>5000-5999: Services And Other Operating Expenditures Other \$152,921</p>	<p>RSA 4.1 1000, 3000 LCFF, Other \$191,621</p>

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



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>Conference was held during the summer break at an out offstate location and board members did not approve and instead they recommended to attend in state conference.</p>	<p>1000, 3000 Other \$50,000</p>	<p>RSA 5.1 \$0</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RSA: 6 - Student Intervention Strategies and Support	All intervention teachers were assigned to regular classrooms.	1000, 3000, 5000 LCFF, Other \$149,633	RSA 6.1 \$0
To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement.			RSA 6.2 4000, 5000 LCFF, Other \$10,727
RSA6.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention Teachers. (Include substitute pay for teachers out of classroom for intervention activities.)			RSA 6.3 5800: Professional/Consulting Services And Operating Expenditures 3010: IASA-Title 1 Basic Grants-Low \$13,286
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.			

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RSA: 7 - Instructional Coaching	Instructional provided educators with instructional strategies and resources that aid in the differentiated instruction promoting student academic success.	1000, 3000 LCFF \$104,555	RSA 7.1 1000, 3000 0100 LCFF Supp/Conc \$132,828
To provide educators with instructional strategies and resources that aid in the			

differentiated instruction promoting student academic success.

RSA7.1 Instructional Coaches

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	District provided program.	1000, 2000, 3000, 4000, 5000 LCFF \$40,000	RSA 8.1 \$0
			RSA 8.2 \$0

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	District provided AVID funds to help cover costs.	1000, 2000, 3000, 4000, 5000 LCFF, Other \$20,000	RSA 9.1 1000, 3000 0000 LCFF Base \$909
			RSA 9.2 \$0
			RSA 9.3 \$0

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



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.

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.

All K-8 teachers are implementing the standards-aligned Units of Study in Mathematics, English Language Arts and ELD. After multiple years of implementation, teachers are becoming well acquainted with the Units of Study and the resources available to them, as well as to what modifications/additions need to be made to make the UOS more engaging and rigorous. As part of their collaboration meetings, teachers spend time planning lessons, discussing standards, creating informal assessments and formal assessments, discussing researched based instructional strategies, analyzing student data, analyzing student work, calibrating rubrics, and modifying lessons, to better meet the needs of their students. We also offer a K-8 Spanish dual immersion program is an option for Pittman students, as well as an AVID elective class. There are a number of available clubs our students can join: chess, ping pong, girl's empowerment, student council, salsa, MESA, drone team, archery and martial arts.

Based on the CAASPP 2017 Smarter Balanced Assessment Report, 23.12% of Pittman students met or exceeded English Language Arts standards and 20.05% did so in Math. The goal for next school year is to increase those percentages by 10%.

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

Based on the CAASPP 2017 Smarter Balanced Assessment Report, 23.12% of Pittman students met or exceeded English Language Arts standards and 20.05% did so in Math. The goal for next school year is to increase those percentages by 10%.

Over 40% of Pittman students are classified as English Learners. All EL students are receiving 30 minutes of daily, designated ELD instruction. These students continue to refine their language skills during the integrated instruction part of the school day. Most of the teachers received training on EL standards and the Teaching and Learning Cycle with the goal of keep all teachers at the forefront of ELD instruction methodologies. In 20172018, we reclassified 46 students and our goal for the following school year is to reclassify 20% of EL students.

We need to refine implementation and continue to focus on faithfully implementing the PLC process until it becomes a part of business is done at Pittman. Teachers were given the time to collaborate with their grade level peers throughout the year. Each grade level team is making progress; however, all grade level teams need to mirror each other on consistent implementation. As of now, some teams are further along the PLC journey than others. Continues professional development is needed as new teachers continue to join the Pittman Team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include:

1. No expenditures were identified or unidentifiable
2. Expenditures were covered as a district-wide initiative or
3. 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.

No changes were made.

Annual Update

LCAP Year Reviewed: **2017-18**

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	Actual
<div>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.</div> <div>17-18 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.)</div>	<div>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.)</div> <div>86%</div>

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.

17-18

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.

17-18

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

Actual

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

100%

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

Our school is in good repair, according to the criteria established by the Office of Public School Construction. Maintenance or minor repairs are required in several areas. We scored between 75 and 90 percent on the 15 categories of our evaluation.

Expected

Baseline

Baseline (2015-2016):

61.1%

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

Metric/Indicator

State Priority 6A: Pupil suspension rates.

