



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Pittman Charter School
Address:	701 E. Park St. Stockton, CA 95202
CDS Code:	0111336
District:	Stockton Unified School District
Principal:	Emilio Junez
Revision Date:	
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Emilio Junez
Position:	Principal
Phone Number:	(209) 933-7496
E-mail Address:	ejunez@stocktonusd.net

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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- State Compensatory Education Advisory Committee _____
Signature
- English Learner Parent Involvement Committee _____
Signature
- Special Education Advisory Committee _____
Signature
- Gifted and Talented Education Program Advisory Committee _____
Signature
- District/School Liaison Team for schools in Program Improvement _____
Signature
- Compensatory Education Advisory Committee _____
Signature
- Departmental Advisory Committee (secondary) _____
Signature
- Other committees established by the school or district (list): _____
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 1.18.18.

Attested:

Emilio Junez

Typed Named of School Principal



Signature of School Principal

4.6.18

Date

Lucimelda Kovach

Typed Named of SSC Chairperson



Signature of SSC Chairperson

4-6-18

Date

Mission

Insert the school site's mission.

Pittman Charter School's mission is to prepare lifelong learners for the 21st century by providing a comprehensive education. In addition to a curriculum of language arts, mathematics, and social studies, we include technology and the arts, inquiry-based hands-on science, and offer an option in Spanish Dual-Immersion. In a safe and inclusive environment, Pittman staff strives to develop creative and critical thinkers in strong partnership with our families and community.

Vision

Insert the school site's vision.

Pittman Charter community prepares students to become academically successful, inquisitive, life-long learners who continue to develop their individual and civic responsibilities toward global citizenship.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

In the 2006-2007 school year, Pittman Charter opened as Richard Pittman Elementary School in collaboration with CSU Stanislaus as a Professional Development School with training from the Center for Research on Education, Diversity, and Excellence (CREDE). From 2008-2014, Pittman was part of the FOSS Science Leadership Academy which assisted in building background knowledge of science for the staff, as well as developing inquiry based instruction, the instructional-assessment cycle, change theory, instructional design, and professional development design. In November 2009, Pittman received Board approval to open our Spanish dual immersion program beginning 2010-2011. Three months later (February 2010), Pittman was also identified as being a "persistently low-performing" school and was required to take reformatory measures. In the 2010-2011 school year, the school reopened as Pittman Charter. In the 2012-2013 school year, Pittman was part of The School Improvement Grants (SIG) program (authorized by the Elementary and Secondary Education Act of 1965 (ESEA). The SIG grant was a three year

Pittman Charter has a diverse population that serves approximately 750 students in preschool to grade 8. The majority of our students live within SUSDs "zone," but we do have some students who live outside the neighborhood. The following demographic data summarizes our population:

- 91.2% low socioeconomic status (SES)

- Race/Ethnicity: 78% Hispanic or Latino; 9.4% African American; 5.1% Asian; 4% White; 2.2% Two or More Races; 0.7% Filipino; 0.3% American Indian or Alaskan Native
- Languages (from Home Language Survey): 56.1% Spanish; 40.8% English; 1.6% Hmong; 1.5% Lao
- English Language Status: 56.8% Ever English learner* [42.3% English learner (of which 16% are long term English learners), 14.5% reclassified fully English proficient]; 40.6% English-only; 2.4% Initially fully English proficient

**A student who is currently an English learner or who was formerly designated as an EL, but who has now been reclassified fluent English proficient (California Department of Education, 2017)*

Pittman Charter's instructional program focuses on the following design elements:

- Integration of core academic subjects
- Spanish dual immersion (90:10 dual language model)
- Targeted intervention, differentiated instruction, and inclusive classrooms
- Multiple measures of assessments used to plan, monitor, and guide instruction
- Teacher collaboration within and across grade levels and content subjects as well as ongoing and strategic professional learning
- Parent and community involvement
- School size that allows for meaningful relationships
- Low student to teacher ratio that encourages close relationships between teachers, students, and parents

