

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

Date of Meeting

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.

This SPSA was adopted by the SSC at a public meeting on _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pittman Elementary	39686760111336	05/15/2023	06/20/2023

Purpose

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

Pittman Charter is implementing a Schoolwide Program.

Pittman Charter has been identified as Additional Targeted Support and Improvement (ATSI) for the African American (AA), (EL) English Learners, (HOM) Homeless Students, and Students with Disabilities (SWD) student groups.

Description

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

Pittman Charter is implementing a Schoolwide Program.

Pittman Charter has been identified as Additional Targeted Support and Improvement (ATSI) for the African American (AA), (EL) English Learners, (HOM) Homeless Students, and Students with Disabilities (SWD) student groups.

Engaging Educational Partners

The following stakeholders were consulted in the Annual SPSA Review and Update: School Site Council, English Learner Advisory Committee, Coffee Hour Parent Group, as well as Site Staff. Input was also requested through parent and staff surveys.

SSC met and provided input on December 12, 2022, January 30, 2023, February 27, 2023, March 27, 2023, April 24, 2023, and May 15, 2023.

ELAC met and provided input on December 8, 2023, March 30, 2023 and May 9, 2023.

Coffee Parent Group met and provided input on March 1, 2023, May 1, 2023.

Parent Surveys were sent home on April 10.

Resource Inequities

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

Reference the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

We gathered data from the following surveys: SUSD Plus School Climate Survey, CA Healthly Kid Survey, SPSA/LCAP site parent survey, District LCAP survey and teacher PD need survey

Classroom Observations

Classroom observations are part of our site procedures and it's just one variable we consider when planning for future professional development.

Analysis of Current Instructional Program

In the school year 2022-2023, the Comprehensive Needs Assessment (CNA) process included forums and meetings with all stakeholders.

In addition, during our staff meetings, we spent a great deal of time discussing and collaborating on SPSA goal 1 and goal 2. We also invited District staff to lead some of the professional development (AVID, ELs, Math, Science)

Throughout the 2022-2023 school year, the School Site Council reviewed the activities relating to the Title I budget and to the SPSA goals and strategies originally identified. The ELAC committee was also informed on the SPSA strategies, activities, as well as the Title I budget. During those meetings parents were given opportunities to make recommendations and provide input on the SPSA goals and strategies.

SSC members were integral in providing feedback on SPSA goals and activities. They were also instrumental in helping the school site adjust activities. As our there has been very little movement on our data SSC's recommendation was to keep the same activities and strategies in place and focus on refining these activities in 2023-2024.

As a result of the stakeholder involvement and data reviews, the following recommendations were made: more intervention support for tier 2 and 3 students via an Intervention Teacher or an additional teacher on special assignment, TOSA, social emotional support for our students, parent trainings, continued support for professional development for teachers (conferences, on site PD), staff support in and out of the classrooms to maintain student safety via a second AP, additional Spanish speaking front office support staff, additional time for bilingual aides, additional instructional aides, the purchase of supplemental materials, the purchase of additional technology and field trip excursions for students...etc.

Committee Meetings and Dates

School Site Council

Fall 1st meeting, Fall 2nd Meeting, Winter 1st meeting, Spring 1st meeting, Spring 2nd Meeting, Spring 3rd meeting, Spring 4th meeting.

ELAC

December 8, 2022, March 30, 2023, April 27, 2023 and May 11, 2023.

Leadership

January 17, 2023 and February 14, 2023: Data Discussion on comprehensive needs assessment AVID instructional strategies and root cause analysis.

Staff Meetings

January 17, 2023, February 14, 2023, April 4, 2023, April 18, 2023.

Coffee Hour

February 1, 2023 and March 1, 2023

Standards, Assessment, and Accountability

See Attached

Staffing and Professional Development

Staffing and Professional Development Summary

The historical iReady, Diagnostic 2 data for ELA and Math is as follows:

ELA 2019-2020: 19% of students were at the Early/Mid/Above grade level; 36% of students scored at 1 year below grade level; 45% of students scored at 2 or more years below grade level.

ELA 2021-2022: 17% of students were at the Early/Mid/Above grade level; 35% of students scored at 1 year below grade level; 48% of students scored at 2 or more years below grade level.

ELA 2022-2023: 20% of students were at the Early/Mid/Above grade level; 31% of students scored at 1 year below grade level; 49% of students scored at 2 or more years below grade level.

Math 2019-2020: 15% of students were at the Early/Mid/Above grade level; 55% of students scored at 1 year below grade level; 29% of students scored at 2 or more years below grade level.

Math 2021-2022: 11% of students were at the Early/Mid/Above grade level; 54% of students scored at 1 year below grade level; 35% of students scored at 2 or more years below grade level.

Math 2022-2023: 12% of students were at the Early/Mid/Above grade level; 49% of students scored at 1 year below grade level; 39% of students scored at 2 or more years below grade level.

At Pittman we also offer a Spanish Dual Immersion Program and what follows is the data based on programs:

Spanish Dual Program, ELA 2022-2023: 29% of students were at the Early/Mid/Above grade level; 25% of students scored at 1 year below grade level; 46% of students scored at 2 or more years below grade level.

English Only Program, ELA 2022-2023: 16% of students were at the Early/Mid/Above grade level; 23% of students scored at 1 year below grade level; 61% of students scored at 2 or more years below grade level.

Spanish Dual Program, Math 2022-2023: 22% of students were at the Early/Mid/Above grade level; 38% of students scored at 1 year below grade level; 40% of students scored at 2 or more years below grade level.

English Only Program, Math 2022-2023: 6% of students were at the Early/Mid/Above grade level; 38% of students scored at 1 year below grade level; 57% of students scored at 2 or more years below grade level.

Data from 2022 for each of our Major Subgroups, CA Department of Education Dashboard:

ELA:

English Learners: 82 points below standard compared to the state's 61 points below standard.

African American: 87 points below standard compared to the state's 58 points below standard.

Hispanics: 82 points below standard compared to the state's 58 points below standard.

Students with Disabilities: 64 points below standard compared to the state's 41 points below standard.

Socioeconomically Disadvantaged: 129 points below standard compared to the state's 97 points below standard.

Math:

English Learners: 102 points below standard compared to the state's 92 points below standard.

African American: 137 points below standard compared to the state's 106 points below standard.

Hispanics: 90 points below standard compared to the state's 83 points below standard.

Students with Disabilities: 179 points below standard compared to the state's 130 points below standard.

Socioeconomically Disadvantaged: 96 points below standard compared to the state's 84 points below standard.

English Learner Progress:

English Learner Progress: 62 making progress toward language proficiency compared to the state's progress 50.

The data has consistently shown similar results as above regardless of the assessment given. What the data is telling us is there a large percentage of our students who are in serious needs of academic supports in ELA, Math and Spanish. When the data is desegregated by subgroups: English Learners, African Americans, Hispanics, Homeless and Economic Levels, the data highlights the serious needs for academic interventions and further professional development. Because of these needs, it's crucial for teachers to continue to attend conferences/professional development sessions in the areas of Math, ELA, Science, Language Acquisition, AVID, GLAD, PLC, Champs, Restorative Practices, Small Group Instruction, Equity Training, Classroom Management, Small Group Instruction, Specific Content Areas PD...etc.

It is also imperative to hire a full time intervention teacher to provide academic supports for students who are at Tier 2 and Tier 3. While this additional staff member is hired, we will continue to provide interventions via a 6-10 week pull-out sessions for student in both programs, Dual and EO. Roving subs will be using the SIPPS as well as Estrellitas and Escaleras curriculum to provide Tier 2/Tier 3 interventions. Additional support will come during summer school sessions. Students will selected based on academic needs to be able to attend Summer School.

For the 22-23 school year, all math teachers at Pittman received demonstrations of number talks in their classrooms. These demonstrations were followed up with lesson studies. The lesson studies were designed to build teachers' content knowledge, provide exposure of effective math routines, and shift mindsets to view students as asset-based instead of deficit-based. The lesson studies also provided an opportunity to design a lesson together, co-teach the lesson, make necessary revisions, and co-teach in a different class.

Lesson study sessions will continue to be a priority for the foreseeable future. One of the refinements that we will be focusing on during the planning sessions will be how to scaffold instruction for to accommodate the academic needs of ALL our Sub Groups. In addition, current common formative assessment data will be used to scaffold instruction to better meet ALL students' needs.

The ELA/Math lesson study sessions, academic conferences and Leadership walkthroughs will take place during the instructional day, which will require substitute coverage. We will continue to partner up with SJCOE to help support teachers with math content and coaching. The ELA lesson study sessions will be guided by the Principal and Instructional Coach. In addition, we will also need to pull teachers out for at least two sets of academic conferences. (Number of teachers X Number of Sessions X Number of Subs Needed X Daily Sub Rate = Total)

We will need to schedule release time for Leadership teachers to do at a minimum of 2 walkthroughs to determine problems of practice and lead these findings with their colleagues during staff meetings.

In 2023-2024 we will continue to support and replicate coaching cycle for all teachers. In 2022-2023 our Instructional Coach worked with 17 teachers using the Elena Aguilar Coaching Model. She had anywhere from 3- 40 coaching sessions with teachers depending on their needs. Our Instructional Coach's goal is to improve teacher's instructional practices by focusing on their "cognitive skills of reflection through discourse and application of knowledge" (Aguilar 2013).

