School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pittman Elementary	39686760111336	05/13/2024	06/25/2024

Plan Description

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

All School goals, strategies and activities are in alignment with Stockton Unified School District's LCAP Goals and priorities. Through LCFF the school will design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning.

Educational Partner Involvement

How, when, and with whom did your school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, empathy interviews, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was the five "whys" protocol. School-wide data is also share with our Charter Advisory Committee. School Site Council collaboration, feedback, and review sessions inform decision making and planning for potential SPSA modifications and improvement. School Site Council convened on the following dates to address actions noted: 8/28/23, 9/25/23, 10/23/23, 12/18/23, 2/26/24, 3/25/24, 4/29/24, 5/13/24 and 5/20/24.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Site collaborates with educational partners through School Site Council/Leadership Team/Advisory Groups. Stakeholders include parents, teachers, staff, and community members. The School Site Council regularly convenes throughout the year to review and analyze site performance measures and community feedback. School Site Council also formally evaluates SPSA implementation and effectiveness through periodic progress checks and a final Annual Review. Summary of evaluations, data analysis, surveys, and educational partner input are documented in a Comprehensive Needs Assessment. The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was the five "Why's" protocol. School Site Council collaboration, feedback, and review sessions inform decision making and planning for potential SPSA modifications and improvement. School Site Council convened on the following dates to address actions noted: 8/28/23, 9/25/23, 10/25/23, 12/18/23, 2/26/24, 3/25/24, 4/29/24, 5/13/24 and 5/20/24.

Staffing and Professional Development

Staffing and Professional Development Summary

Status of meeting requirements for highly qualified staff (ESEA)

Administrators, counselors, and paraprofessional staff have met credentialing and certification requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Eighty-five percent of Pittman teachers meet the requirements to be considered highly qualified and no teachers are working Out of Field. All teachers have access to SBE-adopted instructional materials training for all content areas, and curriculum support resources for implementation, through district coordinated in-service days. In-house trainings are also provided by the Instructional coach, teachers and SJCOE coaches are also providing on-site PD for math for all K-8 teachers. District coordinates PD days with curriculum vendors as well as other third parties to ensure there is a standard aligned practices as it relates to use of strategies and use of curriculum. In addition, PLC consultant is providing more support for teachers in the use of curriculum, priority standards and common formative assessments.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Pittman's core staff development is focused on Lesson Studies. All grade levels had two and a few grades had three opportunities during the year to co-plan, co-teach, re-teach lessons in colleague's classrooms, and dedicated time for debriefing. In addition, and integral to the lesson development are core questions regarding how AVID and GLAD Strategies are going to implemented in the lesson as well as the four PLC question(s) is/are going to be addressed.

All staff meetings are devoted to PBIS, AVID, GLAD, PLC, Data Analysis and most of the meetings are lead by teachers, the Guiding Coalition, and Administrators. The expectations is for teachers to faithfully implement these high leverages strategies during highly, grade level, lessons. If teachers need assistance with implementation they have access to the Instructional Coach and SJCOE math coaches.

All students are required to keep an updated Data Binder that includes updated attendance, SMART goals, and iReady scores. Teachers and students spend time going over these expectations to ensure students are progressing.

Professional development opportunities are always availabe especially for attending summer institutes and or conferance, in an effort to minimize the need for substitute teachers.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

At Pittman we have partner with SJCOE to help provide math professional development for all K-8 teachers. In greades K-2, they have also worked with a PLC consultant to align essential standards and to create common formative assessment. We also utilizes a district funded instructional coach to provide ongoing teacher support through one-on-one or small group coaching sessions. The Program Specialist also supports teachers with all other logistical needs from coordinating PD days, providing lastest student data, helping teachers with all formal and informal assessments and gathering curriculum and supplemal materials teachers might need.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers are adherening to contractually obligated collaboration times. In addition to collaboriting during all staff meetings, teachers also have the option to do extra collaboration sessions. All these collaborations are focused on answering the four PLC questions. This year, there is a concerted effort from administrators and teachers to make use of student CFA data to adjust instruction as well as to regroup students based on academic needs.

Equity

At Pittman, the way we promote Eguity is by ensuring all teachers deliver highly engaging, grade level lesson with high expectations for all students. In addition, to monthly recognitions and awarding incentives all staff are expected to promote and adhere to PBIS structures and routines. Counselors also are working with all students who need additional supports.

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, thanks in part with the help of our SJCOE math coaches. Because of this partnership, teachers are better prepared to facilitate those mathematical conversations and allow for more student advocacy. 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.

While were at the beginning stages of creating common formative assignments and analyzing student data, it is very promising that many of our teachers have recognized the need for more transparent vertical alignment between all grade levels. Teachers also agree that more work needs to be done with opening honest conversations on how best to meet students' academic needs in each of their classroom. To this end, more individual classroom data is being shared openly between all grade levels. In addition, we will be continuing our collaboration with our third-party agencies: PLC and SJCOE.

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/or 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 attending District provided professional development for the SIPPs program, during the 3 days of non-student contact. **Root Cause/Why:** Some teachers call in sick during those PD days.

Needs Statement 3 (Prioritized): Students in the Dual Immersion Program also need academic support. **Root Cause/Why:** Training has not been provided for Dual teachers to use the Estrellitas and Lunitas curriculum.

Needs Statement 4 (Prioritized): Not all teachers are participating in the summer conferences. **Root Cause/Why:** Lack of available substitutes during the school year limits the number of teachers who are able to attend conferences scheduled during the school year. Many teachers choose not to attend conferences during the summer.

Needs Statement 5 (Prioritized): Faithful and consistent implementation of instructional strategies learned in PD/Conferences varies greatly from teacher. **Root Cause/Why:** It is either a lack of skill or a lack of will.

Needs Statement 6 (Prioritized): Additional paid collaboration time was offered and available for all teachers, but only two grade levels made use of the extra paid time. **Root Cause/Why:** Other teacher commitments and family needs kept most teachers from taking advantage of this paid opportunity.