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Pittman's top priorities of the 2016-17 Single Plan for Student Achievement:

- Increase academic achievement for all students in math and language arts by at least 10%.
 - Instructional support for differentiated instruction (Instructional Coach-Title 1)
 - Program implementation and data analysis (Program Specialist)
 - Intervention teacher
 - In school intervention
 - After school intervention
 - Technology
 - Dual Immersion Program
 - Science Focus
 - Professional Development
 - Bring a focus back to writing
 - Ensure and promote a safe, caring and positive environment
 - Extra curricular activities
- Students and parents will have a sense of pride and ownership of our school.
 - ELAC meetings
 - Parent Nights
 - Coffee Hour
- Student Clubs: Chess, Archery, Ping Pong, 100 mile, Girl's Empowerment Team, Boy's Empowerment Team, Salsa Dance Club (Counselor)
- Continue to develop teacher expertise through purposeful professional development in the areas of dual immersion instruction, science, reading, writing and math.

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Fully Implemented:

- ELD Training (SJCOE)
- Teaching and Learning Cycle (SJCOE)

Partially Implemented:

- 5E Instructional Design
- CHIEF Executive Functions
 - This strategy was eliminated after reflection by staff on the amount of initiatives ongoing at Pittman

AVID (7th/8th)

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Strategies fully implemented:

- GLAD Strategies
- Guided Reading
- Small Group Instruction
- After School Tutoring
- Intervention Groups
- 1:1 Computers allow for greater access to ST Math, Imagine Learning and in an indirect way it allowed teachers to work with small groups and individual students.
- Sentence Patterning Chart Strategy
- Accelerated Reader
- SMART Goals
- Data Binders

The following programs were not fully implemented:

- CHIEFs
- CHAMPS
- Kelso's Choice
- AVID

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

ELAC parents were given the opportunity to go over the SPSA plan and provide input. In turn, the School Site Council was also given the chance to participate in providing initial input and later was in charge of monitoring implementation progress throughout the school year.

The key personnel in charge of the implementation progress were the school principal, vice principal, program specialist, instructional coach and leadership team.

Some of the changes needed to insure all stakeholders take part in this monitoring process are to schedule more opportunities for more people to be involved and informed about our SPSA (ELAC Meetings, SSC Meetings, Coffee Hours, Parent Nights).

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

Goals from 2016-17 SPSA:

School Goal #1:

- PARTIALLY MET - By July 2017, the percentage of all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percentage of students (YES: grade 8; NO: all students, 3rd, 4th, 5th, 6th, 7th, Hispanic subgroup) and shall have no less than 20 percent proficient in ELA (YES: all students, 4th, 5th 7th, 8th, Hispanic subgroup; NO: 3rd, 6th).
- PARTIALLY MET - By July 2017, the percentage of all students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students (YES: 1st, 3rd, 5th; NO: all students, Kinder, 2nd, 4th, 6th, 7th, 8th) and shall have no less than 20 percent proficient in ELA (YES: Kinder, 1st, 7th, 8th; NO: all students, 2nd, 3rd, 4th, 5th, 6th). *Note: Our dual immersion kindergarten and 1st grade do NOT take the MAP Reading test (only 10% of instruction is in English).*
- Strategies - GLAD strategies, Teaching and Learning Cycle, ELD, Lesson Design, Small Group Instruction via classroom teacher and Intervention teacher, SMART Goals, Data Binders... (Coaching cycle)
- Recommendations - A majority of the teachers have expressed concern about having too many programs. The conversation with the leadership is in the initial stages as to what our core values of Pittman should be. Teachers have spoken strongly about the dual program and science. Beyond those two main core programs/subjects we also need to continue to refine our PLC groups, adherence to the ELA standards as well as to refocus on writing.