In 2023-2024, our Instructional Coach will focus her efforts in the following areas:

Student support: Support the implementation of effective instructional strategies for addressing student behavior and academic concerns in the classroom. Differentiation of instruction.

Building Thinking Classrooms Book Club: Engage teachers in reflective thinking regarding instructional practices.

First Year Coaching: Increase teacher content knowledge and facilitate a better understanding of curriculum through collaborating, co-planning, modeling, and co-teaching.

Team Building & Data Review: Fostering a safe, trusting environment for teachers. Facilitating conversations and collaborating with grade levels to analyze formative and summative student achievement data.

Classroom Supporter: Providing descriptive feedback based on teacher requests.

Resource: Identifying instructional and assessment resources requested by teachers. Sharing research and instructional best practices.

In addition, teachers will need to be provided with paid opportunities to collaborate with grade level teams as well as in vertical teams beyond contractual times as well as coaching sessions to be scheduled after contractual obligations.

Staffing and Professional Development Strengths

Our lesson studies continue to play a pivotal role in getting all teachers comfortable with collaborating with peers, co-planning, teaching lessons, receiving feedback and then reteaching while peers observe the lesson delivery.

In addition, many teachers have recognized the benefits of getting students up out of their seats to increase engagement in math. Many teachers are also attempting to take a more collaborative problem-based approach to increase student thinking and communication, instead of the teacher providing all the information. While there is some shifting in this direction, student engagement, collaboration, and deep thinking are all still a work in progress. To continue moving forward, teachers need to keep developing their own content knowledge in order to be able to support students in this shift.

An area of strength has also been our Tier 3 intervention staffed with roving subs. The roving subs have been providing reading intervention using a small group pull out program using the SIPP's curriculum. We will continue with these interventions in 2023-2024.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): All students, regardless of subgroup designation, are in need of additional academic interventions and academic supports. **Root Cause/Why:** We were unable to hire an Intervention teacher even though HR approved the position. District's priority was to fill vacant teaching positions first.

Needs Statement 2 (Prioritized): Not all teachers are participating in the summer conferences. **Root Cause/Why:** Lack of available substitutes limits teachers from attending professional development sessions during their workdays. And many teachers do not partake of summer conferences.

Needs Statement 3 (Prioritized): Instructional Coach and administrators will continue to provide teachers support and guidance with the implementation of Instructional strategies learned during PD/Conferences. Determining whether it's a lack of skill or will, will need to be determined. **Root Cause/Why:** Faithful and consistent implementation of instructional strategies learned in PD/Conferences varies greatly from teacher to teacher.

Needs Statement 4 (Prioritized): Additional paid collaboration time needs to be offered and available for all teachers. **Root Cause/Why:** Because of time constraints, not all teachers, are able or willing to do these extra collaboration times.

Teaching and Learning

Teaching and Learning Summary

Teaching and Learning Summary:

Instructional Program

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

The effectiveness of Pittman's instructional program is rooted in our Professional Learning Communities (PLCs), Lesson Study, and our commitment to Professional Learning. Teachers collaborate bi-monthly in PLCs to increase student academic achievement as well as participating in professional development (PD) to improve the skill and knowledge of their teaching. Multiple measures of data (formative assessments, summative assessments, surveys, classroom observations/walkthroughs, etc.) gives school leadership insight into the effectiveness of our Instructional Program.

CAASPP Historical Data:

The distance students performed compared to grade level (distance from standard) were analyzed on the CAASPP tests given to grades 3-8. Results from Pittman's 2021-22 CAASPP testing revealed students are performing lower than results from 2018-19 (pre-pandemic) in both ELA and Math.

In ELA, 2021-22 CAASPP results in ELA are comparable to 2015-16 through 2017-18 CAASPP ELA scores. Our 2018-19 results showed a significant gain from previous years and Pittman performed 25 points below this level.

- In grades 3-5 (school-wide), fifty percent or more of students are performing at CAASPP achievement level 1.
- Scores for grades 6-8 (school-wide) show less than 50% of students performing at CAASPP achievement level 1, with grade 8 showing less than 25% of students performing at CAASPP achievement level 1.
- School-wide subgroups scoring 5 percentage points BELOW school-wide results include our EL population (29% of students tested/162 students), our Black/AA population (7% of students tested/31 students), and our students with Disabilities (6% of students tested/29 students). Subgroups scoring 5 percentage points ABOVE school-wide results include our RFEP students (30% of students tested/136 students).
 - Note: When combining our EL and RFEP populations into our EVER-EL population, the results show performance almost identical to school-wide results.
- Dual Program/English-only Program. In grades 3-6 and 8, there is a significant difference between students' test scores in the Dual program compared to students in the English-only program. Students in the Dual program have between 22 and 37 percentage points fewer students in the CAASPP achievement level 1 than the English-only program. Students in the Dual program have between 8 and 32 percentage points more students in the CAASPP achievement levels 3 and 4 than the English-only program.
- In Math, our 2021-22 CAASPP results are the lowest (96 points below standard) since CAASPP testing began in 2015-16. CAASPP results for 2021-22 showed between 47% and 67% of students are performing at CAASPP achievement level 1.
 - In grades 3-8, between 47% and 67% of students are performing at CAASPP achievement level 1. Subgroups scoring 5 percentage points BELOW school-wide results include our EL population (30% of students tested/168 students), our Black/AA population (7% of students tested/31 students), and our students with Disabilities (6% of students tested/29 students). Subgroups scoring 5 percentage points ABOVE school-wide results include our RFEP students (30% of students tested/139 students).
 - Note: When combining our EL and RFEP populations into our EVER-EL population, the results show performance almost identical to school-wide results.

Dual Program/English-only Program. In grades 3-5 and 8, there is a significant difference between students' test scores in the Dual program compared to students in the English-only program. Students in the Dual program have between 18 and 44 percentage points fewer students in the CAASPP achievement level 1 than the English-only program. Students in the Dual program have between 6 and 35 percentage points

more students in the CAASPP achievement levels 3 and 4 than the English-only program.

2021-22 CAASPP Data vs 2021-22 iReady Diagnostic 3

2021-22 CAASPP scores were compared to 2021-22 iReady Diagnostic 3 scores in grades 3-8. During the 2021-22 school year, the CAASPP was administered 3 weeks prior to the iReady Diagnostic 3. Pittman students tend to perform better on the iReady Diagnostic than on the CAASPP tests - although early on/above grade level in Reading is comparable to CAASPP achievement levels 3/4.

- CAASPP Reading scores at achievement levels 3/4 were comparable to iReady Diagnostic 3 early on/above grade level. Both showed 25% of students school-wide performing at these levels. Students performing at CAASPP achievement level 1 (49%) were higher than iReady Diagnostic 3 students performing 2 or more years below grade level (38%).
- CAASPP Math scores showed 15% of students at achievement levels 3/4. iReady Math scores showed 25% of students at early on/above grade level. Students performing at CAASPP achievement level 1 (57%) were higher than iReady Diagnostic 3 students performing 2 or more years below grade level (38%).

iReady Data

Pittman's first year of administering the iReady diagnostic began during the 2019-20 school year. Current year Diagnostic 1 data was compared to 2019-20 Diagnostic 1 (pre-pandemic) and 2021-22 Diagnostic 1 (back to in-person/post-pandemic). 2021-22 Diagnostic was not referenced since results were unreliable due to at-home testing. Students in our kindergarten and first grade Dual Immersion program do not take the iReady English Reading Diagnostic. In both Reading and Math, students are performing better than the 2021-22 school year, but are still below our 2019-20 pre-pandemic scores.

- In Reading, more students are performing at the early on/above grade level (12%) than in both 2019-20 and 2021-22 (10% both years). Students performing two or more years below grade level (57%) has declined from 2021-22 (61%), but is still above the 2019-20 pre-pandemic level (54%).
- In Math, more students are performing at the early on/above grade level (6%) than in 2021-22 (4%), but we are not at our pre-pandemic level (8%). Students performing two or more years below grade level (47%) has declined from 2021-22 (52%), but is still above the 2019-20 pre-pandemic level (44%).

2022-23 iReady Diagnostic 2 (comparison with previous year Diagnostic 2)

- In Reading, 2022-23 Diagnostic 2 iReady data shows similar test scores when compared to 2021-22 and 2019-20 diagnostic 2 scores in both two or more years below [49% 2022-23; 48% (2021-22); 45% (2019-20)] and early/mid/above grade level [20% 2022-23; 17% (2021-22); 19% (2019-20)].
 - Dual Program/English-only Program. In grades 3-8, students in the Dual program tend to perform better than students in the English-only program by 7 percentage points in both the lower and higher end.
- In Math, 2022-23 Diagnostic 2 iReady data shows a growing amount of students two or more years below grade level [39% 2022-23; 35% (2021-22); 29% (2019-20)] and a decrease in early/mid/above grade level [12% 2022-23; 11% (2021-22); 15% (2019-20)].

GOAL 1: Student Achievement

- **Reading:**
 - SIPPS intervention is being provided to 40 students in grades 4-6 in both the English and Dual programs, and 36 students in grades 1-3 in the English program. Targeted students are performing in the bottom 10th percentile in reading fluency (grades 2-6) and first graders who cannot decode cvc words.
 - Additional bilingual support is provided for grades 1-3 in the Dual program while we are waiting on the Estrellita curriculum.
 - Lesson Studies for 7/8 ELA teachers.
 - Focus on small group instruction
- **Math:**
 - SJCOE has continued providing Math Lesson Studies for teachers.