Teaching and Learning

Teaching and Learning Summary

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

As a dependent charter, Pittman uses the district adopted curriculum and our teacher are able to participate in all PD days. Teachers also collaborate regularly to engage in opportunities for reflection, planning, and PD around effective instructional strategies for *all* students aligning the core curriculum, and district approved supplemental programs, with grade level standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Pittman's instructional schedule are submitted to District each year for approval and to ensure allotment of ELA and Math instructional minutes are compliant with state mandates.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District curriculum department provides pacing guides for all content areas and the school Instructional Minutes schedule embeds time devoted to intervention. Middle school elective courses and Extended Day Learning Opportunities also provide intervention options. The leadership team, support staff, and teachers monitor MTSS implementation and make adjustments to support student learning based on student data determine pacing adjustments. Using teacher input, Hamilton's Master Schedule is set up to support underperforming students meet the standards by prioritizing ELD scheduled minutes for all grade levels during a set time of the day as well as a scheduled time for strategic ELA & Math support so that teachers can differentiate, group, and platoon students based on their individual needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

At Pittman, in addition to the "regular" program, we also offer a Spanish Dual Immersion program and for both programs teachers have all the District adopted curriculum, instructional materials, supplemental materials and appropriate instructional technology available for all teachers. Besides SIPPS, Haggerty, the K-3 Dual teachers also make use of the Estrellitas and Lunitas curriculum to meet the needs of who might be struggling with reading.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers and students have access to and use District adopted and standards-aligned instructional materials: Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). At Pittman, teachers also have access to intervention materials: Estrellitas, Lunitas, SIPPS, Heggerty, iReady. These materials are also used for T3 intervention.

Services provided by regular program that enable underperforming students to meet standards (ESEA)

All students at Pittman who need additional academic support are provided with differentiated, small group instruction and if additional supports are needed students are also supported through a "pull out" intervention. Additional supports are also provided by Instructional Coach, Program Specialist, Bilingual Aide and Substitute teachers. All support staff also have access to SIPPS. Other supports are available for students with IEPs through a push-in or pull-out program lead by 1 FTE RSP teachers and .5 RSP teacher. If students are in need of socio-emotional support, staff such as Counselors, Administrators, RSP teachers and Mental Health Clinician are able to assist.

Evidence-based educational practices to raise student achievement

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/ELA. 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 support staff. The support staff and subs have been providing reading intervention using a small group pull out program using the SIPPs curriculum. We will continue with these interventions in 2024-2025.

Teaching and Learning Strengths

The effectiveness of Pittman's instructional program is rooted in our Professional Learning Communities (PLCs), Lesson Study sessions, and our commitment to

implement AVID, GLAD, Teaching and Learning strategies. Many of our teachers are becoming more proficient with creating Common Formative Assessments and as a result more reteaching on skills students need to master are taking place. Because of this, we are also better able to target academic needs, more effectively and efficiently. Administrators are also looking at multiple measures of data (formative assessments, iReady, summative assessments, surveys, classroom observations/walkthroughs, etc.) to gain insight into the effectiveness of our Instructional Program and to develop staff meeting PDs based on the most current data.

Depending on availability, support staff were able to provide T3 supports to over 60+ students using the SIPPs curriculum. The major skills addressed were 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. 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.

2023 CA Dashboard Indicators for Math show Students with Disabilities, Hispanic, Socioeconomically Disadvantaged subgroups increased performance.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Many students need academic support and timely interventions in ELA, ELD, and or math. **Root Cause/Why:** We have not been able to hire an intervention teacher.

Needs Statement 2 (Prioritized): In 2022-2023, CAASPP results show that we maintained in ELA. **Root Cause/Why:** Lack of faithful and consistent implementation of interventions and over reliance on "old" data to group students or to reteach lessons.

Needs Statement 3 (Prioritized): In 2022-2023, CAASPP results show that we improved in mathematics. **Root Cause/Why:** Teachers are allowing for more students to make sense of the "math". Students are also getting more opportunities to share their understanding with their peers.

Needs Statement 4 (Prioritized): In 2022-2023, CAASPP results show that we had a decline in students making progress in ELD. **Root Cause/Why:** The previous year we Reclassified many of the students who had ELPAC scores of 3 and 4. Total of 33 students. Instruction in the class, needs to be adjusted to EL students' levels.

Needs Statement 5 (Prioritized): Not all teachers have been fully trained in SIPPs, AVID, GLAD, Language Acquisition, Classroom Management, PLC, Restorative Practices, etc. **Root Cause/Why:** Staff not able to meet outside of staff meetings times due to personal and family obligations.

Parental Engagement

Parental Engagement Summary

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Pittman Charter offers parents numerous opportunities during the school year to contribute and provide their input through various committees: English Learner Advisory Committee, School Site Council, Charter Advisory Committee, as well as during Family Events and Parent/Teacher conferences. These platforms ensure that all parents can participate in the decision-making process and set priorities that enhance student success.

Pittman's Parent Committees:

School Site Council (SSC) are required by state and federal regulations to help school staff improve student academic achievement. 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 Pittman Charter Advisory Committee oversees all charter components and works very much like SSC. Pittman's Charter Advisory Committee is composed of 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)- is comprised of parents representing the English Learners (ELs) 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.

We are also proactive in securing and connecting with community partners to help improve student academic achievement: Amazon, US Marines, El Concilio, Rotary Club, SJCOE math coaches.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

At every school event and committee meeting parents are encouraged to go through the volunteer clarence process, so they can help support teachers in the classroom, chaperone dances, help organize family events and chaperone field trips.

Following District and state guidelines, the School Site Council (SSC) is established on a yearly basis at the beginning of the school year, in August. The membership of the SSC consists of parents, teachers, administrators, and other staff. The primary role for dully elected SSC members is to review data, give input on the SPSA and LCAP to ensure alignment and effective implementation.

The formulation of adopted actions, strategies, and the allocation of funds partially stem from various data sources, including CASSPP, iReady, Panorama Survey, Healthy Kids Surveys, classroom observations, as well as feedback from parents and teachers.

Parental Engagement Strengths

Pittman organizes bimonthly Family Events to foster interaction with the school community, allowing teachers and staff to engage with families and highlight students' talents and academic progress. Each Family Event is designed with academic and cultural significance for our students in mind. These gatherings serve as a bridge, connecting school personnel, parents, and community partners. Events such as El Festival del Niño, Festival of Honor, STEAM Night, Literacy Night, Numeracy Night, Turkey Bingo, Toys for Tots, and the Art Slam exemplify our commitment to engaging all stakeholders.

In addition, parents have opportunities during the school year to meet with their child's teacher during academic conferences or 1:1 meetings, to discuss their students' goals, progress, and supports.

Our community partners include:

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.

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.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Pittman Charter will need to expand the number of Parent Workshop offerings to better prepare for parents to assist with discipline, homework and other class assignments.   **Root Cause/Why:** Parent surveys show parents are in need of more trainings.

Needs Statement 2 (Prioritized): Need more parent volunteers   **Root Cause/Why:** All events are mostly organized with teacher and other staff support.