17-18

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

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

17-18

To decrease disproportionate student suspension rate of all significant subgroups.

(verified by SUSD Student Information System, CALPADS)
tio

Actual

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

Based on the California School Dashboard fall 2017 report, the suspension rate stands at 5.7% and declined significantly by 5%.

To decrease disproportionate student suspension rate of all significant subgroups.

6,165 Total Suspensions

5.1% Hispanic, Decreased Significantly by -2.6%

8.6% African American, Decreased Significantly by -17.8%

6.7% Caucasian, Decreased Significantly by -8%

American Indian/Alaskan Native, This subgroup has fewer than 11 students and it was not reported in the Dashboard

10.8% Asian, Increased Significantly by +2.5%

Expected

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

5.04% Asian

Data Source: SUSD Student

Information System, CALPADS

Metric/Indicator

State Priority 6B: Pupil expulsion rates.

17-18

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

Actual

Data Source: California School Dashboard, Fall 2017 report.

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

0% expulsion rate

Expected

Metric/Indicator

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

17-18

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

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.

17-18

To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

Actual

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

0 Total Expulsions

0 Hispanic

0 African American

0 Caucasian

0 Other

0 American Indian/Alaskan Native

0 Asian

To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)

91% of 7th grade students completed the survey.

Expected

Actual

Baseline

Baseline (2014-2015):

82%

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
<p>RLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>RLE1.1 Acquire technology devices, projectors and speakers for instructional use.</p>	<p>There was no need to replace projectors and speakers. We're at 1:1 ratio with Chromebooks.</p>	<p>2000, 3000, 4000 LCFF \$100,000</p>	<p>RLE 1.1 \$0</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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)

Minor change between expenditures and estimated actual for Maintenance and upkeep of facilities.

2000, 3000, 5000, 6000 LCFF, Other \$27,971

RLE 2.1 2000, 3000 0000 LCFF Base \$28,554

Action 3

**Planned
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)

**Actual
Actions/Services**

Minor change between expenditures and estimated actual for Maintenance and upkeep of facilities.

**Budgeted
Expenditures**

1000, 3000 LCFF, Other \$3,281,459

**Estimated Actual
Expenditures**

RLE 3.1 1000, 3000 LCFF, Other \$3,292,400

Action 4

**Planned
Actions/Services**

RLE: 4 - Parent and Community Relations

To provide parents and students with the resources necessary to

**Actual
Actions/Services**

We did not contract out with the YMCA for babysitting and lunch time activities.

**Budgeted
Expenditures**

1000, 2000, 3000 LCFF \$15,320

**Estimated Actual
Expenditures**

RLE 4.1 \$0

enhance relationships that creates safe and healthy learning environments.

RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 5 days and YMCA for babysitting and lunchtime substitutes)

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>Bargaining Unit Settlement and Nurse's years of service</p>	<p>1000, 2000, 3000 LCFF \$15,000</p>	<p>RLE 5.1 5700-5799: Transfers Of Direct Costs 1100 Unrestricted Lottery \$10,965</p>

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>Bargaining Unit Settlement and Campus Security Assit's years of service</p>	<p>2000, 3000, 4000, 5000 0000 LCFF Base \$92,000</p>	<p>RLE 6.1 2000, 3000 0000 LCFF Base \$38,299</p> <p>RLE 6.2 \$0</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>	
--	--

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 lead to improved academic success.</p> <p>RLE7.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports</p>	<p>Bargaining Unit Settlement and Counselor's years of service</p>	<p>1000, 3000 LCFF \$98,569</p>	<p>RLE 7.1 1000, 3000 0000 LCFF Base \$86,632</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.

Our primary goal is to make Pittman one of the best schools in California. In order to achieve this lofty goal our priorities are to keep all students safe, provide a healthy learning environment, and enhance the social/emotional and academic learning for all students. Overall, our suspensions decreased significantly for all subgroups with the exception of the Asian subgroup. There were zero expulsions. Teachers, noon duty staff, and administrations have been proactively focusing on diffusing student conflict through dialog and forging strong relationships with all students.

25 teachers out of 29 teachers, were fully credential this school year and it showed in many subtle ways: classroom management, on task behavior, classroom discussions, student engagement...etc. All teachers had access to the Units of Studies (UOS) and by now most credential teachers are getting well acquainted with these UOS and the resources available to them.

One of the barriers we continue to encounter is low participation of our parents. This year, we had evening events to involve more parents: Turkey Bingo, Festival of Honor, Group Parent/Teacher Academic Meetings, Individual Parent/Teacher Academic Meetings, AVID parent meetings, SSC meetings, Charter Board Advisory Meetings.