Dual Program/English-only Program. In grades 3-8, students in the Dual program tend to perform better than students in the English-only program by 8 to 9 percentage points in both the lower and higher end.

SIPPS:

The SIPPS Program ended servicing 81 students, 38 1st-3rd grades and 43 4th-6th grades within 16 groups.

Tutoring:

Continue to provide teachers with the opportunity to tutor students who are in need of academic support. In 2022-2023, only two teachers were able to tutor students. Their focus on these tutoring sessions were basic skills.

All teachers need to be trained on the use of the SIPPS curriculum to enable them to provide Tier 2/Tier 3 supports for students during small group time or during tutoring sessions.

PRIOR PD Attendance: Half or almost have of our staff still needs to be trained in the primary professional development strategies at Pittman: AVID, PLCs, and GLAD.

- 61% of teachers have received training in AVID.
- 50% have been trained in PLCs.
- 57% have been trained in GLAD.
- Other PDs that a teacher has been trained in: Equity & Access, Benchmark, Estrellita, CABE, Elena Aguilar

NEED TRAINING IN: Approximately 70% of our teachers want additional training in PLCs and GLAD strategies. 50% of our teachers want AVID training.

- 50% AVID
- 29% PLCs
- 33% GLAD
- Two or more teachers responded: AVID for specific grade spans, HMH Science
- One teacher responded: PBIS, lesson studies for Spanish, Benchmark, Ready Math, Building Thinking Classrooms, Studies Weekly, Writing, SEL

COMFORT LEVEL WITH INSTRUCTION: On a scale of 1-5 (with 1 being very uncomfortable, 2 being somewhat uncomfortable, 3 being somewhat comfortable, 4 being comfortable, and 5 being very comfortable, teachers responded as follows. Over 80% of our teachers feel comfortable to very comfortable with their classroom management skills and in managing small groups as part of their classroom instruction. 68% feel comfortable to very comfortable in teaching ELA, with 30% feeling only somewhat comfortable. For Math, 68% feel comfortable to very comfortable with their instruction, with 23% feeling only somewhat comfortable. Teachers feel a greater need for support in teaching Social Studies and Science, with 45% feeling only somewhat comfortable to uncomfortable, and 49% of teachers feeling only somewhat comfortable to very uncomfortable teaching each, respectively.

CLASSROOM MANAGEMENT

19% at a 3 somewhat comfortable
38% at a 4 comfortable
42% at a 5 very comfortable

ELA

30% at a 3 somewhat comfortable
38% at a 4 comfortable
30% at a 5 very comfortable

SMALL GROUPS

12% at a 2 uncomfortable
8% at a 3 somewhat comfortable
44% at a 4 comfortable
36% at a 5 very comfortable

SOCIAL STUDIES

19% at a 2
26% at a 3
38% at a 4
15% at a 5

MATH

3% at a 1 and a 2 very uncomfortable
23% at a 3 somewhat comfortable
34% at a 4 comfortable
34% at a 5 very comfortable

SCIENCE

7% at a 1 very uncomfortable
23% at a 2
19% at a 3
34% at a 4
15% at a 5

Teaching and Learning Strengths

Teaching and Learning Strengths:

Lesson studies and the PLC process continue to be the best vehicles to address our students' academic needs. As a staff, we have plunged forward to narrow learning gap from all our subgroups addressing the needs of students, parents, and each other as we look outside the box in

solving staffing issues, student learning loss, and reestablishing relationships with our parents. We have continued with our bi-monthly PLCs as well as our math professional development with the San Joaquin County Office of Education (SJCOE).

Intervention:

We were able to provide 80-86 SIPP sessions for each of the groups depending on availability. The major skills focused upon included developing phonemic awareness and segmentation of sounds, sound blending, decoding CVC, CVCe, and some higher level long vowel combinations. We also focused on high frequency sight words at the K/1 level. Students progressed from 19 learning letters to blending CVC words and the rest moving towards decoding words with the long vowel sounds.

There has been significant growth in student performance during the year. Further analysis of the iReady and fluency end of year results will provide additional information and validation of the program's validity. These results were not yet available at the time of the writing of this document.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): In ELA, 2021-22 CAASPP results in ELA are comparable to 2015-16 through 2017-18 CAASPP ELA scores. Our 2018-19 results showed a significant gain from previous years and Pittman performed 25 points below this level. **Root Cause/Why:** Lack of faithful and consistent implementation of best teaching practices.

Needs Statement 2 (Prioritized): In Math, our 2021-22 CAASPP results are the lowest (96 points below standard) since CAASPP testing began in 2015-16. CAASPP results for 2021-22 showed between 47% and 67% of students are performing at CAASPP achievement level 1. **Root Cause/Why:** Lack of faithful and consistent implementation of best teaching practices.

Needs Statement 3 (Prioritized): There are still many needs to improve the SIPPS program. Primarily, the issue is collaboration with teachers and staff to discuss logistics and in-class support for Tier 2, Tier 3 students. **Root Cause/Why:** Staff not able to meet outside of staff meetings times due to personal and family obligations.

Needs Statement 4 (Prioritized): Not all teachers have been fully trained in AVID, GLAD, Language Acquisition, Classroom Management, PLC, Restorative Practices,...etc. **Root Cause/Why:** We have new staff who joined our team this year. Some of these trainings can only be attended during non-contractual times.

Parental Engagement

Parental Engagement Summary

Meaningful Partnerships:

Meaningful Partnerships are comprised of stakeholder advisory groups, family and community outreach events and workshops, and relationships with community agencies that together provide the school additional support and resources to facilitate student achievement. Just how comprehensive these outreaches are is measured by attendance at the following described groups' meetings and events/workshops, as well as by results from various Needs Surveys pushed out throughout the year.

Parent Survey Data:

Parent input was collected through our annual Pittman LCAP/SPSA Parent Survey. Overall, our parent responses were positive on what Pittman is doing on behalf of their students. Some of the results are as follows: 90.4% of parents reported that Pittman keeps them well informed about school activities. 90.6% of parents reported to know about the opportunities provided to meet with child's teacher during the parent-teacher conferences. 85.9% of parents reported that the staff at Pittman care for the students.

However, there areas Pittman Staff needs to refine in 2023-2024. More specifically, 73.8% of parents reported that they know how their child is doing in school before report cards are mailed home. Only 77.7% of parents reported to be informed on all the After School Academies. And 70.9% of the parents reported that there is an adult at Pittman that their child trust to talk to when they are in need.

The question with the lowest percentage was, Do you know how to become a volunteer at Pittman? Only 66.7% of parents reported to know the process on how to become volunteers. This lack of knowledge makes sense when you considered that 51.5% of parents are not attending any of our parent meetings.

26.2% of our parents reported that they are not able to help their children with their homework. In addition, 40.6% of parents reported that their children are not asking teachers for help when they need it.

The three academic areas parents reported that their children were struggling with were math 45.8%, reading 40%, and writing 38.9%. Only 6.8% of parents reported that their children had no academic struggles.

Because of the above parent needs, we will need to provide supports through third party agencies, vendors, website solutions, online tutoring, licences, staff to help provide tutoring, workshops, assist with communication/parent outreach, and assist with family events...etc. As well as to buy supplemental curriculum, hands on activities/products, licences, incentives, awards...etc., for parent event nights as well as to take home.

Pittman's Parent Committees:

School Site Councils (SSC) are required by state and federal regulations. The SSC represents parents, students, community members, and school staff in school governance. The SSC is responsible for doing the following:

- Develop, implement, monitor, review and approval of the Single Plan for Student Achievement (SPSA).
- Identify resources to support SPSA initiatives.
- Review student performance data to determine needs.
- Review and update the Title I Parent Involvement Policy and School-Parent Compact.

The SSC also oversees Pittman's Charter Advisory Committee. Committee members are parents, community members, and both site and district staff who are tasked with evaluating programs and activities' alignment to the site's charter, mission, and vision.

The English Learner Advisory Committee (ELAC)- comprised of parents representing the English Learner (EL) demographic of the school, makes recommendations to the SSC on the programs and services for EL and advocates for parent outreach activities, with an emphasis on the first-language needs of the parents. ELAC also serves as representatives of Pittman EL stakeholders on district matters pertaining to the Local Control Accountability Plan (LCAP) and Local Control Funding Formula (LCFF), through DELAC.

The African-American/Black Parent Advisory Committee (AA/B PAC) makes recommendations to the SSC , as well as represents Pittman's AA/B stakeholders on district matters pertaining to the LCAP and LCFF. AA/B PAC gives African- American/ Black students an equitable balance in education, opportunities, and safety, while empowering parents to support their children's achievement, through programs and supports unique to the AA/B community.

In 2023-2024, we will once again try to re-establish a Parent Teacher Association (PTA). Previous attempts have been unsuccessful. The organization has a minimum requirement of at least 30 active members. Two years ago, we only had 20 potential members.

- A site-based PTA facilitates the organization of fundraising, volunteerism, and communication amongst stakeholders. An active PTA would be able to coordinate school events, and the volunteers to facilitate these events as well as other other programs. Volunteers, cleared through the district, support students and staff with classroom and site, as well as off-site, activities, during and outside of the instructional day.