School Culture and Climate

School Culture and Climate Summary

Surveys (students)

The Panorama survey results for 3rd-8th grade students are as follows:
Growth Mindset: 3-5 = 50%, 6-8 = 50%;
Challenging Feelings: 3-5 = 49%, 6-8 = 54%;.
Rigorous Expectations: 3-5 = 70%, 6-8 = 65%;
Teacher-Student Relationships: 3-5 = 61%, 6-8 = 53%;
Sence of Belonging: 3-5 = 62%, 6-8 = 36%;
School Climate: 3-5= 58%, 6-8 =4 7%

Values

Drawing from the book "Learning by Doing," when defining an organization's values, one must ask, "How must we behave to create the outcomes that will achieve our purpose?" If we accept that the primary goal of schools is to ensure that all students learn at high levels, then our values must inherently focus on fostering positive and respectful relationships with our students and delivering highly engaging lessons that meet grade-level standards with high expectations for every student.

Beliefs

  Respect the language, culture, and diversity of all students, staff and families.
 Provide a warm, safe, and caring learning environment for all my students.
 Have high expectations and help every child to develop a love of learning.
 Motivate my students to learn by teaching lessons that are interesting, stimulating, academically
challenging, and aligned to the Common Core Standards.
 Provide meaningful homework assignments to reinforce or extend learning.
 Monitor the achievement of our individual students and use the results to guide our processes of continuous improvement.
 Build a culture of community by communicating regularly with students and their families about student progress and participating in Family Nights/Events.
 Participate in PD opportunities to improve my teaching and learning and support the formation of partnerships with students, families and community.
 Actively participate in collaborative decision-making with my colleagues and work collaboratively in developing instructional strategies and designing common assessments.

Equity-Opportunity and Equal Access

While many of our teachers are highly qualified, a few are currently in the process of "clearing" their credentials to reach this status. All learning resources and materials are accessible to every student. Teachers are responsible for providing grade-level instruction to all students, which can be challenging as some students are not performing at grade level. Therefore, teachers must tailor their instruction to meet the diverse academic needs of all students. Additionally, we have two full-time counselors, one and a half RSP teachers, and a Mental Health Clinician available two days a week to support the social-emotional needs of our students.

School Culture and Climate Strengths

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.

PBIS:

- From Aug. through Jan., for incentives, over 340 students were awarded certificates and sweatshirt/T-Shirts (Shout-Outs), and 504 students won the weekly Cougar Pride raffle for a prize.
- We had an Academic Celebration for each trimester and awarded (for Tri. 1): 36 students for i-Ready performance, 56 students for academic achievements, 68 Honor Roll students, and 179 students for perfect attendance.
- 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 decreased from 12 to 7, from Jan. 2023 to Jan. 2024.
- The suspension rate for our Hispanic is less than 1%, and EL (3.2%) populations are comparable to our schoolwide suspension rate. CA Dashboard Indicators for 2023 show that the suspension rate for Students with Disabilities declined.
- Only 1 student had more than one suspension, down from three in 2023, 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 30.16% to 20.36%, from Jan. 2023 to Jan. 2024.
- Our chronic absentee rate decreased across four out of our five subgroups: Hispanics 20.63%, decreased by 8.66%; African-American/Black 18.75%, decreased by 21.79%; ELs 19.77%, decreased by 9.01%; and Homeless 42.86%, decreased by 14.28%. For Disabled, the subgroup was further divided into three (disabled, RSP, and SDC), and it is not clear if they are unduplicated. 2023 CA Dashboard Indicators also reflect a decrease in chronic absenteeism for all subgroups.
- CWA distributed gift cards and prizes for perfect, improved and/or maintained attendance, as well as awarded 44 class perfect attendance parties, from Aug.-Jan.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Suspension Rate too high for two of our sub-groups   **Root Cause/Why:** While we were able to maintain our low schoolwide suspension rate, tiers of support and interventions need to be targeted towards students in these subgroups, as well as their parental supports- focusing on peer conflict resolution, social media monitoring, and substance abuse.

Needs Statement 2 (Prioritized): High Chronic Absenteeism.   **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 Disabled subgroups.

Needs Statement 3 (Prioritized): Most of the discipline issues happen during recess and lunch breaks.   **Root Cause/Why:** There are few structured activities that keep the students engaged.

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 2025, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -61% to -50% in ELA.

Math: By EOY 2025, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -86% to -76% in Math.

EL: By EOY 2025, 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/or academic supports.

Not all teachers are attending District provided professional development for the SIPPs program, during the 3 days of non-student contact.

Students in the Dual Immersion Program also need academic support.

Not all teachers are participating in the summer conferences.

Faithful and consistent implementation of instructional strategies learned in PD/Conferences varies greatly from teacher.

Additional paid collaboration time was offered and available for all teachers, but only two grade levels made use of the extra paid time.

Many students need academic support and timely interventions in ELA, ELD, and or math.

In 2022-2023, CAASPP results show that we maintained in ELA.

In 2022-2023, CAASPP results show that we improved in mathematics.

In 2022-2023, CAASPP results show that we had a decline in students making progress in ELD.

Not all teachers have been fully trained in SIPPs, 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: -60.90 % Math: -86.6%	ELA -50.0% Math 76.0%
ELPAC Summative Assessment (ELs who increase at least one ELPI or maintain ELPI Level 4)	45.3%	55%

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)

Strategy/Activity

Data indicates that we need to address the academic needs of our African American, Homeless, and Students with Disabilities, as well as our

English Learners and Hispanic students.

To meet students' diverse academic needs, first, we need to refine our initial instruction. Teachers need to calibrate with grade level peers during regularly scheduled collaboration meetings as this first instruction should look like. During these collaboration meetings, teachers also need to focus on prioritizing essential standards, analyzing common formative assessments, providing the necessary Tier 2 and Tier 3 interventions when necessary and on a timely basis, and refining best instructional practices. Every four weeks, students' progress will be monitored, and adjustments made will be based on results from informative and formative assessments. These assessments will be developed by the classroom teacher in collaboration with their grade level peers. To ensure all students receive Tier 2 and Tier 3 supports, a master scheduled will be developed and implements.

The faithful implementation and continuous refinement of research-based instructional strategies/methods, acquired from participating in AVID, GLAD, CABE, and PLC professional development sessions...etc., are necessary to address the evolving needs of our students.