School Goal #2:

- PARTIALLY MET - By July of 2017, the percentage of all students (grades 3-8) meeting their expected Math growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10 percentage points of the percent of students (YES: 8th, Hispanic subgroup; NO: all students, 3rd, 4th, 5th, 6th,7th;) and shall have no less than 20 percent proficient in Math (YES: all students, 3rd, 4th, Hispanic subgroup; NO: 5th, 6th, 7th, 8th).
- PARTIALLY MET - By July 2017, the percentage of all students meeting their expected MATH growth on the Measures of Academic Progress (MAP) will increase by 10 percentage points of the percentage of students (YES all students, 2nd, 3rd, 4th, 7th; NO: Kinder, 1st, 5th, 6th, 8th) and shall have no less than 20 percent proficient in Math (YES: Kinder, 1st, 3rd; NO: all students, 2nd, 4th, 5th, 6th, 7th, 8th). *Note: Our dual immersion kindergarten and 1st grade do NOT take the MAP Reading test (only 10% of instruction is in English).*
- Strategies - Math Intervention teacher, GLAD strategies, Teaching and Learning Cycle, Lesson Design, Small Group Instruction via classroom teacher and Intervention teacher, SMART Goals, Data Binders... (Coaching cycle)
- Recommendations - Development of math fluency assessments at each grade level.

School Goal #3:

- NOT MET - By July 2017, the percentage of English learner (EL) students meeting/exceeding ELA and Math standards will grow by no less than 10 percent over the prior year. *Note: This goal is hard to meet considering when ELs meet the reclassification standards they are no longer considered an EL.*
- NOT MET - By July 2017, the percentage of LTELs (AMAO 2, more than 5 years) will decrease by 10 percent over the prior year. Reclassification rates decreased from 8.4% in 2015-16 to 7.4% in 2016-17).
- MET - By July 2017, the percentage of reclassified (RFEP) students will increase by 2 percent. Reclassification increased from 8.5% in 2015-16 to 16.6% in 2016-17.
- Strategies - GLAD strategies, Teaching and Learning Cycle, ELD, Lesson Design, Small Group Instruction via classroom teacher and Intervention teacher, SMART Goals, Data Binders... (Coaching cycle)
- Recommendations - Since the majority of EL students are in the Dual Immersion program, focus on non-transferrable

School Goal #4:

- ? MET - By July 2017, school climate and safety of all stakeholders will be improved by providing a welcoming and safe environment.
- NOT MET - By July 2017, attendance rates will grow by 2 percent.
- MET - By July 2017, suspension rates will continue to decrease. (2015-16: 10.7%; 2016-17: 5.7%)
- MET - By July 2017, disproportionate student suspension rates of all significant subgroups will continue to decrease.
- MET - By July 2017, expulsion rates will continue to decrease. (maintained 0.0%)
- MET - By July 2017, disproportionate student expulsion rates of all significant subgroups will continue to decrease. (maintained 0.0%)
- Strategies- Based on Synergy data most discipline incidents are occurring during recess and lunch recess. This year we hired 2 more noon-duty staff members and that has decreased number discipline incidents
- Recommendations

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school 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.

There are three areas of great progress to be focused on 1) English Learner Performance, 2) Academic Improvement, and 3) Suspension Rate.

English Learner Progress:

Pittman's English Learner progress continues to grow. There were many areas on the state indicators that reflected this progress.