Shared Responsibilities for High Student Academic Achievement

Pittman Charter School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children succeed:

- The school's responsibility to provide high-quality curriculum and instruction.
- The parents' responsibility to support their child's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.
- Parents are provided with frequent reports of their child's progress at least 3 times a year
- Our school provides two Academic Parent Teacher meetings
- During our Academic Parent Teacher meetings, we discuss the foundational skills and learning behaviors expected of students in class at that grade level, and then work with parents on goal setting
- During all events, colleagues and parents actively participate in collaborative decision-making
- Teachers communicate with parents regularly through notes home, phone calls, ClassDojo, and/or email
- Our school consistently communicates the importance of creating a welcoming place for families in order to help each student achieve our school's high academic standards
- Within the classroom, teachers and students learn to respect the language, culture, and diversity of all students, staff, and families
- Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children.
- Parents are invited to attend and volunteer at all our academic and citizenship awards ceremonies, Shout-Out assemblies, Career Day, Literacy/Numeracy/Science/AVID/Festival of Honor/Toy Give Away... and all other Celebrations held throughout the school year.
- All communications are translated into Spanish, as many of our families are Spanish speaking. Interpreters are available to assist parents at IEP, SST meetings by site staff or district translators.
- Parents are encouraged to volunteer in their child's classroom, library and assist with school programs, and help supervise children on the playground. Our site solicits from parents of SSC, and ELAC topics for meetings and projects. Staff members volunteer their time and support during our Family Nights.
- Parents receive explanation of curriculum, academic assessments, and proficiency levels during:
 - During Back to School Night- teachers discuss curriculum and assessments and provide parents with the child's grade level standards.
 - During Academic Parent Teacher conferences, parents discuss levels of success and ways parents can help their child be more successful academically.
 - During SSC, Coffee Hour and ELAC meetings parents receive information of iReady and state testing results

Accessibility:

Pittman Charter School, to the extent possible, provides full opportunities for the participation of parents with English Learners, parents with disabilities, and parents of migratory students including providing information and school reports in a format and to the extent practicable, in a language parents understand.

Family Events:

Pittman holds Family Events to provide opportunities for the school community to interact, as well as for us to showcase our students' talents and learning. Family Events have curricular and cultural relevance to our students, and are another way for stakeholders to become engaged in the achievement that takes place on campus. The Festival del Niño, Festival of Honor, STEAM Night and Literacy Night, Numeracy Night, Turkey Bingo, and the Art Slam are examples of such days. In addition, parents have multiple opportunities during the year to meet for Parent-Teacher academic conferences, to discuss their students' goals, progress, and supports.

Parent Workshops:

Pittman Charter will need to expand the number of Parent Workshop offerings by recruiting and paying interested teachers. Pittman Charter will continue to provide parents with content workshops based on site academic and discipline data, Needs Surveys results, and feedback from PAC meetings. Workshop topics will cover a range of academic, behavioral, and socioemotional issues relevant to our students needs to better prepares parents to support their children's academic achievement and overall well-being. The site will offer workshops to support academics and behavior issues such as preparing for SBAC testing, social media usage, and vaping prevention. Parents can receive information and training on areas such as homework assistance, improving reading and/or math skills, communicating with the school and getting information about its programs, and improving their children's overall well-being.

Community Partners:

El Concilio is a community-based agency that provides wrap-around services and supports to low-income, minority, and marginalized families. Its representatives are regular presenters at site ELAC meetings, as well as well as a resource for student workshops. El Concilio also hosts community events at Pittman such as health and resource fairs, and cultural festivals.

The Stockton Sunrise Rotarians donate funds to Pittman each year for 5th grade Science Camp, dictionaries for every 3rd grader, and incentive prizes like our Pittman Scholar T-Shirts and sweatshirts. They also give their time by giving special recognitions to Pittman's award recipients at the monthly Shout-Out Assembly, reading during SUSD's Read-In Day, and visiting with students.

Home Depot has contributed to the creation and maintaining of two gardens on Pittman's campus. Their materials and volunteer time are largely responsible for the ongoing beautification of our campus, during various campus projects and beautification days.

SUSD's Department of Public Safety (DPS) officers are a regular presence on campus, interacting with students, creating positive experiences and building rapport with students and community. DPS officers coordinate donation drives, and community outreach events, as well as serve students directly in their capacity with the Boys' & Girls' Empowerment Team.

U.S. Marines and its Toys for Tots program has gifted each of our students an age appropriate Christmas present, every year. This includes coordinating volunteers, delivery, and distribution at a school-wide assembly.

Parental Engagement Strengths

The Parent and Community outreach is a strength here at Pittman, and we'll continue to be a priority. Our Family Night Events continue to draw big crowds. One of the highest attended events is our Festival of Honor night event. This event pays homage to the Day of the Dead Celebrations from Mexico. For us, the twist is that students and staff can honor heroes, family members, places, ideas, communities, etc. At all family events, we offer food, music, presentations and a fun atmosphere for all to enjoy an evening at school and celebrate accomplishments in the company of parents, students and staff and District staff.

For 2023-2024, we're planning to replicate and host the same 2022-2023 Family Night events: Turkey Bingo, Festival of Honor, STEAM Night, Art Slam, K-1 Formal Spring Dance, Literacy Night, Numeracy Night, Dia del Nino, Parent/Teacher conferences, Parent workshops, Informational Meetings on how to become a volunteer on campus...,etc.

Parent/Community Groups:

We held more than the required numbers of PAC meetings, in-person, and posted agendas prior to 72 hours.

- SSC and ELAC (the two active parent groups) nominated and elected officers for available positions.
- Our regular ELAC membership doubled over the course of the 2022-2023 school year.
- Our Coffee Hour, on the 1st of each month, had a regular attendance rate of over 2 dozen attendees.
- The district's volunteer registering system (beamentor.org) was pushed out at parent meetings, posted on websites, and sent home with students.

Family Events:

- We held our Back to School Night, Festival of Honor, Turkey Bingo, STEAM Night, Festival del Niño, and Art Slam events for families to attend after the school day.
- We held our annual Toys for Tots event for the first time since before COVID.
- We hosted our first Kindergarten and 1st Grade Dance for students and their parents.

Parent Workshops:

- Pittman staff, SUSD's Dept. of Public Safety, and El Concilio presented workshops on: attendance, i-Ready, vaping, social media, student safety volunteer opportunities, and First Five initiatives.

Community Partners:

- El Concilio presented at the ELAC meetings, and attended our Back to School and Festival del Niño events.
- Stockton Sunrise Rotary donated approximately \$5,000 for 5th Graders Science Camp, dictionaries for all 3rd grade students, and sponsored students at their annual Rotary Pins for Community Wins fundraiser.
- SUSD's Dept. of Public Safety presented at our Coffee Hours and participated in our Toys for Tots event.
- U.S. Marines hosted their annual Toys for Tots event.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Some parents are reporting that they are unaware of all opportunities available for them to be actively involved in their child's school. **Root Cause/Why:** Out of the close to 700 families at Pittman, on average, only 18-20 parents regularly attend our parent meetings. We need to also be able to continue to keep parents informed. Investing a platform that can text parents will be an avenue we need to explore and fund for 2023-2024.

Needs Statement 2 (Prioritized): We do not have an active PTA. **Root Cause/Why:** Out of the 30 members needed to comply with agency's guidelines on membership, we only have about 20 interested parents in becoming PTA members.

Needs Statement 3 (Prioritized): Parents are requesting more workshops and trainings. **Root Cause/Why:** Workshops offered are limited to available staff willing to provide these opportunities. In 2023-2024, we might need to look into hiring third parties to provide parent workshops.

Needs Statement 4 (Prioritized): A number of parents reported their children's academic struggles in reading, writing, and math and have requested assistance. **Root Cause/Why:** Efforts to recruit the necessary teachers to provide after school tutoring have failed. Out of 29 teachers only 3 chose to tutor on a consistent basis.

Needs Statement 5 (Prioritized): We need to reestablish relationships with our community partners. **Root Cause/Why:** Union requirements to draft MOUs and

School Culture and Climate

School Culture and Climate Summary

School culture and climate is measured by district suspension and chronic absenteeism data. Students' level of engagement while on campus, contributing to their academic achievement, is comprised of the four programs and activities described below.

PBIS Program:

Pittman's school-wide PBIS program provides a framework of behavior expectations and management strategies for successful student behaviors, across all campus areas- nurturing Cougars that are always Responsible, Respectful, Safe, and Kind. Stakeholder developed PBIS materials and district resources provide a consistent guide for all staff for managing and addressing student behaviors. Just as vitally, Pittman's PBIS program fosters engagement in school and motivation to perform well, through relationship building, trauma informed instruction, and incentivized programs- as evidenced by student behavior and attendance data found in our district's Discipline and Chronic Absenteeism reports.

To develop and reinforce student engagement and motivation leading to achievement, all staff will need to be given opportunities to attend professional development in the areas of cultural awareness, relationship building through restorative practices, and trauma informed instruction. In conjunction with the district's PBIS department provided supports (Kelso's Choice, CHAMPS, STOIC, Second Step SEL), Pittman staff will increase their efficacy in holding restorative conversations (district and county of ed offered equity and inclusion trainings, Angela Byers Trauma Informed Instruction and Empathy training), employing alternatives to discipline (i.e. alternative learning environment, campus clean-up, Supervision Buddy, peer and conflict resolution circles), and drawing on appropriate interventions and support with data (consultations and SAP). Ongoing PD implementation and monitoring will be facilitated by the site's PBIS committee, site admin, CSA, and other student support staff.