Every four weeks, the Leadership Team and Guiding Coalition will review Common Formative Assessment (CFA) data and CORE curriculum unit assessments to offer recommendations to teachers. Feedback will highlight effective practices and necessary adjustments to address the instructional needs of all subgroups, with a particular focus on African American students, homeless students, students with disabilities, English learners, and Hispanic students. Support staff, including counselors, program specialists, mental health clinicians, instructional coaches, resource teachers, and administrators, will provide extra support for these students as required throughout the year.

To support these enhancements, we will ensure that educators and support staff have access to all required professional development and training opportunities, as well as additional collaboration time. This will enable a concentrated effort on the continued development of highly effective core instructional programs in reading, math, science, social studies, ELD, and AVID. Additionally, we will expand K-3 supplemental support for Tier 2 and Tier 3 students who have not yet mastered essential grade-level learning.

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 Time: $7,000

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 $799 X = $7990 + (additional funds will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

PLC Consultant Additional days. The district has hired PLC Consultants for four days and the school is funding an additional 4 days

3 days = $21,450
Substitutes: 8 days X 29 teachers= $5,000

AVID Institute Registration:
10 teachers X $1099 = $10,990, (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, CABE, etc.).
Registration:

CABE Registration:
10 teachers X $225 = $2,250 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Online (If available, if not in person) GLAD training registration:
10 teachers X $1,400 registration = $14,000 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

The strong correlation between art/music and student academic success is well-documented. As a result, we are committed to maintaining our partnership with Artists in Schools, ensuring that all K-8 students have the chance to engage with and express themselves through the arts. The estimated cost for eight sessions per grade level stands at $14,384. Beyond the Artists in Schools program, we aim to employ an artist for three days a week. This position as well as the Artists in Schools will be financed through grant funds and Prop 28.

Students enrolled in the Spanish Dual Language Program require additional language support. This program adopts the 90:10 model, which dictates the proportion of instructional time allocated to each language. For instance, in kindergarten and first grade, students receive 90% of their instruction in Spanish and 10% in English. Each subsequent year, the amount of Spanish instruction is decreased while English instruction

is increased. By the time students reach fifth grade, instruction time is evenly split between the two languages. In middle school, students have two periods of Spanish instruction, with the remainder in English. The program also strives to maintain an equal number of students whose primary languages are English or Spanish, as they serve as language models for one another.

The budget for Rosetta Stone or other language learning software and applications is $16,453.

We will continue to provide professional development in mathematics, with guidance by the San Joaquin County Office of Education (SJCOE) math coaches, with an emphasis on collaborative planning and enhancing teachers' mathematical content knowledge and instructional strategies.

SJCOE Consultants: $20,000

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,). The Science Alliance group will present 3 hands on lessons in each classroom, 3 times a year (Fall, Winter, Spring.)

Science Alliance = $ 18,270

Provide teachers with one full time Program Specialist and an Instructional Coach to better facilitate progress in understanding and implementation of the PLC process. A full time Program Specialist would provide for a stronger more cohesive relationship with parents, staff, and students. The Program Specialist will continue to coach all teachers on best practices, research-based strategies, AVID, ELD, GLAD, 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, computers, 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)
$7,000	50643 - Title I
$50,000	50643 - Title I
$31,730	50643 - Title I
$16,453	50643 - Title I
$18,270	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)

Strategy/Activity

Hire a full time Intervention teacher.

Offer students suitable and pertinent intervention supports that enhance the ELA/ELD and Math curriculum, catering to their needs as they advance toward academic achievement and grade level mastery.

Provide teachers, RSP teachers, support staff with 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.

Intervention Teacher will provide support with phonemic awareness, phonics, high frequency words, reading fluency math fluency, to all K-4 students needing Tier 2/Tier 3 interventions, on six-to-ten-week cycles. Students' participation in these Tier 2/ Tier 3 groups will be based on relevant data.

The Tier 3 supplemental support will be a pull-out program coordinated by the intervention 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 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=$115,000

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff, the $115,000 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, 2:1 computers to student ratio, Third parity agencies to help organize recess and lunch recess activities/sports... etc.)

Provide individual teachers the opportunity to provide extended day/year tutoring 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, relevant language learning applications/software (Rosetta Stone, Duolingo...etc.)).

Provide supplemental materials, such as leveled books, chapter books, novels, license agreements, etc., to meet the instructional needs of students as they progress towards mastery of academic achievement.

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)
$115,000	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)

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.

The formation of a data team is proposed to collaborate with the Guiding Coalition to support the implementation of several initiatives: (1) A schoolwide master schedule for RtI; (2) The identification of screening tools applicable to all students, such as i-Ready and fluency assessments, along with those tailored for the Spanish Dual Immersion Program, including EDL, STAR Spanish, and STAR Early Literacy Spanish; (3) A plan for data management and utilization; (4) Regular reporting to the Leadership Team on the results of schoolwide assessments; (5) The use of data to direct interventions for students requiring support, prioritizing subgroups identified in the Dashboard as needing assistance in ELA, Math, and/or ELD, specifically Hispanic, English Learners, African-American students, and those with IEPs.

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.)

Schedule three 1:1 academic conferences with all K-8 teachers to discuss student progress and academic adjustments needed and next steps. Data to be collected and used during these meetings will be iReady, CFAs, Unit Assessments, student surveys, and CASSP.

3 times per year x 29 teachers per session x 1 roving sub daily rate = $3,600

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)
$3,600	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 1.1.4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

English Learner Support

The hiring of an additional bilingual aide is necessary to support English Language Learners at levels 1 and 2 who require support in their primary language. Teachers will aid the bilingual aides by supplying updated lessons and identifying skills that students need to master. Bilingual aides, in return, will use the students' primary language when needed to facilitate their understanding of grade-level concepts.

(LCAP 1.3) Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting.

Furthermore, bilingual aides will deliver individual and small group instruction, concentrating on fundamental L2 syntax and spoken language to pre-teach and support content for students. Bilingual Assistants will utilize the students' native languages and cultural backgrounds to promote academic achievement in English Language Development.

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).

EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.

Metrics for Progress Monitoring:
ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)

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 1.1.5

Students to be Served by this Strategy/Activity

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

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)
$25,700	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 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Fund hands on experiential learning opportunities for students to supplement core instruction through field trips, guest speakers, traveling exhibits, after school academies (gardening, dance, drone, e-sports, robotics, PLTW, Mesa, Art,...), 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. After school academies will be funded in partnership with ELOP. Additional funds required will be through Title I and General Budget.

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

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)

Strategy/Activity

Preschool Transition to Kindergarten

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]

Annual Review

SPSA Year Reviewed: 2023-2024 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.