Our school counselor continues to work with our students that need the social/emotional support. We also partner with two outside agencies: Valley Community Counseling Services and VICTOR program, to provide additional social/emotional support for our students and their families. The school counselor continues to work with individual and small groups of students, and in addition, he runs the Chess Club, Salsa Dancing Club, Girls Empowerment Team, Archery Club, Ping Pong Club, Drone Club, and Student Council.

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

Our Priority is to continue to shape positive relationships with all stakeholders by providing a safe and health school environment here at Pittman. Overall, we have more involvement from our English Learner parents than from our English Only parents. We continue to provide opportunities for all parents to become involved and schedule morning and evening events. Our next projects are to implement a parent academy with assistance from the Parent Empowerment Office, continue implementing Science/Literacy/Math evenings, a series of Diabetes workshops, as well as to schedule Coffee Hour meetings in the evenings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include:

1. No expenditures were identified or unidentifiable
2. Expenditures were covered as a district-wide initiative or
3. 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.

No changes were made.

Annual Update

LCAP Year Reviewed: **2017-18**

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	Actual
<div>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. 17-18 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.)</div>	<div>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.)</div>

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.

17-18

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 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.

Actual

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.)

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.)

Expected

17-18

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.)

Baseline

Baseline (2015-2016):

49 schools

Data Source: SUSD District

and Site Participation Reports

Metric/Indicator

State Priority 5A: School attendance rates.

17-18

To increase attendance rates.
(Verified by CALPADS.)

Baseline

Baseline (2015-2016):

94.37%

Data Source: SUSDS

Student Information System, BiTech

Metric/Indicator

State Priority 5B: Chronic absenteeism rates.

Actual

To increase attendance rates.
(Verified by CALPADS.)

To decrease chronic absenteeism rates. (Verified by CALPADS.)

Expected

17-18

To decrease chronic absenteeism rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

7.95%

Data Source: SUSDs

Student Information System

Metric/Indicator

State Priority 5C: Middle school dropout rates.

17-18

To decrease middle school dropout rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

.3%

Data Source: CALPADS

Metric/Indicator

State Priority 5D: High school dropout rates.

17-18

To decrease high school dropout rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

13%

Data Source: CALPADS

Actual

To decrease middle school dropout rates. (Verified by CALPADS.)

N/A Pittman serves PK-8th grade students only.

Expected

Metric/Indicator

State Priority 5E: High school graduation rates.

17-18

To increase high school graduation rates. (Verified by CALPADS.)

Baseline

Baseline (2015-2016):

81%

Data Source: CALPADS

Actual

N/A Pittman serves PK-8th grade students only.

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
RMP: 1 - Parent Empowerment To develop and fosters relationships with parents that lead to active and meaningful engagement supporting student academic success.	The Parent Academy facilitators were booked for the year. Kept the Library Assistant FTE and purchased books.	1000, 2000, 3000, 4000, 5000 LCFF \$67,785	RMP 1.1 \$0
RMP1.1 Parent Academy			RMP 1.2 2000, 3000 1100 Unrestricted Lottery \$26,834
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) "			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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)	Did not purchase the monthly "news letter."	2000, 3000, 5000 LCFF \$5,000	RMP 2.1 \$0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	We are no longer using the Academic Parent-Teacher Team conferences (APTT) through West Ed, as many of our new teachers were not trained. Instead, teachers met with their parents in groups and individually.	1000, 3000 Other \$20,000	RMP 3.1 \$0

Action 4

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
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.	All activities were funded through grants, donations or through fund raisers.	1000, 2000, 3000, 4000 LCFF \$55,000	RMP 4.1 \$0
RMP4.1 Opportunities for students to participate in clubs and activities			RMP 4.2 \$0
RMP4.2 Academic Nights and Assemblies			

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Did not provide a summer school program.	5000-5999: Services And Other Operating Expenditures Other \$0	RMP 5.2 \$0
RMP5.1 Summer Enrichment for K-8			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RMP: 6 - Visual and Performing Arts (VAPA) Activities	Bargaining unit agreements.	1000, 2000, 3000 LCFF \$60,000	RMP 6.1 1000, 3000 0000 LCFF Base \$64,061

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 (1 FTE VAPA/PE Teacher and supplies)



Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>RMP: 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>Did not acquire as many incentive items as planned.</p>	<p>2000, 3000 LCFF \$10,000</p>	<p>RMP 7.1 4000-4999: Books And Supplies Other \$3,030</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.

Together, Pittman Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society. To fulfill this goal, we offered opportunities for all parents to provide to be part of the decision making process through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, day events as well as evening events.

To increase attendance rate, we implemented an incentive program. Any class having perfect attendance for the day were congratulated and given the a letter from the word cougars. Once the class had earned enough letters to spell out the word cougars they earned ice cream and earned a paw. The class with the most paws at the end of the trimester earned pizza for their lunch. Students with perfect attendance were recognized during academic assemblies and earned other prizes. The attendance rate

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

Together, Pittman Charter School, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society. To fulfill this goal, we offered opportunities for all parents to provide to be part of the decision making process through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, day events as well as evening events.

We continue to look for other creative ways in a effort to involve more parents. Our Spanish speaking parents continue to be the most involved group.

To increase attendance rate, we implemented an incentive program. Any class having perfect attendance for the day were congratulated and given the a letter from the word cougars. Once the class had earned enough letters to spell out the word cougars they earned ice cream and earned a paw. The class with the most paws at the end of the trimester earned pizza for their lunch. Students with perfect attendance were recognized during academic assemblies and earned other prizes.

The attendance rate for the year was 95.01%. However, the attendance rate for students participating in the dual immersion program was 96.33% for the year. The highest attendance rate was earned by the 5th grade dual students (97.44%), and with 92.62% 3rd grade had the lowest attendance rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The factors contributing to differences between budgeted expenditures and the estimated actual expenditures include:

1. No expenditures were identified or unidentifiable
2. Expenditures were covered as a district-wide initiative or
3. 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.

No Changes were made.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

Stockton Unified School District (SUSD) stakeholders, including bargaining units, community members, county programs, community organizations and others have been invited and involved in development of the 2017-2020 Local Control Accountability Plan.

The SUSD LCAP web page (www.stocktonusd.net/LCAP) was updated periodically to include dates for this year's events and planning and information about development of the plan.

The initial outreach was conducted during two Board of Education meetings (April 11, 2017 and April 25, 2017) to provide a foundation of the LCAP progress, status, and providing information on the state mandated changes.

Immediately following, the district began meeting with stakeholders (Union Leaders – April 26, 2017, SUSD Teachers – April 27, 2017, APSARA Community – April 28, 2017) to advise them on the status of last year's plan, what was funded and how well it is working so far, and to gain input on the new plan.

District staff communicated with the Parent Advisory Committee (PAC) and District English Learner Parent Advisory Committee/District English Learner Parent Involvement Committee (DELAC/DELPIC) initially seeking input in the development of the Community LCAP Survey tool. This occurred in January 2017 and February 2017 prior to the finalization of the survey and posting on the district's website and electronic mail notifications. In addition, the PAC (May 15, 2017 and May 30, 2017) and DELAC/DELPIC (May 24, 2017) informational meetings were held on and let our stakeholder groups know planning was underway, a review of the draft LCAP and invited their input.

On March 1, 2017, the district opened the Community LCAP Survey and closing it on April 7, 2017. Stakeholders were informed of the survey and encouraged to participate through communication via their school sites, district electronic mail communiqué, SUSDConnects newsletter, and posting on the district's website. The district continued its outreach to students with the assistance of the PLUS Coordinator and this year received more than 2,170 responses to questions surrounding the SUSD 2017-2020 LCAP. Again, many of those suggestions recommended more ... (review LCAP survey results)

Throughout the 2016-2017 LCAP year, the district has communicated using various vehicles to carry the information to our stakeholders, which again include, employees, teachers, parents/families, students, and the community – anyone who has an interest

or maybe affected by actions/services within the LCAP. One vehicle is using the School Site Council meetings. Although these meetings in the past typically were primarily for 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 staff to incorporate LCAP conversations with parents and the community when evaluating and revising their Single Plan for Student Achievement.

In June, a Board Study Session included a presentation on the status of the draft LCAP and Annual Plan and a walkthrough of the document highlighting the accomplishments and barriers and the directions for actions/services to contribute in meeting the increased or improved services requirements as indicated in Education Code.

Following, on June 20, 2017, a public hearing was held to present the final LCAP and Annual Plan. District staff presented a walkthrough of the document highlighting changes and consolidations, then took notes on public comment. Following a review of the public comments was conducted with the LCAP Team and district level Administrators for appropriate response if any.

On June 27, 2017, district staff presented the final LCAP and Annual Plan for approval to the Board of Trustees. (Or is it the Board of Education?)

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 2017-2020 LCAP and Annual Update.

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.

During prior year's LCAP presentations, a comment was expressed to improve the length of the LCAP. While this has not been a concern during the 2016-2017 LCAP year, district staff are making conscious efforts to streamline and improve the content included aiding in a more environmentally friendly document and easier readability by stakeholders.

Through positive feedback, district staff will continue to provide the "at-a-glance" project summary report of the 2017-2020 LCAP actions/services as it provides a greater level of transparency and cross-references with the prior LCAPs.

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
- 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.	Baseline (2015-2016): 103 ELA Units of Study 99 Math Units of Study Data Source: SUSD Curriculum Department Unit of Study Master List	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.)	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	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
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?	Baseline (2015-2016): 100% Data Source: SUSD Site Master Schedules, Synergy	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.)	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.)	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.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			100% Data Source: SUSD Site Master Schedules, Synergy, Classroom Walkthroughs	100% Data Source: SUSD Site Master Schedules, Synergy, Classroom Walkthroughs
State Priority 4A: Statewide Assessments	Baseline (2015-2016): 22% SBAC ELA 18% SBAC Math Data Source: CAASPP, SUSD Illuminate by PT School	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.)	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.) 23.12% SBAC ELA 20.05% SBAC Math Data Source: CAASPP Smarter Balance Results (2017)	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.) 23.12% SBAC ELA 20.05% SBAC Math Data Source: CAASPP Smarter Balance Results (2017)
State Priority 4B: The Academic Performance Index	Baseline (2014-2015): The Academic Performance Index was suspended by the California State Board of	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.	The Academic Performance Index was suspended in 2014-2015 indefinitely by the California State Board of Education.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Education indefinitely; therefore, no data reported.			
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>Baseline (2015-2016):</p> <p>26%</p> <p>Data Source: CALPADS</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.)	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.	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.
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>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>	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)	<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>	To increase the percentage of English Learners that make progress toward English proficiency. (Verified by California School Dashboard English Learner Progress Indicator.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: CALPADS, CELDT			
State Priority 4E: The English learner reclassification rate.	Baseline (2015-2016): 8% English Learners redesignated Data Source: Dataquest	To increase the English Learner reclassification rate. (Verified by Dataquest.)	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%.	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%.
State Priority 4F: The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.	Baseline (2015-2016): 32% Data Source: College Board AP Exam	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.)	Pittman is a K-8 school and does not offer courses designated as advanced placement (AP).	Pittman is a K-8 school and does not offer courses designated as advanced placement (AP).
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.	Baseline (2015-2016): 21% SBAC/EAP ELA 13% SBAC/EAP Math Data Source: CALPADS,	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,	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	SBAC/EAP in ELA and Math	SBAC/EAP in ELA and Mathematics.)	taken the PSAT assessment.	taken the PSAT assessment.
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>Baseline (2015-2016):</p> <p>Yes</p> <p>Data Source: CALPADS</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. (Verified by CALPADS.)	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.)	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.	<p>Baseline (2015-2016):</p> <p>Yes</p> <p>Data Source: CALPADS</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	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	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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		expanded access to online core content courses and available intervention programs, including ELD program courses, SDAIE. (Verified by CALPADS.)	instruction and available intervention programs. (Verified by CALPADS and Synergy.)	instruction and available intervention programs. (Verified by CALPADS and Synergy.)
State Priority 7C: Programs and services developed and provided to pupils with exceptional needs.	<p>Baseline (2015-2016):</p> <p>Yes</p> <p>Data Source: CALPADS</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 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.)	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.)	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.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	Baseline (2015-2016): 16% met grade level proficiency in Reading 18% met grade level proficiency in Math Data Source: MAP	To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension. (Verified by MAP, CALPADS.) To increase the percentage of grade 9 students meeting grade level proficiency in Algebra Concepts. (Verified by MAP, CALPADS.)	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	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

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)

[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)

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

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

Unchanged Action

Unchanged Action

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$107,000	\$50,000	\$50,000
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)

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: 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)

[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

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 families that values their native language and culture while fostering academic

2018-19 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

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)

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)

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)

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	\$190,274
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 3000 RSA 3.2	1000, 3000 RSA 3.2
Amount		\$190,274	\$190,274
Source		0000 LCFF Base	0000 LCFF Base
Budget Reference		1000, 3000 RSA 3.3	1000, 3000 RSA 3.3

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

Location(s):

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

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

2017-18 Actions/Services

RSA: 4 - Teacher Collaboration, Monitoring and Support

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

Unchanged Action

2018-19 Actions/Services

RSA: 4 - Teacher Collaboration, Monitoring and Support

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

Unchanged Action

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.

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.

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	\$195,453
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)

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)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[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: 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 systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

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)

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 systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

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)

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 systems in understanding and conducting day-to-day practice to achieve academic and instructional success.

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)

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:

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

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

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

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

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

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 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.

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.

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.

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)

[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

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.

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.

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

RSA7.1 Instructional Coaches

RSA7.1 Instructional Coaches

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$104,555	\$135,485	\$135,485
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)

[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

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)

[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

Unchanged 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	\$1,000
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 district 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 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 Facilities Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilities Inspection Tool (FIT) and School Accountability Report Card (SARC).)	To increase the number of school facilities in good repair. (Verified by the Facilities Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6A: Pupil suspension rates.	<p>Baseline (2015-2016):</p> <p>9.4% suspension rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)	To decrease suspension rates. (Verified by SUSD Student Information System, CALPADS.)
Disproportionate student suspension rate of all significant subgroups will continue to decrease.	<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>	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)	To decrease disproportionate student suspension rate of all significant subgroups. (verified by SUSD Student Information System, CALPADS)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6B: Pupil expulsion rates.	<p>Baseline (2015-2016):</p> <p>.08% expulsion rate</p> <p>Data Source: SUSD Student Information System, CALPADS</p>	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, CALPADS.)
Disproportionate student expulsion rate of all significant subgroups will continue to decrease.	<p>Baseline (2015-2016):</p> <p>51 Total Expulsions</p> <p>47.06% Hispanic</p> <p>37.25% African American</p> <p>5.88% Caucasian</p> <p>1.96% Other</p> <p>1.96% American Indian/Alaskan Native</p> <p>5.88% Asian</p> <p>Data Source: SUSD Student Information System and CALPADS</p>	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, CALPADS)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	Baseline (2014-2015): 82% Data Source: California Healthy Kids Survey (CHKS)	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	To increase the percentage of students in Grades 5, 7, 9, and 11 reporting School Connectedness. (Verified by California Healthy Kids Survey (CHKS).)	To increase the percentage of students in Grades 5, 7, 9, and 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)

[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

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	2018-19 Actions/Services	2019-20 Actions/Services
<p>RLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>RLE1.1 Acquire technology devices, projectors and speakers for instructional use.</p>	<p>RLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>RLE1.1 Acquire technology devices, projectors and speakers for instructional use.</p>	<p>RLE: 1 - Technology Infrastructure and Support</p> <p>To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing.</p> <p>RLE1.1 Acquire technology devices, projectors and speakers for instructional use.</p>

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)

[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

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 Custodial/Maintenance Services Gap Restoration (.5 FTE)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,971	\$29,125	\$29,125
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)

[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

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)

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)

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)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,281,459	\$3,358,248	\$3,358,248
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)

[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

Modified Action

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

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 5 days and YMCA for babysitting and lunchtime substitutes)

RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 3 days and Noon Duty personnel for babysitting)

RLE4.1 "Whole-Family" Response and Resources (Valley Community Counseling for 3 days and Noon Duty personnel for babysitting)

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:

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

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	2018-19 Actions/Services	2019-20 Actions/Services
<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>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>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>

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)

[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)

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

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

Unchanged Action

Unchanged Action

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

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	\$39,065
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)

[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

RLE: 7 - School Counseling

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

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

Unchanged Action

2018-19 Actions/Services

RLE: 7 - School Counseling

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

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

Unchanged Action

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

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

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	\$88,365
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)

Unchanged 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
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>Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District and Site Participation Reports</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.)	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.)	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.)
State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils.	<p>Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District</p> <p>and Site Participation Reports</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	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	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

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.)	English Learner Advisory Committee, 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.	<p>Baseline (2015-2016):</p> <p>49 schools</p> <p>Data Source: SUSD District</p> <p>and Site Participation Reports</p>	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.	<p>Baseline (2015-2016):</p> <p>94.37%</p> <p>Data Source: SUSDs</p>	To increase attendance rates. (Verified by CALPADS.)	To increase attendance rates. (Verified by CALPADS.) 95.1%	To increase attendance rates. (Verified by CALPADS.)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Student Information System, BiTech			
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. (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%	To increase high school graduation rates. (Verified by CALPADS.)	Pittman serves PK-8th grade students only.	Pittman serves PK-8th grade students only.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Data Source: CALPADS			

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)

[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

Unchanged Action

2017-18 Actions/Services

RMP: 1 - Parent Empowerment

2018-19 Actions/Services

RMP: 1 - Parent Empowerment

2019-20 Actions/Services

RMP: 1 - Parent Empowerment

To develop and fosters 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) "

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) "

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) "

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)

[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

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)

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

Location(s):

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

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

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.

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.

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 Team conferences (APTT) and Principal Coaching

RMP3.1 Academic Parent-Teacher conferences

RMP3.1 Academic Parent-Teacher conferences

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

Unchanged 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 Opportunities for students to participate in clubs and activities

RMP4.2 Academic Nights and 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

Location(s):

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

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

Modified Action

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

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)

[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

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 Visual and Performing Arts Activities

Budgeted Expenditures

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

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

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

MP: 7 - Student Attendance Accountability

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

2018-19 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.

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)

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$44,050	\$44,050
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: **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).

Demonstration of Increased or Improved Services for Unduplicated Pupils

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

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).

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, 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.

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).

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.

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).

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 LCFF Evaluation Rubrics 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 LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 LCFF Evaluation Rubrics, 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,731,050.00	4,144,000.00	4,731,050.00	4,846,442.00	4,846,442.00	14,423,934.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	184,796.00	184,796.00	369,592.00
0000 LCFF Base	92,000.00	440,533.00	92,000.00	906,898.00	906,898.00	1,905,796.00
0100 LCFF Supp/Conc	0.00	151,808.00	0.00	171,000.00	171,000.00	342,000.00
0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants-Low	0.00	0.00	0.00	135,485.00	135,485.00	270,970.00
1100 Unrestricted Lottery	0.00	40,595.00	0.00	45,965.00	45,965.00	91,930.00
3010: IASA-Title 1 Basic Grants-Low	0.00	13,286.00	0.00	0.00	0.00	0.00
LCFF	693,229.00	0.00	693,229.00	0.00	0.00	693,229.00
LCFF, Other	3,722,900.00	3,494,748.00	3,722,900.00	3,358,248.00	3,358,248.00	10,439,396.00
None	0.00	0.00	0.00	0.00	0.00	0.00
Other	222,921.00	3,030.00	222,921.00	44,050.00	44,050.00	311,021.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,731,050.00	4,144,000.00	4,731,050.00	4,846,442.00	4,846,442.00	14,423,934.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	90,320.00	0.00	90,320.00	0.00	0.00	90,320.00
1000, 2000, 3000, 4000	55,000.00	0.00	55,000.00	0.00	0.00	55,000.00
1000, 2000, 3000, 4000, 5000	127,785.00	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	1,000.00	1,000.00
1000, 3000	3,554,583.00	3,954,994.00	3,554,583.00	4,353,441.00	4,353,441.00	12,261,465.00
1000, 3000, 5000	149,633.00	0.00	149,633.00	50,000.00	50,000.00	249,633.00
1000,2000,3000,5000	243,837.00	0.00	243,837.00	0.00	0.00	243,837.00
2000, 3000	10,000.00	99,550.00	10,000.00	146,986.00	146,986.00	303,972.00
2000, 3000, 4000	100,000.00	15,913.00	100,000.00	20,000.00	20,000.00	140,000.00
2000, 3000, 4000, 5000	92,000.00	0.00	92,000.00	40,000.00	40,000.00	172,000.00
2000, 3000, 5000	5,000.00	0.00	5,000.00	25,000.00	25,000.00	55,000.00
2000, 3000, 5000, 6000	27,971.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	0.00	10,727.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	122,000.00	38,565.00	122,000.00	124,050.00	124,050.00	370,100.00