The incentivized components within Pittman's PBIS program improve student achievement, behavior, and attendance. Campus incentives include:

- Shout-Out and Cougar Pride recognitions/raffles for responsibility, respect, safety, and kindness.
- Accelerated Reader highest word count earning coins for Pittman's book vending machine; class celebrations for words read and progress competitions.
- Attendance gift cards and prizes for perfect, improved and/or maintained attendance, and classroom attendance celebrations

Tiered Strategies & Support Staff, SAP Referral Process

Support staff (counselors, RSP teacher, Mental Health Clinician- MHC, Child Welfare & Attendance Social Work Assistant- CWA, Speech-Language Pathologist- SLP) provide tiered support for academic, behavioral, and social-emotional needs. Present support staff is critical to addressing immediate classroom needs (stakeholder consultation and pushing-in/pulling-out for student assistance), in addition to facilitating CARE/SST/IEP meetings in compliance of more specialized student needs.

The counselor and RSP teacher coordinate, schedule, and facilitate all CARE, SST, and IEP meetings through the Student Assistance Program (SAP) referral process. Consultation is done with teachers, parents, and specialists over concerns pertaining to students' academics, attendance, and behaviors. Students' needs are either met through CARE or SST team designed improvement plans, or students are identified as possibly having more specific needs, such as speech and mental health concerns.

Pittman's site counselors provide supports including 1:1 counseling sessions, small group meetings, and classroom presentations. The counselors offer individual counseling to help students resolve personal or interpersonal problems- addressing social skills, emotion regulation, behavior management, self-confidence, etc. Based on discipline data, the counselors provide classes/grade levels with relevant presentations, as well as workshops to parent groups (i.e. vaping, social media, bullying). In addition, the counselors support admin with alternatives to discipline (counseling, peer groups). The counselors are also readily available to assist parents with necessary resources and services, on a walk-in or as needed basis.

Pittman's district assigned CWA addresses teacher referrals over attendance concerns, consults with the counselor to push out attendance incentives (student and classroom goals), and maintains communication with students/families to improve attendance and engagement. The CWA coordinates with stakeholders to decrease chronic absenteeism (students missing 10% or more of current days in school) in the form of monthly incentives, and individual student checking-ins and home visits. The CWA is able to share relevant attendance and welfare information at CARE/SST meetings.

After School Academies (ASA):

Pittman offers 19 After School Academies, extracurricular opportunities for students to take part in according to their interests, ranging from intellectual to creative to physical. Participation in ASA nurtures positive relationships with staff and peers, and provides engaging experiences at school, motivating students to attend regularly. Grade and behavior requirements encourage academic achievement. In addition to allowing students to pursue personal interests alongside staff and peers, ASA activities create a foundation of experiences that teachers and students can connect classroom learning to.

ASA such as PLUS, Student Council, Girls & Boys Empowerment foster soft skills such as leadership and communication, and develop executive functioning skills, that many of our intermediate students will reference when applying to specialty schools and programs. These ASA students also serve as positive peer role models for desired school behaviors and social interactions. The Student Council holds several cultural and seasonal spirit events and activities over the school year, while PLUS students act as student ambassadors for site/district student initiatives (i.e. Red Ribbon Week, awareness weeks).

Campus Supervision:

Pittman's Campus Safety Assistants and Noon-Duty staff ensure student safety, build rapport with students, and minimize disruptions to learning. Strategically placed CSA/Noon-Duties provide campus supervision and student assistance where 61% of our behaviors occur, during recesses and lunches, as well as during arrival and dismissal. With full Noon-Duty staffing, there is sufficient supervision for all outdoor and common areas, including both the East and front gates, front parking lot, and crosswalk.

CSA/Noon-Duties participate in the district's CPI Non-Violent Crisis Intervention training, and other site and/or district PBIS PD opportunities, to become further equipped in de-escalation and behavior management strategies. They further support staff and students by providing push-in/pull-out assistance for students and classes, as well as offering alternatives to discipline (i.e. restorative conversations, Supervision Buddies).

School Culture and Climate Strengths

PBIS Program:

- For incentives, 243 students were awarded certificates and sweatshirt/T-Shirts (Shout-Outs), and 812 students won the weekly Cougar Pride raffle for a prize.
- Counselors incorporated the Second Step SEL curriculum in all K-8th grade classrooms, at twice the capacity of the year prior, due to the addition of a second counselor.
- We regularly used alternatives to discipline (i.e. alternative learning environment, pushing in of support staff, campus clean-up, Supervision Buddy, counsel & warn, peer and conflict resolution circles, ongoing restorative practices).
- Supervision and supports were adjusted weekly/monthly for targeted students and behaviors.
- Our overall number of students suspended increased from 18 to 20, from April 2022 to April 2023, but was a low 3% of our students.
- The suspension rates for our Hispanic (3%), Disabled (5.4%), and EL (3.2%) populations are comparable to our schoolwide suspension rate.
- Only 3 students had multiple suspensions, down from 7 at the end of 2022.
- 220 students were recognized as highest word count reward earners for their classes; each got to select a book from our book vending machine.
- Our chronic absentee rate decreased from 40.73% to 28.31%, from April 2022 to April 2023.
- Our chronic absentee rate decreased across all five subgroups: Hispanics 27.62%, decreased by 10.76%; African-American/Black 37.84%, decreased by 12.16%; ELs 26.24%, decreased by 9.4%; Disabled 39.29%, decreased by 6.54%; and Homeless 54.55%, decreased by 4.71%.
- CWA distributed gift cards and prizes for perfect, improved and/or maintained attendance, as well as awarded 49 class perfect attendance parties.

Tiered Strategies & Support Staff, SAP Referral Process:

- The counselors were able to hold 64 CARE meetings, 53 SSTs. Eight students were referred to the psychologist for further testing, to qualify for special education services. The MHC has received a total of 32 new referrals this school year.
- The counselors have provided a total of 1,288 1:1 counseling sessions, 89 small group sessions, and 112 classroom presentations.

After School Academies (ASA):

- 19 ASA met from Nov. 2022-April 2023, compared to 11 the year before.
- Approximately 42% and 52% of students participated in the ASA, during its two sessions, up from 32% participation last year.

Campus Supervision:

- Staffed with two CSAs and four noon-duties.
- Both CSAs are trained in Non-Violent Crisis Intervention.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): While suspensions were down for all subgroups, further work needs to be done; more specifically for our Homeless population, as this subgroup had the highest suspension rate. **Root Cause/Why:** Homeless population make-up a small number of the overall school population, and any suspensions for this subgroup make a big impact on the suspension rate.

Needs Statement 2 (Prioritized): 82% of our suspensions were due to fighting or contributing to a fight. **Root Cause/Why:** Students need more supports with peer conflict resolution and emotion regulation/de-escalation strategies, as well as social media monitoring. Counselors need to play a bigger role in having these conversations through classroom and small group presentations.

Needs Statement 3 (Prioritized): Our chronic absenteeism rate ranges from 26% to 54% across our 5 subgroups. **Root Cause/Why:** Though our chronic absenteeism rates improved drastically, there is much more work that needs to be done to support our families, particularly with our Homeless and Students with Disabilities subgroups. We need to continue to expand our incentive selections; we need to survey the students and find out from them as to what they would like to have as incentives.

Needs Statement 4 (Prioritized): CARE, SSTs, IEPs timelines were not met. **Root Cause/Why:** Personnel not available for part of the year.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

Goal 1: Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and 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 and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

SPSA Goal 1 - Student Achievement ELA: By EOY 2024, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -62% to -47% in ELA. Math: By EOY 2024, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -94.9% to -79.9% in Math. EL: By EOY 2024, per ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.

Identified Need

All students, regardless of subgroup designation, are in need of additional academic interventions and academic supports.

Not all teachers are participating in the summer conferences.

Instructional Coach and administrators will continue to provide teachers support and guidance with the implementation of Instructional strategies learned during PD/Conferences. Determining whether it's a lack of skill or will, will need to be determined.

Additional paid collaboration time needs to be offered and available for all teachers.

In ELA, 2021-22 CAASPP results in ELA are comparable to 2015-16 through 2017-18 CAASPP ELA scores. Our 2018-19 results showed a significant gain from previous years and Pittman performed 25 points below this level.