Under SPSA goal 1, we were able to implement a number of actions and strategies. There was an increase in the number of teachers who committed to attend the PLC and AVID Summer Institutes. In addition, all grade levels participated in at least 2 Lesson Study sessions with their grade level peers. In these sessions, teachers were able to co-plan, co-teach and they received feedback from their peers. Our partnership with SJCOE math coaching continued and based on survey results 43% of our teachers are willing to continue to work with the coaches. About forty percent of our students participated in one or more of the after-school academies and depending on their grade levels, students had the choice to choose from gardening, dance, art, board games, hands-on science, MESA, ELD tutoring, drone...etc. At least 3 teachers were able to be trained in PLTW.

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

Although our data shows and stakeholders agreed that we need to hire an FTE intervention teacher to help meet the academic needs of our students, we were not able to hire a teacher because District needed to fill all open classroom vacancies first. In addition, some of our planned lesson study sessions had to be adjusted and not all teachers were able to join the session, as securing substitute teachers continue to be a barrier. The GLAD trainings were open for all teachers, but it was the online version of the training not all teachers participated. For part of the year, we had no Bilingual Aide.

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.

While we were able to implement a number of strategies under SPSA goal 1, we have to continue to refine all strategies. We need to continue to work on our Lesson Studies and have all available support staff be available to cover classrooms in case we are missing a substitute teachers. We need to continue to provide interventions for students during class time and with or without the intervention teacher. We need to replicate the work that was done with support staff and substitute teachers filling that role of intervention teachers. We need to continue to provide SIPPs/Estrellitas/Lunitas trainings forK-4 teachers as well as support staff. In addition, instead of trying to fill in the academic needs for all K-8 students, we need to refine our scope and focus on K-4 students. Continue to strengthen and support our PLC/AVID Guiding Coalition through more trainings and more opportunities for them to present and provide PD for their peers.

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, 2025, decrease suspensions for All Students by 1%.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)
By May 30, 2025, decrease the chronic absenteeism rate from 29.2% to 20% for All Students.

Identified Need

Suspension Rate too high for two of our sub-groups

High Chronic Absenteeism.

Most of the discipline issues happen during recess and lunch breaks.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspension Rate 3.3%	Reduce by 1%
Chronic Absenteeism	Chronic Absenteeism 29.2%	Chronic Absenteeism 20%.

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)

Strategy/Activity

  Conversations with key personnel must be refined to better address socio-emotional needs of students. Counselors, CSAs, Noon-Duty staff, and the support team should expand individual and group sessions to focus on skills for resolving peer conflicts. It's crucial that one-on-one sessions are prioritized for students who need them most, including African-American/Black, Homeless, Students with Disabilities, ELs, and Hispanic students. These sessions should be consistently scheduled throughout the year, possibly during recesses and transitions. Noon Duty Staff should be assigned to specific areas and times where disciplinary incidents are more likely, and they should also provide close support to students in need.

Monthly meetings will be scheduled to update progress on discipline and absentee rates.

Every staff member is pivotal in fostering relationships with students grounded in mutual trust and respect. Teachers will employ the SAP process to manage student behavior and address their social and emotional requirements. Counselors will persist in instructing students on coping and social skills through small group sessions, individual discussions, and classroom presentations. They will also utilize the Second Step curriculum to create presentations that focus on the social skills most essential in K-8 classrooms. 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 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.

We will provide teachers and staff, including CSAs, noon duty personnel, resource staff, and counselors, the opportunity to attend district-provided professional development on PBIS. This initiative will continue until all teachers and permanent support staff have been trained to fully

implement PBIS principles, engage in restorative conversations, and coach students on expected 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.

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 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.

The two-day a week Mental Health Clinician will continue to offer socio-emotional support to students who qualify and will provide these supports on a timely manner.

MHC 2 days a week = $50,000

A partnership with agencies that provide structure activities during recess and lunch recess will also be secured. As data indicates that most discipline is taking place during non-structured activities.

Funding of $23,000 will be needed for this partnership.

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)
$23,000	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 2.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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.

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.

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)
$0	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)

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 = $10,000

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 2.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Strategy 5: Hire a bilingual clerical staff, SST (1 FTE)

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 2.1.5

Students to be Served by this Strategy/Activity

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

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 = $25,000

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: 2023-2024 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.

Ongoing formal and informal meetings were held with our Counselors, CSAs, Noon-Duty personnel to determine needed supports to determine best ways to assist our African American, 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 were taking place. Counselors, taught students coping and social skills in small group sessions, one-on-one conversations, as well as class presentations. By March, Counselors had provided 53 parent contacts, 2 parent workshops, 7 collaborations with teachers, 428 student daily check ins, ran 5 small groups servicing over 35 students, 8 targeted classroom presentations. Counselors also assisted with providing social-emotional support, coaching on restorative conferences and redirecting students towards appropriate behaviors.

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

With the addition of a second counselors, we were able to provide more socio-emotional supports for K-8 students. We were not able to provide as much time as needed to the discussion of all things PBIS, during staff meetings. Not as many students needing mental health support qualified for these supports. MHC worked 2/week.

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.

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. Administrators and Counselors will need to support staff in the development and implementation of PBIS strategies to better support parent involvement and help support students' academic and behavioral needs. Counselors will need to continue to teach students coping and social skills in small group sessions, one-on-one conversations, as well as class presentations. In addition, Administrators, Counselors and Noon Duty Staff will need to be proactive in meeting the social emotional needs of our African American students. To achieve this, we need to implement a master schedule for our small group sessions and continue to reach out and partner with outside agencies. Students need to have more structured sports activities during recess and lunch times. Per our discipline data this is when and where students' misbehaviors are occurring.

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, 2025, parent participation will increase by 10%.

Identified Need

Pittman Charter will need to expand the number of Parent Workshop offerings to better prepare for parents to assist with discipline, homework and other class assignments.

Need more parent volunteers

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)

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. ELAC/SSC parents will give input as to which application to purchase.

We are dedicated to beautifying 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, newsletters, flyers, folders, painter's tape, poster boards, light snacks and refreshments.

Books/materials/Games/Hands-on supplemental materials for Family Nights/workshops/conferences: $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)
$4,000	50647 - Title I - Parent
$450	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)

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: 2023-2024 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.

Based on the Panorama survey results, our parents score Pittman at the 90th percentile nationally when it comes to reducing barriers for parent participation. Our family monthly events continue to be a great success: Festival of Honor, Dia Del Nino, Art Slam, Turkey Bingo, Toy Give Away.