5000-5999: Services And Other Operating Expenditures	152,921.00	0.00	152,921.00	30,000.00	30,000.00	212,921.00
5700-5799: Transfers Of Direct Costs	0.00	10,965.00	0.00	10,965.00	10,965.00	21,930.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	13,286.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,731,050.00	4,144,000.00	4,731,050.00	4,846,442.00	4,846,442.00	14,423,934.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF	90,320.00	0.00	90,320.00	0.00	0.00	90,320.00
1000, 2000, 3000, 4000	LCFF	55,000.00	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	0.00	0.00	0.00	6,000.00	5,000.00	11,000.00
1000, 2000, 3000, 4000, 5000	0000 LCFF Base	0.00	0.00	0.00	20,000.00	20,000.00	40,000.00
1000, 2000, 3000, 4000, 5000	0100 LCFF Supp/Conc	0.00	0.00	0.00	20,000.00	20,000.00	40,000.00
1000, 2000, 3000, 4000, 5000	LCFF	107,785.00	0.00	107,785.00	0.00	0.00	107,785.00
1000, 2000, 3000, 4000, 5000	LCFF, Other	20,000.00	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	1,000.00	1,000.00
1000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	20,000.00	20,000.00	40,000.00
1000, 3000	0000 LCFF Base	0.00	338,145.00	0.00	729,708.00	729,708.00	1,459,416.00
1000, 3000	0100 LCFF Supp/Conc	0.00	132,828.00	0.00	110,000.00	110,000.00	220,000.00
1000, 3000	0100 LCFF Supp/Conc, 3010 IASA-Title 1 Basic Grants- Low	0.00	0.00	0.00	135,485.00	135,485.00	270,970.00
1000, 3000	LCFF	203,124.00	0.00	203,124.00	0.00	0.00	203,124.00
1000, 3000	LCFF, Other	3,281,459.00	3,484,021.00	3,281,459.00	3,358,248.00	3,358,248.00	9,997,955.00
1000, 3000	Other	70,000.00	0.00	70,000.00	0.00	0.00	70,000.00
1000, 3000, 5000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	50,000.00	50,000.00	100,000.00
1000, 3000, 5000	LCFF, Other	149,633.00	0.00	149,633.00	0.00	0.00	149,633.00
1000,2000,3000,5000	LCFF, Other	243,837.00	0.00	243,837.00	0.00	0.00	243,837.00
2000, 3000	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	78,796.00	78,796.00	157,592.00
2000, 3000	0000 LCFF Base	0.00	66,853.00	0.00	68,190.00	68,190.00	136,380.00
2000, 3000	0100 LCFF Supp/Conc	0.00	3,067.00	0.00	0.00	0.00	0.00
2000, 3000	1100 Unrestricted Lottery	0.00	29,630.00	0.00	0.00	0.00	0.00
2000, 3000	LCFF	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
2000, 3000, 4000	0000 LCFF Base	0.00	0.00	0.00	20,000.00	20,000.00	40,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
2000, 3000, 4000	0100 LCFF Supp/Conc	0.00	15,913.00	0.00	0.00	0.00	0.00
2000, 3000, 4000	LCFF	100,000.00	0.00	100,000.00	0.00	0.00	100,000.00
2000, 3000, 4000, 5000	0000 LCFF Base	92,000.00	0.00	92,000.00	5,000.00	5,000.00	102,000.00
2000, 3000, 4000, 5000	1100 Unrestricted Lottery	0.00	0.00	0.00	35,000.00	35,000.00	70,000.00
2000, 3000, 5000	0100 LCFF Supp/Conc	0.00	0.00	0.00	25,000.00	25,000.00	50,000.00
2000, 3000, 5000	LCFF	5,000.00	0.00	5,000.00	0.00	0.00	5,000.00
2000, 3000, 5000, 6000	LCFF, Other	27,971.00	0.00	27,971.00	0.00	0.00	27,971.00
4000, 5000	LCFF, Other	0.00	10,727.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	0000 LCFF Base	0.00	35,535.00	0.00	64,000.00	64,000.00	128,000.00
4000-4999: Books And Supplies	0100 LCFF Supp/Conc	0.00	0.00	0.00	16,000.00	16,000.00	32,000.00
4000-4999: Books And Supplies	LCFF	122,000.00	0.00	122,000.00	0.00	0.00	122,000.00
4000-4999: Books And Supplies	Other	0.00	3,030.00	0.00	44,050.00	44,050.00	88,100.00
5000-5999: Services And Other Operating Expenditures	0000 Base, 0100 Supp/Conc, through 9999 Other	0.00	0.00	0.00	30,000.00	30,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Other	152,921.00	0.00	152,921.00	0.00	0.00	152,921.00
5700-5799: Transfers Of Direct Costs	1100 Unrestricted Lottery	0.00	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	13,286.00	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	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	882,946.00	593,225.00	882,946.00	1,102,282.00	1,102,282.00	3,087,510.00
Goal 2	3,630,319.00	3,456,850.00	3,630,319.00	3,570,768.00	3,570,768.00	10,771,855.00
Goal 3	217,785.00	93,925.00	217,785.00	173,392.00	173,392.00	564,569.00

* Totals based on expenditure amounts in goal and annual update sections.