Not all teachers have been fully trained in AVID, GLAD, Language Acquisition, Classroom Management, PLC, Restorative Practices,..etc.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Distance from Standard	ELA: -62.0 % Math: -94.9%	ELA -47.0% Math 79.9%
ELPAC Summative Assessment (ELs who increase at least one ELPI or maintain ELPI Level 4)	62.8%	65%

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Our academic and discipline data indicates that we need to address the academic needs of our African American, Homeless and Students with Disabilities, as well as our ELs and Hispanic students. In the classroom, teachers need to be aware of the students' proficiencies, and through their PLC meetings, plan instruction that it is targeted to meet students' academic needs and expand on students' academic strengths. Our PLC cycle is based on priority grade-level standards, common assessments across grade level programs, and adjustments to best instructional practices. The research-based instructional strategies gained from attending the AVID, GLAD, CABE, and PLC professional development sessions need to be fully implemented and refined to meet current students' needs. Our instructional coach will play a critical role in having academic conversations with our teachers on best ways to meet students' academic needs, including utilizing the SAP process and other tiers of support. Based on these conversations with teachers, the instructional coach will then provide teachers support through the coaching cycle. Student progress will be monitored and adjustments to instructional practices will be based on results from informative and formative assessments developed by the classroom teacher in collaboration with their grade level peers. Our Program Specialist will provide the resources and data reports needed to teachers and instructional coach, to facilitate implementation of strategies and have needed supplemental materials and curriculum needs are met. Continued refinement of our Professional Learning Communities (PLCs) through training opportunities and extended collaboration time, focusing on relevant and appropriate data to support and enhance effective instructional strategies. Continued refinement of an effective Response to Intervention (RtI) program focusing on Tier 1 Instruction: Delivery of a high-quality instructional program in reading and math for ALL students. Provide support for individual academic needs through small group instruction. Each grading period, the Leadership Team will analyze data of the CORE curriculum end of unit assessments as well as strategy implementation surveys/walkthroughs and will provide recommendations to the staff. Our feedback to teachers will focus what's working well and what adjustments are needed to better meet the instructional needs of all our sub-groups; more specifically, our African American Students, Homeless Students and Students with Disabilities. Support staff (Counselors, Program Specialist, Mental Health Clinician, Instructional Coach, Resource Teacher, Admin.) will also provide additional supports for these students as needed throughout the year. Provide educators and staff with professional development/training opportunities and extended collaboration time to focus on further

development of highly effective core instructional reading/math/science/soc. studies programs as well as expansion of supplemental support for Tier 2/Tier 3 students who have not mastered essential learning outcomes. Professional development/trainings/extended collaboration will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull-out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation to further develop a highly effective Tier 1 instruction. Extra Collaboration: \$10,000 Professional development opportunities will focus on strengthening Math content knowledge, the PLC collaborative process, GLAD language acquisition strategies (Pictorial Input, Sentence Patterning, 10:2, etc.), AVID strategies (focused note taking, organization, inquiry based activities, goal setting, etc.), Lesson Study (study, select, plan, implement, analyze, adjust), and other best practices relating to Integrated and Designated ELD, Reading, Writing, Math, Science, and Dual Immersion - with the end result to meet the needs of ALL students as they progress towards mastery of academic achievement. PLC Summer Conference Registration: 10 teachers X \$689 X y= \$21,960 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.) AVID Institute Registration: 10 teachers X \$500 = \$23,7483 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.) Provide an opportunity to attend conferences focusing on second language acquisition or Dual Immersion programs (ATDLE, CAFE, etc.). Registration: CAFE Registration: 10 teachers X \$500 = \$10,827 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.) Online GLAD training registration: 10 teachers X \$1,200 registration = \$12,600 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.) Provide professional development in mathematics from San Joaquin County Office of Education (SJCOE) with the focus being on lesson studies, co-planning, and co-teaching, as well as strengthening teacher math content knowledge and strategies. Provide an opportunity to all teachers to collaborate with SJCOE to learn/review the Lesson Study process: 2 full days of lesson study plus follow-up coaching (\$42,250 SJCOE; \$19,200 substitute teachers; support staff to cover classes if needed). SJCOE Consultant: \$39,000 Substitutes: 78 days X \$200 = \$15,600 Provide teachers with one full time Instructional Coach (Instructional Coaches - Centralized Services) to better facilitate progress in understanding and implementation of the PLC process. A full time Instructional Coach would provide for a stronger more cohesive relationship with parents, staff, and students. The Instructional Coach will continue to coach all teachers on best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the newly adopted ELA/Math curriculum for Tier 1 instruction, as well as focusing on small group instruction planning to support students in Tier 2. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction. Purchase supplementary materials (color printers, printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc.) to effectively implement PLCs, Lesson Study, GLAD, AVID and other best practices. Sources: Guide to Understanding California MTSS <https://iris.peabody.vanderbilt.edu/module/rti04/cresource/q3/p11/>

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000	50643 - Title I
\$68,870	50643 - Title I
\$39,000	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Provide students with appropriate and relevant intervention supports enhancing the ELA/ELD and Math curriculum that meet the needs of students as they progress towards mastery of academic achievement. Provide training that will address effective systems of interventions with limited personnel and resources to create a tiered system of support that will work parallel with PLCs (Video Library from SolutionTree \$2,000). Intervention Teacher and teachers will provide support with phonemic awareness, phonics, high frequency words, reading fluency math fluency, number sense, etc., on six-week cycles. Students' participation in these Tier 2/ Tier 3 groups will be based on relevant data. This supplemental support will be a pull-out program coordinated by an intervention/TOSA teacher and using the SIPPS curriculum. In addition, 4-5 instructional aides will need to be hired to assist with small group instruction. While we hire the intervention/TOSA teacher and the instructional aides, the pull-out program will be coordinated by the Program Specialist in conjunction with roving subs. They will support Tier 2/Tier 3 students who have not mastered essential learning outcomes in teacher led small group. 1 FTE Intervention/TOSA=\$100,000 (Split fund between (30:70) General and Title I funds) (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as roving subs, instructional materials, web-based licenses, third-party agencies, equipment, consultants, professional development, additional compensation, student fieldtrips, supplemental material, etc.) Continued refinement of an effective Response to Intervention program focusing on Tier 2 Intervention: Additional support to master essential grade-level curriculum without missing critical new core instruction. Grade level teams will analyze Tier 2 data at a minimum of every eight weeks and report back to the Leadership Team. Provide professional development in English Language Arts (ELA) and Spanish Language Arts (SLA) from within the school (admin/coach/teachers) by sharing successes through presentations, peer coaching and/or facilitating lesson studies for facilitation of Tier 2 intervention. Provide individual teachers the opportunity to provide extended day/year support to small groups of students to ensure all students in need of interventions have access to academic support for success. 10 teachers X \$70 hourly rate X 40 sessions = \$28,000 (General fund) Continued use of license agreements and resources to enhance student language/literacy acquisition and mathematics proficiency (Safari Montage, EDL/DRA, Accelerated Reader/STAR, STAR Early Literacy, i-Ready, Imagine Learning Espanol, Imagine Math, etc.). Provide supplemental materials, such as leveled books, license agreements, etc., to meet the instructional needs of students as they progress towards mastery of academic achievement. ****General supplies are unallowable using State & Federal funds.**** Sources: Iris Center MTSS/RTI Training Modules RTI Action Network

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$2,000	50643 - Title I
\$70,000	50643 - Title I

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
All Students
English Learners

Strategy/Activity

Continued refinement of an effective Response to Intervention program focusing on Tier 3 Intervention: Support for students lacking foundational skills needed to learn at high levels. Ongoing (bi-monthly) data analysis of progress monitoring/formative assessments by Program Specialist, RSP teacher, and/or Intervention teacher/Teacher on Special Assignment will drive implementation. Supplemental Intervention Teachers will provide tier 3 interventions (pull out); specifically, will be working with Program Specialist, Resource Teacher, Data Team and classroom teachers to identify students lacking foundational reading, writing, number sense, and/or language skills. However, if we're not able to secure a TOSA, these monies will be used to attend additional trainings, purchasing supplemental materials, fieldtrip excursions, technology and any other allowable purchases under Title I. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) Implementation of Learning Centers lead by the RSP teacher for special education students and mainstream students for intense remediation of basic skills. Provide supplemental materials to meet the needs of Tier 3 students as they progress towards mastery of academic achievement. ****General supplies are unallowable using State & Federal funds.**** Sources RTI at Work: Response to Intervention Strategies and Solutions (Solution Tree) Learning Center Information

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
All Students
English Learners

Strategy/Activity

Support for an effective Response to Intervention (RtI) program to increase performance for ALL students in reading and math. Data dissemination will identify strategy effectiveness. Establishment of a data team (lead by the Program Specialist) that will facilitate implementation of (1) Schoolwide Master Schedule for RtI; (2) Identify screening tools specific to ALL students (i-Ready, fluency, etc.) as well as those specific to the Spanish Dual Immersion Program (EDL, STAR Spanish, STAR Early Literacy Spanish, etc.); (3) Plan for Data Management/Use; (4) Report to Leadership Team results of school wide assessments. Note: Dual K/1 students do not take i-Ready English Reading Diagnostic. Provide support (substitute teachers) needed to screen students for beginning of year assessments (EDL/DRA, fluency, high frequency words, BPST, phonemic awareness, etc.) Review of data that includes all stakeholders [(student, parent, teacher, support staff. (Administration, counselor, RSP teacher, speech teacher, psychologist, mental health technician), Leadership Team, CARE Team, Data Team, English Language Advisory Committee, School Site Council, Charter Advisory Committee, etc.]. Sources: Response to Intervention Blueprints for Implementation (National Association of State Directors of Special Education, Inc.) Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention (National Center on Intensive Intervention at the American Institutes for Research) Scheduling Guidance for MTSS (Massachusetts Department of Elementary and Secondary Education) Oregon Response to Intervention Infrastructure Checklist

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
All Students
English Learners

Strategy/Activity

English Language Learners (EL): Provide two bilingual aides for EL students at level 1 and 2 primary language support which is reading, scaffolding, teacher provided lessons, writing skills and when needed using the students' primary language to give them access to grade level concepts. In addition, bilingual aides are to provide one-on-one and small group instruction focusing on basic content specific fluencies (reading/math facts). The Bilingual Assistants will use students' native language and culture to foster academic success in English Language Development. Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials. Provide science-based extended learning for students (MESA, Drone, Gardening, eSports, Art, Dance, Music, etc.). Pre and post surveys will provide data for continued program implementation. Applicable curriculum and supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers, Project Lead the Way specific project materials, and equipment for extended learning). Dual Immersion Program Provide Spanish support for EO students in the Spanish Dual Immersion program (one-on-one and small group instruction, language acquisition applications) focusing on the development of the Spanish language to foster academic and linguistic success. School wide data analysis of Dual Immersion Program is needed to better understand and build upon our successes and areas for improvement.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

Foster Youth
Low Income
English Learners
All Students

Strategy/Activity

A refined focus on teacher "Read Alouds" will be implemented and reflected on the school's master schedule. All students need a reading role model to emulate, especially our struggling readers. These struggling readers, because a lack of skills, rarely have an opportunity to grapple with grade level materials during

independently practice sessions. Teacher Read Alouds will lead to class discussions at the end of each chapter or section. During the Read Alouds students will be exposed to "building word and topic knowledge" that will be revisited over a period of weeks and with different texts. Combining teacher "Think Alouds" with discussions and grounding follow up dialogue will further increase students' engagement and language use. These class/group discussions along with group collaborations, use of language/sentence frames in combination with authentic language use, will increase the use of higher order thinking skills and increase learning and language development. An additional benefit to using Read Alouds will be student enjoyment and self-confidence with tackling grade level concepts and skills. Teachers classroom libraries (29 classrooms X \$300) will need to be updated to include current, highly engaging non-fiction and fiction titles. Teachers will need to select class book sets based on grade level agreements made during PLC meetings to ensure these book selections meet grade level standards and are age appropriate. We will continue to purchase books to incentivize students love for reading and to recognize students who are passing their AR quizzes (\$40,000).