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 implement the campus beautification strategy. We also have not fully implemented a Parent Volunteer Program to help run the monthly parent events.

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 a dedicated recruitment campaign to help with the organization of evening events as well as fund raising events. We also need to expand on networking and recruit more district/community partners (i.e. SUSD PD, El Concilio) to provide additional resources for our families.

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	$295,203.00
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	$295,203.00

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	$290,753.00
50647 - Title I - Parent	$4,450.00

Subtotal of additional federal funds included for this school: $295,203.00

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: $295,203.00

Addendums

2024-2025 School Plan for Student Achievement Recommendations and Assurances

Site Name: __Pittman Charter__

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 completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

__5/13/2024__
Date of Meeting

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

English Learner Advisory Committee

__5/20/2024__
Date of Meeting

5. 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.

6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on __5/13/2024__.
Date of Meeting

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

__ELAC and Charter Advisory__   __5/13/2024__
Committee   Date of Meeting

Attested:

__Emilio Junez__   __[signature]__   __5/31/2024__
Typed Named of School Principal   Signature of School Principal   Date

Stockton Unified School District

Pittman Elementary

2024-2025 Funding Summary

Board Approval Date: June 25, 2024
Public Presentation Date: May 13, 2024

Mission Statement

Pittman Charter School Mission

We commit to prepare our students for academic success, through a comprehensive education, with an emphasis on Spanish Dual Immersion and Science (STEAM).

Vision

Pittman Charter School Vision

We prepare students to become academically successful, inquisitive learners who continue to develop their critical thinking skills as they strive to achieve their goals.

Table of Contents

School Funding Summary

50643 - Title I					
LCAP Goal	**School Goal**	**Strategy/Activity**		**Account Code**	**Amount**
1	1	1	Consultant		$50,000.00
1	1	1	Language Learning Applications/Software Rossetta Stone		$16,453.00
1	1	1	Conference		$50,000.00
1	1	1	Teacher Additional Compensation		$7,000.00
1	1	2	Intervention Teacher Salary		$115,000.00
1	1	3	Roving Substitute Teachers		$3,600.00
1	1	6	Books		$48,700.00
2	1	2	Mental Health Clinician		$0.00
				Sub-Total	$290,753.00
				Budgeted Fund Source Amount	$290,753.00
				+/- Difference	$0.00
50647 - Title I - Parent					
LCAP Goal	**School Goal**	**Strategy/Activity**		**Account Code**	**Amount**
3	1	1	Non-Instructional Materials		$4,000.00
3	1	1	Parent Meeting Expenses		$450.00
				Sub-Total	$4,450.00
				Budgeted Fund Source Amount	$4,450.00
				+/- Difference	$0.00
				Grand Total Budgeted	$295,203.00
				Grand Total Spent	$295,203.00
				+/- Difference	$0.00

Pittman Charter

Explore the performance of Pittman Charter under California's Accountability System.

Chronic Absenteeism
Yellow

Suspension Rate
Orange

English Learner Progress
Orange

English Language Arts
Orange

Mathematics
Yellow

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

School Details

NAME
Pittman Charter

ADDRESS
701 East Park Street
Stockton, CA 95202-2207

WEBSITE
N/A

GRADES SERVED
K-8

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
679	85.6%	39.9%	0%

Academic Performance

View Student Assessment Results and other aspects of school performance.
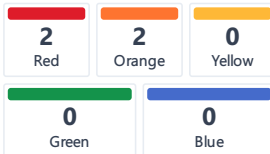
LEARN MORE
English Language Arts

Orange

60.9 points below standard

Maintained 1.1 Points

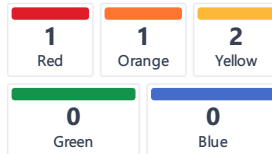**EQUITY REPORT**
Number of Student Groups in Each Level

2 Red	2 Orange	0 Yellow
0 Green	0 Blue	

LEARN MORE
Mathematics

Yellow

86.6 points below standard

Increased 8.3 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	1 Orange	2 Yellow
0 Green	0 Blue	

LEARN MORE
English Learner Progress

Orange

45.3% making progress

Declined 17.5% ▼

Local Indicators

LEARN MORE
Implementation of Academic Standards

STANDARD MET

Academic Engagement

See information that shows how well schools are engaging students in their learning.

Chronic Absenteeism

Yellow

29.2% chronically absent

Declined 11.3% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0 Red	**2** Orange	**3** Yellow
0 Green	**0** Blue	

Local Indicators

Access to a Broad Course of Study

STANDARD MET

PITTMAN CHARTER

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Orange

3.3% suspended at least one day

Increased 0.6% ▲

EQUITY REPORT
Number of Student Groups in Each Level

1 Red	**3** Orange	**1** Yellow
0 Green	**0** Blue	

Local Indicators

LEARN MORE

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

LEARN MORE

Parent and Family Engagement

STANDARD MET

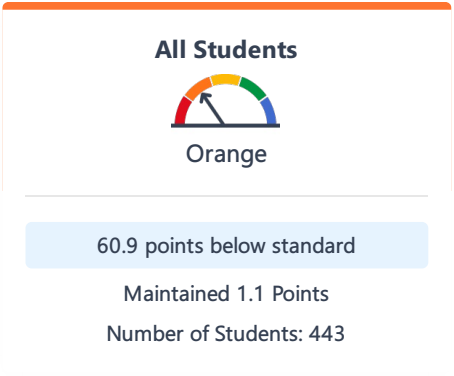**LEARN MORE**

Local Climate Survey

STANDARD MET

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.
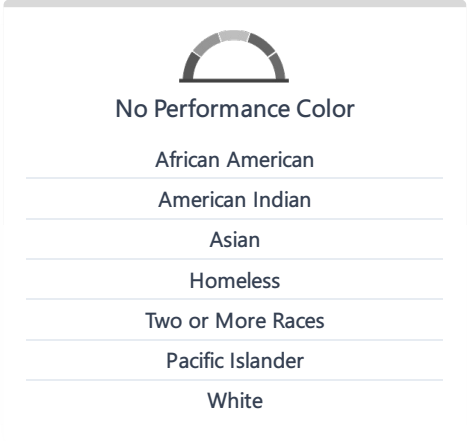
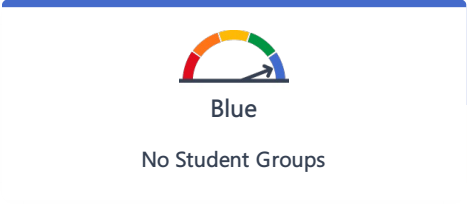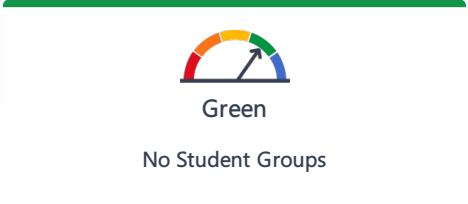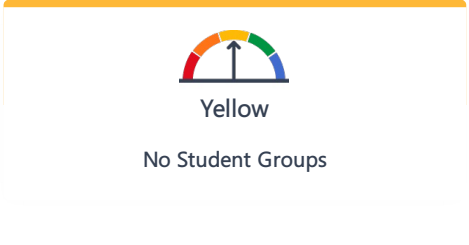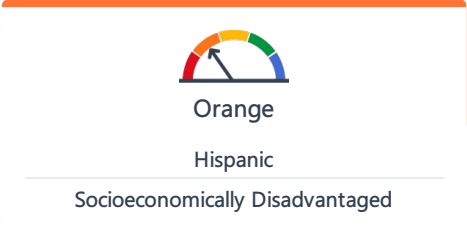## English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Orange

60.9 points below standard

Maintained 1.1 Points

Number of Students: 443

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

English Learners

Students with Disabilities

Orange

Hispanic

Socioeconomically Disadvantaged

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Homeless

Two or More Races
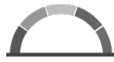
Pacific Islander

White

African American

No Performance Color

89.6 points below standard

Maintained -2.1 Points

Number of Students: 27

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless

No Performance Color

122.7 points below standard

Increased 19.6 Points ▲

Number of Students: 15

Two or More Races

No Performance Color

77.8 points below standard

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Red

88.4 points below standard

Declined 5.8 Points ▼

Number of Students: 197

Students with Disabilities

Red

142.8 points below standard

Declined 11.5 Points ▼

Number of Students: 34

Hispanic

Orange

56.9 points below standard

Maintained 2.6 Points

Number of Students: 391

Socioeconomically Disadvantaged

Orange

66.7 points below standard

Maintained -1.8 Points

Number of Students: 372

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	62 points below standard	60.9 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners	**Recently Reclassified English Learners**	**English Only**
126.6 points below standard	19.2 points below standard	67.9 points below standard
Maintained -0.9 Points	Increased 3.5 Points ▲	Declined 5.2 Points ▼
Number of Students: 127	Number of Students: 70	Number of Students: 153

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

86.6 points below standard

Increased 8.3 Points ▲

Number of Students: 443

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

English Learners

Orange

Students with Disabilities

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

● ○ ○ ○ ○ ○

African American

No Performance Color

117.6 points below standard

Increased 19.9 Points ▲

Number of Students: 27

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless

No Performance Color

143.9 points below standard

Increased 36.5 Points ▲

Number of Students: 15

Two or More Races

No Performance Color

58.8 points below standard

Number of Students: 11

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Red

104.5 points below standard

Maintained -1.7 Points

Number of Students: 197

Students with Disabilities

Orange

167.9 points below standard

Increased 14.4 Points ▲

Number of Students: 34

Hispanic

Yellow

84.5 points below standard

Increased 6.4 Points ▲

Number of Students: 391

Socioeconomically Disadvantaged

Yellow

90.9 points below standard

Increased 6 Points ▲

Number of Students: 372

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	94.9 points below standard	86.6 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

136.6 points below standard

Maintained -2.5 Points
Number of Students: 127

Recently Reclassified English Learners

46.2 points below standard

Increased 13.4 Points ▲
Number of Students: 70

English Only

91.1 points below standard

Increased 9.7 Points ▲
Number of Students: 153

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Orange

45.3% making progress towards English language proficiency

Declined 17.5% ▼

Number of EL Students: 223

Student English Language Acquisition Results
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability

Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

4	Full Implementation

History - Social Science

4	Full Implementation

Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4	Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4	Full Implementation

Mathematics – Common Core State Standards for Mathematics

4	Full Implementation

Next Generation Science Standards

4	Full Implementation

History - Social Science

4	Full Implementation

Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

| **4** | Full Implementation |

English Language Development (Aligned to English Language Arts Standards)

| **4** | Full Implementation |

Mathematics – Common Core State Standards for Mathematics

| **4** | Full Implementation |

Next Generation Science Standards

| **4** | Full Implementation |

History - Social Science

| **4** | Full Implementation |

Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

| **4** | Full Implementation |

Health Education Content Standards

| **4** | Full Implementation |

Physical Education Model Content Standards

| **4** | Full Implementation |

Visual and Performing Arts

| **4** | Full Implementation |

World Language

| **4** | Full Implementation |

Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

| **4** | Full Implementation |

Identifying the professional learning needs of individual teachers

| **4** | Full Implementation |

Providing support for teachers on the standards they have not yet mastered

| **4** | Full Implementation |

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686760111336&year=2022-23

All Students

Yellow

29.2% chronically absent

Declined 11.3% ▼

Number of Students: 691

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

African American

Students with Disabilities

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Homeless

Two or More Races

Pacific Islander

White

○ ● ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

28.6% chronically absent

Declined 24.8% ▼

Number of Students: 14

Homeless

No Performance Color

66.7% chronically absent

Increased 4.6% ▲

Number of Students: 18

Two or More Races

No Performance Color

35.3% chronically absent

Declined 35.3% ▼

Number of Students: 17

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American

Orange

40.5% chronically absent

Declined 2% ▼

Number of Students: 37

Students with Disabilities

Orange

40.7% chronically absent

Declined 5.6% ▼

Number of Students: 59

English Learners

Yellow

26.9% chronically absent

Declined 9.5% ▼

Number of Students: 286

Hispanic

Yellow

28.5% chronically absent

Declined 10.4% ▼

Number of Students: 614

Socioeconomically Disadvantaged

Yellow

29.7% chronically absent

Declined 10.1% ▼

Number of Students: 592

Local Indicators

STANDARD MET

Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the

adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Pittman uses reports to ensure that all students have access to, and are enrolled in, a broad course of study.

2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Based on analysis of course enrollment trends. - All Students - 66% to 99% - Unduplicated Students (UPC) – 67% to 99% - Students with Disabilities (SWD) - 60% to 99%

3. Identification of any barriers preventing access to a broad course of study for all students.

In general, all students, TK-12 have access to a broad course of study. Full access to a broad course of study for UPC and SWD depends on individual learning plans and student specific needs.

4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.

In general, all students, TK-12 have access to a broad course of study. Full access to a broad course of study for UPC and SWD depends on individual learning plans and student specific needs.

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
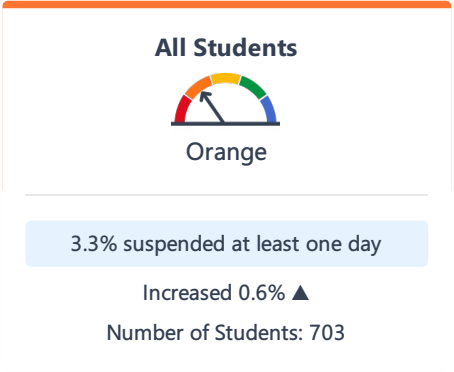
All Students

Orange

3.3% suspended at least one day

Increased 0.6% ▲

Number of Students: 703

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

African American

Orange

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

English Learners

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

Homeless

Two or More Races

Pacific Islander

White
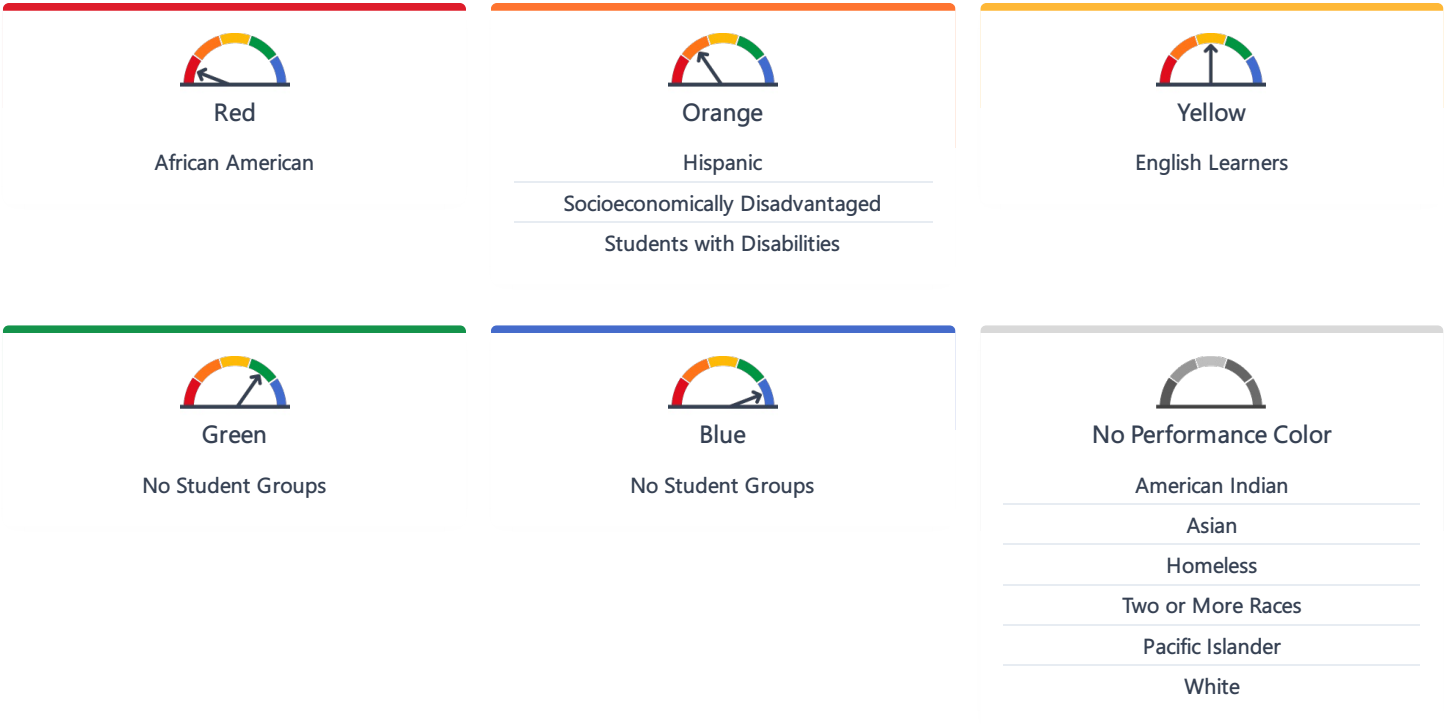
American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian
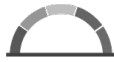
No Performance Color

0% suspended at least one day

Declined 6.7% ▼

Number of Students: 14

Homeless

No Performance Color

23.8% suspended at least one day

Increased 4.5% ▲

Number of Students: 21

Two or More Races

No Performance Color

11.8% suspended at least one day

Increased 11.8% ▲

Number of Students: 17

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

African American

Red

8.1% suspended at least one day

Increased 6% ▲

Number of Students: 37

Hispanic

Orange

2.9% suspended at least one day

Increased 0.3% ▲

Number of Students: 626

Socioeconomically Disadvantaged

Orange

3.3% suspended at least one day

Increased 0.4% ▲

Number of Students: 604

Students with Disabilities

Orange

6.7% suspended at least one day

Declined 0.7% ▼

Number of Students: 60

English Learners

Yellow

2.4% suspended at least one day

Maintained -0.2%

Number of Students: 289

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	2.7%	3.3%

STANDARD MET

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent (FTE)	Clear (% of teaching FTE)	Comparison to Statewide Average
LEA	29	42.3%	Below
County	6,944.45	72.5%	Below
Statewide	279,044.88	84%	n/a

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=39686760111336&year=2021-22.

> Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home
> 0
> Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)
> 0

STANDARD MET

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Pittman has created a number of site-based and LEA wide opportunities for educational patronship. The LEA continues to increase the number of spaces available for educational partnership.

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.

Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.

Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.

Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Pittman maintains a welcoming environment, meetings, committee meetings, social events, etc., has shifted to an online platform

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.

Full Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.

Full Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.

Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.

Full Implementation

Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Pittman has created a number of site-based and wide opportunities for educational partners to provide input in decision making. Pittman continues to increase the number of spaces available for educational partner to provide input in decision making.

STANDARD MET

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of

school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

Local Climate Survey Summary

Based on the School Climate Survey
Over 70 - 4th-5th graders, Over 40% - 6th-7th graders and over 61% - 9th-12th graders feel safe at school.

78% - 4th-5th graders, 64% - 6th-7th graders and 68% - 9th-12th graders feel connected to their school.

Over 80% - 4th-5th graders, Over 75% - 6th-7th graders and over 79% - 9th-12th graders feel at least one adult at their school really cares about them.

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