- Based on the California Dashboard, English Learner Progress is determined by looking at annual CELDT test takers who are demonstrating progress on the CELDT (predetermined benchmarks), LTELs who are demonstrating progress on the CELDT ("extra credit"), and students who were reclassified according to CALPADS in the previous year. Pittman received a "YELLOW" color for English Learner Progress - EL status level was Medium having a score of 67.3% with a change level of Maintained (+0.2%). On the SBAC assessments, students are in the English Learner subgroup if they are marked as EL during the time of testing INCLUDING student who were reclassified within the past four years.
- The English Learner subgroup received a "YELLOW" performance on the ELA SBAC test. While ELs are performing 66.8 points below level 3, this subgroup increased performance by 11.8 points. EL-Reclassified Only students were 16.1 points below level 3 and increased 10.9 points. EL-EL Only were 110.3 points below level 3 and maintained with a 0.8-point change.
- The English Learner subgroup received a "YELLOW" performance on the Math SBAC test. While ELs are performing 68 points below level 3, this subgroup increased significantly by 19.8 points. EL-Reclassified Only students were 37.3 points below level 3 and increased 19.2 points. EL-EL Only were 70.1 points below level 3 and increased 13.9 points.
- Suspension rates are determined by the unduplicated number of students suspended either in-school or out-of-school. The English Learner subgroup received a "GREEN" performance on the Suspension Rate report. ELs have a medium level of suspensions at 2.9% with a significant decline of 1.2%.
- English Learners have a 12.4% chronic absenteeism rate compared to the school total of 20.1%.

English Learner progress at Pittman stems from many different areas. Primarily, attention has been on professional development through San Joaquin County Office of Education (SJCOE). SJCOE has provided coaching at Pittman through ELD Lesson Planning. SJCOE has also offered the following training for our teachers: CA ELD Standard Institute, CLOSE Reading Across Content, and Writing Across Text Types.

Academic Improvement in English Language Arts and Math:

Pittman's English Language Arts and Math progress continues to grow. We received an overall "YELLOW" color in both academic areas, with no subgroups in the "ORANGE" or "RED."

- SBAC English Language Arts (ELA) scores were in the LOW status (57.9 points below level 3), but students increased from the previous year by 10.3 points. All subgroups either increased significantly (African American), increased (English Learners, Socioeconomically Disadvantaged, and Hispanic), or maintained (Students with Disabilities and White) over the prior year (excluding our Asian subgroup, which declined).
 - Factors responsible for this increase include part-time retired intervention teachers at the primary level and a full-time intervention teacher at the intermediate level. WE DO HAVE

CONCERNS THAT THE DISTRICT PULLED THIS INTERVENTION TEACHER FOR THE 2017-18 SCHOOL YEAR!

- SBAC Math scores were in the LOW status (66.7 points below level 3), but students increased significantly from the previous year by 16.7 points. All subgroups either increased significantly (English Learners, Socioeconomically Disadvantaged, Students with Disabilities, African American, and Hispanic), increased (White), or maintained (Asian) over the prior year.
 - Factors responsible for this increase include a part-time intervention teacher who serviced low performing student from grades 4-8.

Suspension Rate:

Pittman has seen a significant decline in our suspension rate. The suspension rate went from 10.7% in 2015-16 to 5.7% in 2016-17. All subgroups shared this significant decline, excluding the Asian subgroup which saw a 2.5% increase. Of special note is the African American subgroup decline from 26.4% in 2015-16 to 8.6% in 2016-17. In part, this is due to having a full-time counselor, Victor program, Valley Community Counseling as well as having more noon-duty supervisors during non-instructional times. The number of students participating in our afterschool clubs has also increased, as has our lunch time activities.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

On the California Dashboard, Pittman Charter has no overall performance indicators in the “Red” or “Orange” category - all performance indicators are in the “Yellow.”

Intervention Teacher(s):

Pittman is concerned that our intervention teacher (for the past 10 years) was pulled from the site by the district for the 2017-18 school year and may impact student performance for the 2017-18 school year. We have experienced success when we have consistent intervention in place for reading in the primary and intermediate grades for English and Spanish reading, as well as for math intervention.

Spanish Language Arts Assessment System:

Pittman is in need of a Spanish benchmark assessment system for our Spanish Dual Immersion students. We are in need of a Spanish Language Arts benchmark assessment for grades K-8. We have access to NWEA MAP math in Spanish for grades 2-4, but are in need of a math benchmark assessment for grades K-1.

Chronic Absenteeism:

The California Dashboard shows chronic absenteeism data for the 2016-17 school year without data showing change from previous year. Pittman is concerned with it's high chronic absenteeism rate of 20.1%. When analyzing grade span data as well as ethnicity data, it is clear that we need to work on the Kindergarten absenteeism rate of 35.3% and African American chronic absenteeism rate of 27.1%. We continue to provide a welcoming environment with clubs and activities as well as creating incentives for students to be at school (Cougar PAWS, ipad raffle, etc.).

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Based on data from the California Dashboard:

Suspension Rate Indicator:

Pittman has an overall “YELLOW” student performance level. While we are at a High to Very High status in most groups (English Learner is Medium), all subgroups declined significantly except for the Asian subgroup which increased significantly. The Asian subgroup is two performance levels below “all student” performance.

- Need to hire an Intervention Teacher
- Continue to increase the number of LTELs in the after school tutoring program
- Continue to refine Small Group Instruction/Differentiated Instruction
- Continue to provide counseling services through the VICTOR and VCC programs
- Purchase assessment tool for Dual Immersion Students that is comparable to MAP

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

- Family Nights: Festival of Honor, Turkey Bingo, Back to School Night, APPT Meetings, ELAC Meetings, Coffee Hours, AVID Parent Meetings, Science Night.
- For next year, we would like to add a Numeracy Night and a Literacy Night.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD 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.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Provide teachers with professional development opportunities that focus on strategies relating to Integrated and Designated ELD, Reading, Writing, Science, Dual Immersion, increasing student academic language and usage, etc.	# of strategies being implemented # of teachers implementing strategies # of co-teaching events # of demo lessons # of conferences/trainings attended # of academic conferences	Monthly	\$107,204 (Salary/Benefits) \$8,616 (Additional Comp) \$20,000 (Conferences)	Title I	19101 52150
1.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, Safari Montage, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of student usage	Monthly	\$10,000 (Instructional Materials)	Title I	43110
1.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	\$30,000 (Field Trip - District Trans)	Title I	57250

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Provide teachers with professional development opportunities that focus on strategies relating to Integrated and Designated ELD, Reading, Writing, Science, Dual Immersion, increasing student academic language and usage, etc.	# of strategies being implemented # of teachers implementing strategies # of co-teaching events # of demo lessons # of conferences/trainings attended # of academic conferences	Monthly	\$107,204 (Salary/Benefits) \$8,616 (Additional Comp) \$20,000 (Conferences)	Title I	19101 52150
2.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, Safari Montage, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of student usage	Monthly	\$10,000 (Instructional Materials)	Title I	43110
2.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	\$30,000 (Field Trip - District Trans)	Title I	57250

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Provide teachers with professional development opportunities that focus on strategies relating to Integrated and Designated ELD, Reading, Writing, Science, Dual Immersion, increasing student academic language and usage, etc.	# of strategies being implemented # of teachers implementing strategies # of co-teaching events # of demo lessons # of conferences/trainings attended # of academic conferences	Monthly	\$107,204 (Salary/Benefits) \$8,616 (Additional Comp) \$20,000 (Conferences)	Title I	19101 52150
3.2 Academic Student Achievement	Supplemental materials and resources to support core instruction such as intervention programs (e.g. Accelerated Reader, Safari Montage, etc.), project material (e.g. markers, folders, post-its, 3" binders, planners, etc.), technology (printers, projectors, dot camera, interactive monitors, etc.)	# of student usage	Monthly	\$10,000 (Instructional Materials)	Title I	43110
3.3 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, etc.	# of field trips pre/post assessment culminating project	Trimester	\$30,000 (Field Trip - District Trans)	Title I	57250

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD 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.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. Valley Community Counseling, VICTOR program, etc.), structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student being serviced by an outside counseling agency # of student attending school	Trimester	\$0	Title I	

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. Valley Community Counseling, VICTOR program, etc.), structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student being serviced by an outside counseling agency # of student attending school	Trimester	\$0	Title I	

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, PLUS program, counseling (e.g. Valley Community Counseling, VICTOR program, etc.), structured student engagement activities, etc.	# of student being referred for social/emotional issues # of student being serviced by an outside counseling agency # of student attending school	Trimester	\$0	Title I	

LCAP Goal 3: Meaningful Partnerships

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

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, parent meetings (e.g. Parent Coffee Hour, Back To School Night, Parents Nights, etc.), etc.	# of meetings coordinated # of parents attending coordinated meetings # of parents attending parent teacher conferences	Trimester	\$2,500 (Non-Instructional Materials) \$539 \$34 (Parent Meeting) \$491 (Conference)	Title I	43200 43400 52150

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, parent meetings (e.g. Parent Coffee Hour, Back To School Night, Parents Nights, etc.), etc.	# of meetings coordinated # of parents attending coordinated meetings # of parents attending parent teacher conferences	Trimester	\$2,500 (Non-Instructional Materials) \$539 \$34 (Parent Meeting) \$491 (Conference)	Title I	43200 43400 52150

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them be engaged in their student’s learning such as parent conferences, communication, parent meetings (e.g. Parent Coffee Hour, Back To School Night, Parents Nights, etc.), etc.	# of meetings coordinated # of parents attending coordinated meetings # of parents attending parent teacher conferences	Trimester	\$2,500 (Non-Instructional Materials) \$539 \$34 (Parent Meeting) \$491 (Conference)	Title I	43200 43400 52150

Section V: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Emilio Junez			X			
James Wilburn				X		
Maria L. Cervantes					X	
Nicole Newman				X		
Lucimelda Kovach				X		
Mariana Lopez						X
Mayra Reyes						X
Julieta Solis						X
Jesus Cauhtenango						X
MariCruz Felipe						X
Numbers of members of each category:			1	3	1	5

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: PITTMAN ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp					\$ -	
11700	Teacher Substitute					\$ -	
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			107,204		\$ 107,204.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly			8,616		\$ 8,616.00	Goal 1 - 1
	Montessori Assistant					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 115,820.00	\$ -	\$ 115,820.00	
Books & Supplies							
42000	Books					\$ -	
43110	Instructional Materials			10,000		\$ 10,000.00	Goal 1 - 2
43200	Non-Instructional Materials		2,500			\$ 2,500.00	Goal 3 - 1
43400	Parent Meeting		573			\$ 573.00	Goal 3 - 1
44000	Equipment					\$ -	
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 3,073.00	\$ 10,000.00	\$ -	\$ 13,073.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans			30,000		\$ 30,000.00	Goal 1 - 2
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference		491	20,000		\$ 20,491.00	Goal 3 - 1; Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement					\$ -	
58720	Field Trip-Non-District Trans					\$ -	
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ 491.00	\$ 50,000.00	\$ -	\$ 50,491.00	
	Total		\$ 3,564.00	\$ 175,820.00	\$ -	\$ 179,384.00	
	Differential		-	-		-	
	2016-17 Carryover		34	47,790		47,824	
	Revised 2017-18 Allocation		3,530	128,030		131,560	
			3,564	175,820		179,384	

SCHOOL NAME: PITTMAN ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Refer to LCAP

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-L-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute				\$ -	Goal 3 - 1
12151	Counselor				\$ -	
13201	Assistant Principal				\$ -	
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	Goal 1 - 2
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	Goal 2 - 1
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk				\$ -	
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ -	\$ -	
Books & Supplies						
42000	Books				\$ -	
43110	Instructional Materials				\$ -	
43200	Non-Instructional Materials				\$ -	Goal 3 - 1
43400	Parent Meeting				\$ -	Goal 3 - 1
44000	Equipment				\$ -	Goal 1 - 1
43150	Software				\$ -	
	Sub-Total-Supplies		\$ -	\$ -	\$ -	
Services						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	Goal 1 - 1
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement				\$ -	Goal 1 - 1
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ -	\$ -	\$ -	
	Total		\$ -	\$ -	\$ -	
	Differential		-		-	
	Allocations				-	