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.8

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Provide students with hands on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, after school academies, etc. For all approved fieldtrips, costs will include any entrance fees, transportation (District, Charter Busses, Train tickets, etc.) and lunches. At a minimum, each grade level will schedule at least one fieldtrip.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Our Professional Learning Communities continue to be a primary focus here at Pittman Charter. Teachers continue to collaborate with grade level teams every other Tuesday, per contractual requirement. There are however at least two other grade levels that continue to plan with their grade level teams "above and beyond" the required time. And the work that they do during these "extra hours" is making a difference in the improved ELA/Math scores for students in these classrooms. These teachers are continually refining teaching strategies, small group instruction, sharing data with their students, adjusting instruction based on pre and post assessments. Students through informal conversations have also reported feeling more successful as well. For the 22-23 school year, all math teachers at Pittman received demonstrations of number talks in their classrooms. These demonstrations were followed up with lesson studies. The lesson studies were designed to build teachers' content knowledge, provide exposure of effective math routines, and shift mindsets to view students as asset-based instead of deficit-based. The lesson studies also provided an opportunity to design a lesson together, co-teach the lesson, make necessary revisions, and co-teach in a different class. In 2022-2023, small group intervention for students was revamped as we did not have access to an intervention teacher. Roving subs used the SIPPS program to provide Tier 2 intervention. Dual immersion students were also pulled by a roving sub to provide Tier 2 supports. This year we continued continue to have AVID as elective for middle school and are actively in the process of refining how AVID is being implemented in K-6 classrooms. Teachers are focusing on WICOR and continue to implement AVID strategies in all K-8 classrooms. However, a few teachers are still grappling with which strategies need to be consider AVID vs. GLAD, for example. In 2022- 023, all teachers were provided the opportunity to attend and participate in extended learning opportunities on average about 8 teachers accepted the invitation. In total we had 8 teachers, and 2 administrators attend the PLC conference at a cost of \$21,982.90. There were 8 teachers and 1 administrator who attended the AVID conference at a cost of \$25,343.61. Three teachers attended the CABE Conference at a cost of \$13, 279.04. And another 10 teachers who completed the GLAD training online.

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

In 2022-2023, Human Resource agreed to staff Pittman with an Intervention teacher through Title I funds. However, that did not come to fruition. Students who are performing two or more grade levels below, continue to need assistance. We were not able to hire a FTE Mental Health Clinician. However, we were able to get a 2 day a week MHC. In 2022-2023, Human Resource agreed to staff Pittman with an Intervention teacher through Title I funds. However, that did not come to fruition. EL students received partial primary language support as Bilingual Aides were not available for part of the school year for various reasons. RSP students faced the

same obstacles in 2022-2023. We were not able to secure a substitute teacher for this group until the later part of the school year.

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

Many teachers have recognized the benefits of getting students up out of their seats to increase engagement in math. Many teachers are also attempting to take a more collaborative problem-based approach to increase student thinking and communication, instead of the teacher providing all the information. While there is some shifting in this direction, student engagement, collaboration, and deep thinking are all still a work in progress. To continue moving forward, teachers need to keep developing their own content knowledge in order to be able to support students in this shift. Faithful implementation of strategies acquired during PD sessions; is a component we need to improve on. continues to be an obstacle.

LCAP Goal

Goal 2: Safe and Healthy Learning Environments SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to 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. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By May 30, 2024, decrease suspensions for All Students by .5%. School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal) By May 30, 2024, decrease the chronic absenteeism rate from 28.31% to 10% for All Students.

Identified Need

While suspensions were down for all subgroups, further work needs to be done; more specifically for our Homeless population, as this subgroup had the highest suspension rate.

82% of our suspensions were due to fighting or contributing to a fight.

Our chronic absenteeism rate ranges from 26% to 54% across our 5 subgroups.

CARE, SSTs, IEPs timelines were not met.

Short staffed one 3 hour Noon-duty.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 3%	Reduce by .5%
Chronic Absenteeism	Chronic Absenteeism 28.31%	Chronic Absenteeism 10%.

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

In 2023-2024, we will continue to meet with our Counselors, CSAs, Noon-Duty personnel, and support team to determine best ways to assist our African-American/Black, Homeless and Students with Disabilities, as well as our ELs and Hispanic students, during breaks and transitions and in common areas, as these are the times when discipline incidents are more likely to take place. All staff will play a critical role in developing relationships with students that are based on mutual trust and respect. Teachers will utilize the SAP process to address student behavior, social, and emotional needs. Counselors, will continue to teach students coping and social skills in small group sessions, one-on-one conversations, as well as class presentations. Counselors will use the Second Step curriculum to develop class presentations. The Assistant Principal will continue to meet with CSAs and Noon Duty personnel, to continue to refine our PBIS process, sharing expectations with students, having restorative conversations, and applying progressive discipline, as well as delivering student recognitions and incentives. Suspensions- We will be continuing the implementation process and moving forward with PD. Provide teachers and staff (CSA, noon duties, resource staff) opportunities to attend district provided PD PBIS until 100% of teachers and permanent support staff receive the training to fully implement PBIS principles. Organize newer support staff on site that are able to support discipline students with PBIS interventions (restorative conferences, coaching of corrective behaviors). Modify staff meetings to include PD on Restorative Justice, Kelso's Choice, CHAMPs or other teacher needs identified through teacher needs assessment survey. These trainings will be facilitated by teacher peers, district personnel, instructional coach, or administration. For district trainings, teachers will need a substitute teacher. An additional FTE Assistant Principal will support staff in the development and implementation of PBIS strategies, acquired through PD, lead PD for teachers, support parent involvement and help support students academic and behavioral needs. Counselors will help provide social-emotional curriculum (Second Step), coaching on restorative conferences and redirecting towards appropriate behaviors, match needs of teachers to available PBIS resources. The PBIS incentives will be reintroduced, and the system will be in place (Class DoJo) to implement school-wide monitoring. We will need to purchase and have ready our PBIS incentives for students. Schedule beginning of the year school-wide rally focusing on Pittman's four rules: Be Safe, Be Responsible, Be Respectful, Be Kind. Modify morning announcements to emphasize Pittman's four rules and school-wide PBIS expectations. Counselor to continue providing structured one-on-one and small group sessions on social skills, reinforcement of Pittman's four rules and PBIS practices; incorporate the Second Step; lead class discussions/presentations. Our two-day a week Mental Health Clinician will need additional days (from 2 days to *5 days) to ensure that all students who need social emotional support receive it on a timely basis. MHC 2 days a week = \$50,000 **As approval for the MHC FTE position is pending from HR, we will continue to plan an refine the workshops, PLC, RTI conferences teachers can attend, as well as in school trainings, or revisit additional supplemental materials and additional staff needed to support students' needs, if additional days are not granted. SSC will be consulted to ensure compliance.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students
Low Income
English Learners
Foster Youth

Strategy/Activity

Maintain our current CARE support team and process to address ongoing behaviors and reduce the likelihood of repeated disciplinary action and loss of instructional time; continue funding a MHC, a counselor, psychologist, and CWA. Ensure that the district CWA staff (for attendance) is incorporated into the CARE process, funneling into SSTs and SARBS, if more targeted interventions are needed. There will be a more coordinated effort to include CWA in our Support Team meetings; support will be provided for the CWA to work with the teachers and access our PBIS incentives. An additional full-time Assistant Principal will help facilitate referrals and supports, conduct restorative conferences with parents and students, provide disciplinary and socioemotional counseling (in tandem with the counselor). 1 additional FTE AP \$158,976 (General funds) A school our size and with our academic needs really does need an additional AP for the multiple credentialed supports they can provide. An additional bilingual SST will assist in consistent communications from school to home. Refine the CARE referral process (support staff roles, forms, timelines, etc.). Articulate the CARE process to teachers to better identify students in need of additional supports and match them with appropriate social and emotional support strategies and resources (PBIS, PLUS, individual counseling, peer groups, etc.). Provide opportunities for parents to attend workshops (parent advisory meetings, Coffee Hours), informing them about common negative behaviors (drug use, social media and bullying, chronic absenteeism), and how parent support impacts student learning. As approval for the additional days for the Mental Health Clinician is pending from HR, we will continue to plan and refine the workshops, PLC, RTI conferences teachers can attend, as well as in school trainings, or revisit additional supplemental materials and additional staff needed to support students' needs, etc., if additional days are not granted. SSC will be consulted to ensure compliance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$50,000	50643 - Title I

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

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

We anticipate the students' behaviors being comparable to those in 2022-2023. While we anticipate for students to exhibit the same typical behaviors, as well as some new ones, we will coordinate plan accordingly with all support. Two CSAs and four noon duties will be strategically placed during supervision. Noon duties will be placed in areas where 71% of our behaviors occur- during recesses and lunches. When sufficient coverage is available will supervise restrooms/hallways and playground, as well as inside the cafeteria.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth

Strategy/Activity

Continue with attendance supports, including a coordinated effort to include CWA in our Support Team meetings. Support will be provided for the CWA to work with the teachers to incorporate/document more Tier 1 & 2 supports, prior to moving onto Tier 3, SARBs, etc., and access our PBIS incentives. Continue to implement school-wide attendance incentives and recognize individual students and classrooms throughout the year (Cougar Paws, and district incentive programs). Provide incentives such as certificates, pencils, notebooks, stickers, tablets, trophies, etc. to students improving their attendance or being present 100% of the time. Continue to invite parents to all Shout-Out assemblies. Incentives = \$7,000 Continue to rely on district provided PD to enhance and expand our PBIS, Champs and PLUS programs to develop students' organizational and time management skills; teachers will have access to Step Up, as well.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.5

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Strategy 5: Hire a bilingual clerical staff, SST (1 FTE) (Schools with 750+ students typically have a ratio of 3 office staff members to support students and their families). The need for a clerical staff member was multiplied during the COVID pandemic by just the immense amount of COVID related communications, alone (i.e. a parent needing tech support, changes at home or with enrollment, illness/death in the family from both District and School Site), as well as a increase with regularly scheduled support meetings. The SST will participate in the attendance monitoring process, assisting with communication between site and parents, supporting teachers with parent communication and CARE referrals. For Spanish speaking families, increase parent awareness of students' attendance, through communication and collaboration with parents and CWA. Assist with pushing communications regarding attendance and family resource workshops through our programs and partnerships (ELAC, El Concilio, PBIS/PLUS).

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.6

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Maintain and expand extracurricular activities/enrichment After School Academies (i.e. science, dance, martial arts, music, archery, drone, eSports, gardening, MESA, tutoring...etc.) by supplying and materials needed and paying staff to run the After School Academies. Extracurricular activities will provide opportunities to encourage peer relationships, while students explore common interests. In addition, these enrichment academies will create experiences that students can connect to learning happening in the classroom. Extracurricular activities/enrichment academies will supplement the curriculum and fulfill our site mission of being a STEAM school. After School Academies = \$10,000

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

One of the biggest successes of Goal 2 for 2022-2023 has been our After School Academies. These academies provide students with the opportunity to explore opportunities in the fields of Music, Art, Technology: Drones, Dance, eSports, Literature, Student Leadership, EL tutoring, Math Support, ELA support, Archery, Martial Arts, Gardening and MESA. These academies were made available to all students during trimesters 2 and 3. In Trimester 2 we enrolled 42% of the school population in at least one Academy. In Trimester 3 we enrolled 52% of the school population in at least one of the Academies. Informal input from most students was positive in regard to the incentive programs we have established here at Pittman, for Daily Attendance, AR Reading and the Book Vending Machine/Golden Coin Awards, and Shout-Outs assemblies. In 2022-2023, we had core of returning a noon-duty and two CSAs. As this was their second year working together, it was apparent that the procedures and routines for recess and lunch recess were more consistently implemented and monitored. This support group was very familiar with students who were need of supports and provided their support in a consistent manner. In addition, this support group worked closely with our two counselors and collaboratively addressed student behavior needs. In 2022-2033, we hired a second counselor, and having two FTE Counselors on site have made a noticeable reduction on students' referrals to the office. The top five behaviors that counselors typically help address during recesses/lunches are Healthy Relationships, Conflict Resolution/Mediation, Counsel and Warn, Inappropriate Social Skills. Counselors also held over 40 sessions with small groups of students. Counselors also visited and differentiated their presentations on above topics during classroom presentations. The following topics were part of the classroom discussions: problem solving, vaping, managing healthy relationships, restorative circles, promoting positive behaviors, social skills, sexual harassment, social media awareness. Number of class presentations were close to 70.

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

We were not able to secure a Mental Health Clinician (MHC)until the latter part of the year. By default, students were not able to receive some of the supports they need it until the then MHC was hired. In addition, her services were to students were limited to 2 days a week. Some of the topics we were to discuss during the staff meetings were also impacted due to weather related shutdowns. In addition, at least 2.5 staff meetings were dedicated to the Keenan trainings teacher had to complete, which impacted administrator's ability to discuss PBIS, Restorative Practices, Kelso's Choice, Champs...etc.

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

We need to continue to refine and continue to improve with a consistent implementation of our stablished PBIS. All support staff need to continue to communicate and collaborate with on our faithful implementation of these procedures and routines to ensure consistency throughout the site. PBIS topics will also need to be covered during our staff meetings to ensure all adults on campus are consistently implementing these procedures.

LCAP Goal

Goal 3: Meaningful Partnerships Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 30, 2024, parent participation will increase by 10%.

Identified Need

Some parents are reporting that they are unaware of all opportunities available for them to be actively involved in their child's school.

We do not have an active PTA.

Parents are requesting more workshops and trainings.

We need to reestablish relationships with our community partners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of Parents attending PAC meetings	Less than 1% of parents attended our PAC meetings.	10% increase of parent participation during all parent committees

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Low Income
English Learners
All Students
Foster Youth

Strategy/Activity

We will maintain the number of parent outreach that we offer (committees, Family Event Nights, workshops), however we will increase our inclusivity by reestablishing a PTA. If we're not able to reestablish a PTA, ELAC parents have stated that they are interested in forming a non-profit parent organization to help organize more family events as well as to help raise funds for the school. Provide all parents with opportunities to become informed and active stakeholders in monthly SSC and ELAC meetings, as well as 4 meetings for the Charter Advisory Board meetings. We will provide opportunities for more inclusive parent involvement, by holding a number of meetings in the evening and organize childcare for attendees. The district's volunteer registering system (beamentor.org) will be pushed out throughout the year. In addition, we will continue our efforts to reestablish our African American Black Parent Committee to lend a voice on best ways Pittman staff can best meet the academic and social-emotional needs of our students. We are dedicated to maintaining recruitment and organization of volunteers. Additionally, staff will help with the five points of communication to inform parents of offerings, and soliciting parent feedback and needs requests. An SST will also assist in organizing volunteers for family events, and working with district/site community partners (i.e. SUSD PD, El Concilio) to provide requested workshops. Per our parent survey, parents have asked for messages to be deliver via text messages. This parent request will be fulfilled in 2023-2024. ELAC/SSC parents will give input as to which application to purchase. We are dedicated beautify our campus and will commence the year with a recruitment effort and organize volunteers to help 3 times a year. We will also be asking for plant donations from our parents and community partners. Provide essential materials to hold Family Event Nights and the aforementioned parent/community meetings- pencils/pens/markers, paper, books, news letters, flyers, folders, painter's tape, poster boards, light snacks and refreshments. Books/materials/Games/Hands-on supplemental materials for Family Nights/workshops: \$3,500 Parent Meeting: \$522. ****Incentives/gifts/appreciation "events"/entertainment is unallowable using State and Federal funds.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$4,022	50647 - Title I - Parent

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Low Income

Strategy/Activity

Teachers will continue to use part of their 18 hours to also meet with parents during individual Parent/Teacher conferences, informing them of student learning and progress data. Each teacher will provide two opportunities for their classroom parents to come and learn how they can help their children at home. These meetings will be offered in the Fall and Spring.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2022-2023 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

In 2022-2-23, the following family events were held: Art Slam, Dia del Nino, STEAM Night, Festival of Honor, K-1 Formal Parent/Child Dance, Informal input from most parents was very positive in regard to the Bi-monthly Family Night Events we have established here at Pittman.

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

We are still in the process of recruiting enough parents to establish a Parent Teacher Association, PTA. Per their guidelines, they require a minimum of 30 parents to establish a PTA. The last time we held an information meeting only 10 parents attended. While we are dedicated to maintaining recruitment and organization of volunteers, more effort is needed in this area.

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

We will continue to host our Bi-monthly Family Nights as they continue to be well attended. However, we need to recruit more parent volunteers to help alleviate and minimize the number of teachers necessary to run these events. Currently, all of these events are run by teachers and students.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$243,892.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$243,892.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$239,870.00
50647 - Title I - Parent	\$4,022.00

Subtotal of additional federal funds included for this school: \$243,892.00

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

State or Local Programs	Allocation (\$)
There are no state or local funds indicated in this plan.	

Subtotal of state or local funds included for this school: [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$243,892.00

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Emilio Junez	School Site Council

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. 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. This SPSA was adopted by the SSC at a public meeting on 05/15/2023.

Attested:

Principal, Emilio Junez on 05/15/2023

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
---------	-------------

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
---------	-------------

K

Acronym	Description
---------	-------------

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
---------	-------------

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
---------	-------------

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
------	--

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov