LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stockton Unified School District
CDS Code: 0111336
School Year: 2023-24
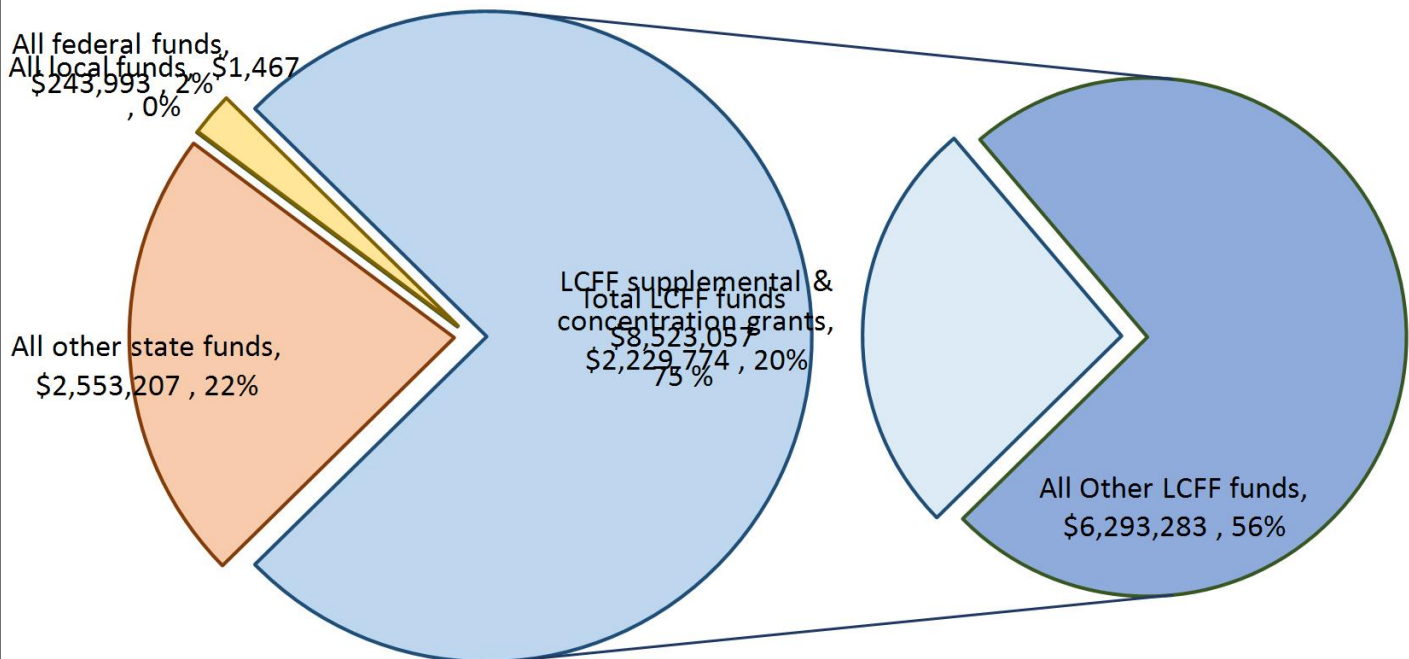LEA contact information:
Emilio Junez
Principal
ejunez@stocktonusd.net
209-933- 7496, ext. 8155

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $1,467
All local funds, $243,993 , 2%
, 0%

All other state funds, $2,553,207 , 22%

LCFF supplemental & concentration grants, $2,229,774 , 20%

Total LCFF funds $8,523,057 75 %
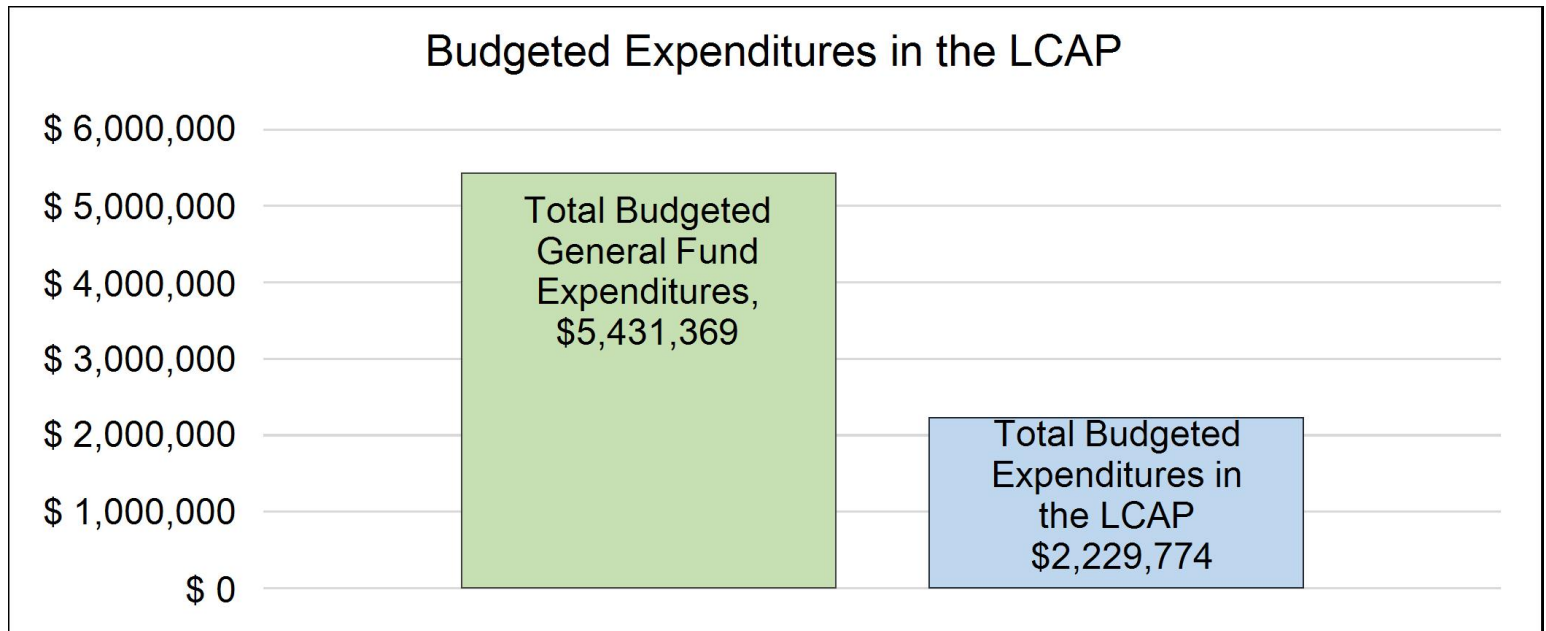
All Other LCFF funds, $6,293,283 , 56%

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

The text description for the above chart is as follows: The total revenue projected for Stockton Unified School District is $11,321,724.00, of which $8,523,057.00 is Local Control Funding Formula (LCFF), $2,553,207.00 is other state funds, $1,467.00 is local funds, and $243,993.00 is federal funds. Of the $8,523,057.00 in LCFF Funds, $2,229,774.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Bar chart showing:
- Total Budgeted General Fund Expenditures, $5,431,369
- Total Budgeted Expenditures in the LCAP $2,229,774

This chart provides a quick summary of how much Stockton Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Stockton Unified School District plans to spend $5,431,369.00 for the 2023-24 school year. Of that amount, $2,229,774.00 is tied to actions/services in the LCAP and $3,201,595.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated and classified salaries and benefits, textbooks, consultants, maintenance agreements, facilities costs, duplicating, postage, transportation, oversight fees, central office services fee, license agreements.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Stockton Unified School District is projecting it will receive $2,229,774.00 based on the enrollment of foster youth, English learner, and low-income students. Stockton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Stockton Unified School District plans to spend $2,229,774.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP: $3,695,830

Actual Expenditures for High Needs Students in LCAP: $2,660,927
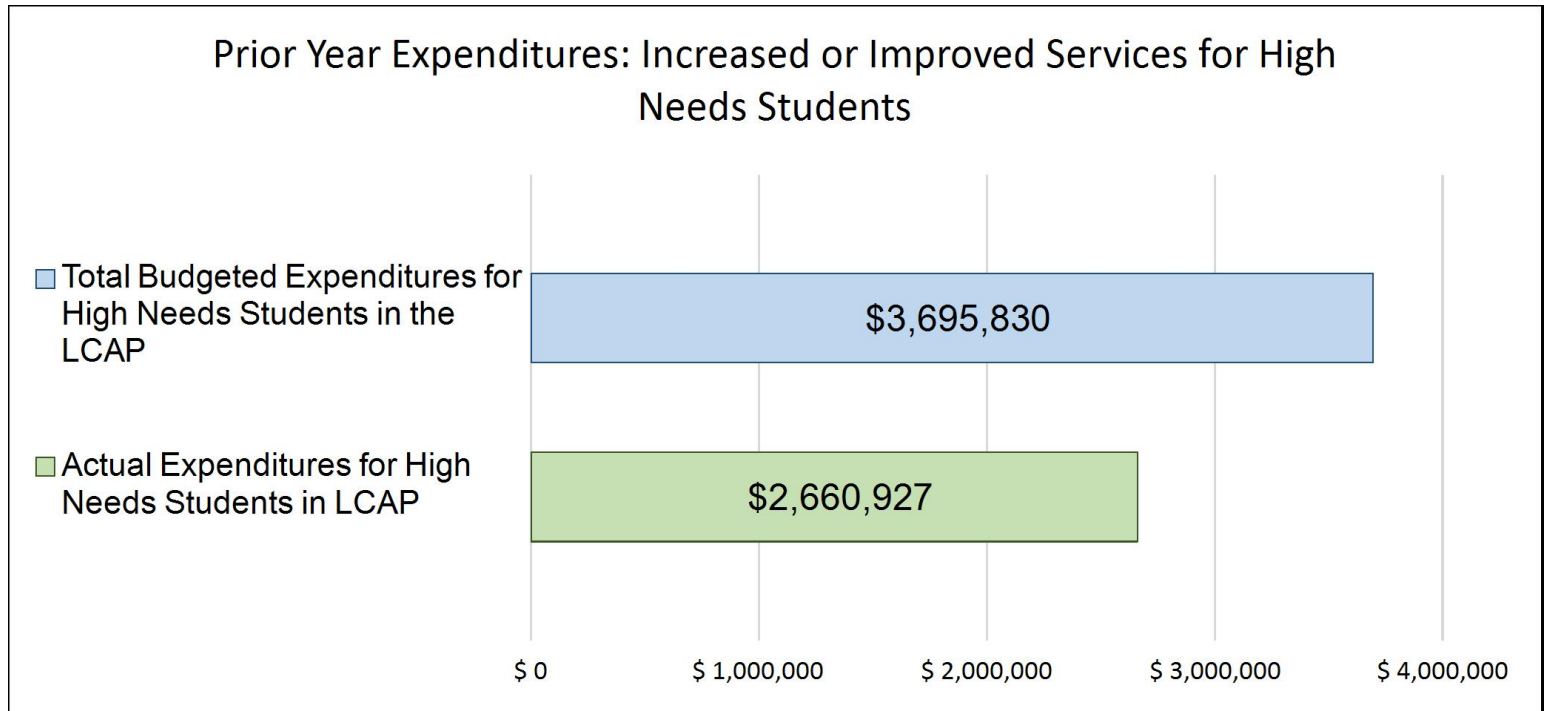
This chart compares what Stockton Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stockton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Stockton Unified School District's LCAP budgeted $3,695,830.00 for planned actions to increase or improve services for high needs students. Stockton Unified School District actually spent $2,660,926.77 for actions to increase or improve services for high needs students in 2022-23.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Pittman Charter School currently serves approximately 749 students in Preschool-Eighth Grades.

School Demographics

Homeless 2.7%
Foster Youth 0.0%
Students with Disabilities 7.4%
Socioeconomically Disadvantaged 85.6%
English Learners 35.5%

Race/Ethnicity
Hispanic 89.2%
Asian 1.6%
Filipino 0.0%
American Indian 0.3%
Pacific Islander 0.3%
African American 5.4%
Two or More Races 2.5%
White .6%

Source: 2023 Dataquest

The School's current and projected population is a diverse population, both ethnically and socio-economically, many of whom are "high-need students" - students at risk of educational failure, including students living in poverty, who are achieving far below grade level, who are or have been homeless or in foster care, and who are English Learners.

Pittman's current student population is reflective of the overall diversity of the Stockton community. However, compared to the District overall, the student population is disproportionately transient, low-income, and English Learners (35.5%). Most of our students come from families with large economic and social needs. The majority of students (100%) qualify for the federal Free or Reduced Price Lunch program. Many come from home environments where educational success may not have been fully realized and the families' ability to aid and support their children's academic achievements is limited.

At Pittman Charter School, we recognize that many other outside factors faced by our student population can, and do, have a profound effect on academic performance. Such factors include, but are by no means limited to the following: lack of counseling and health-care availability; lack of first-language literacy; and responsibilities at home as caregivers and/or wage-earners. In addition, Pittman Charter School's attendance area has a high crime rate, destructive gang activities, highly transient students, and a significant problem with drug distribution and use.

As a result of these factors, many students are unable to succeed and indeed fall far short of achieving even average academic improvement under a traditional "one-size-fits-all" top-down educational system.

True attempts at providing a meaningful education for our target students lie in creating schools that are unfettered by centralized policies, schools that recognize both academic and nonacademic barriers to student achievement, and that create and implement innovative, research-based instructional plans to surmount and overcome those barriers, and that receive the financial and structural support necessary to carry them out.

At the heart of Pittman Charter School's educational program is a belief that every student must understand and be held to clearly articulated expectations of achievement if they are to succeed. The Pittman Charter School curriculum will be built upon clear learning goals and benchmarks for student performance that are aligned to the state content and performance standards, and coordinated to appropriately-paced curriculum.

Pittman Charter School will use state and District-adopted programs to deliver a curriculum that is intended to be simultaneously rigorous and relevant to students. The standards-based curriculum includes language arts, mathematics, science, and social studies in accordance with state and District mandates. Other subjects considered essential to a well-rounded education will also be taught, independently or through integration with core subjects.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

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

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

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

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

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

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

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

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

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SPSA Goal 1 - Student Achievement
ELA: By EOY 2024, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -62% to -47% in ELA.

Math: By EOY 2024, per Smarter Balanced Summative Assessments, the distance from standard will be reduced from -94.9% to -79.9% in Math.

EL: By EOY 2024, per ELPAC, the number of ELs will increase at least one ELPI or maintain ELPI level 4.

Our academic and discipline data indicates that we need to address the academic needs of our African American, Homeless and Students with Disabilities, as well as our ELs and Hispanic students. In the classroom, teachers need to be aware of the students' proficiencies, and through their PLC meetings, plan instruction that it is targeted to meet students' academic needs and expand on students' academic strengths. Our PLC cycle is based on priority grade-level standards, common assessments across grade level programs, and adjustments to best instructional practices.

The research-based instructional strategies gained from attending the AVID, GLAD, CABE, and PLC professional development sessions need to be fully implemented and refined to meet current students' needs. Our instructional coach will play a critical role in having academic conversations with our teachers on best ways to meet students' academic needs, including utilizing the SAP process and other tiers of support. Based on these conversations with teachers, the instructional coach will then provide teachers support through the coaching cycle. Student progress will be monitored and adjustments to instructional practices will be based on results from informative and formative assessments developed by the classroom teacher in collaboration with their grade level peers. Our Program Specialist will provide the resources and data reports needed to teachers and instructional coach, to facilitate implementation of strategies and have needed supplemental materials and curriculum needs are met.

Continued refinement of our Professional Learning Communities (PLCs)through training opportunities and extended collaboration time, focusing on relevant and appropriate data to support and enhance effective instructional strategies.

Continued refinement of an effective Response to Intervention (RtI) program focusing on Tier 1 Instruction: Delivery of a high-quality instructional program in reading and math for ALL students. Provide support for individual academic needs through small group instruction.

Each grading period, the Leadership Team will analyze data of the CORE curriculum end of unit assessments as well as strategy implementation surveys/walkthroughs and will provide recommendations to the staff. Our feedback to teachers will focus what's working well and what adjustments are needed to better meet the instructional needs of all our sub-groups; more specifically, our African American

Students, Homeless Students and Students with Disabilities. Support staff (Counselors, Program Specialist, Mental Health Clinician, Instructional Coach, Resource Teacher, Admin.) will also provide additional supports for these students as needed throughout the year.

Provide educators and staff with professional development/training opportunities and extended collaboration time to focus on further development of highly effective core instructional reading/math/science/soc. studies programs as well as expansion of supplemental support for Tier 2/Tier 3 students who have not mastered essential learning outcomes.

Professional development/trainings/extended collaboration will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull-out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation to further develop a highly effective Tier 1 instruction.

Extra Collaboration: $10,000

Professional development opportunities will focus on strengthening Math content knowledge, the PLC collaborative process, GLAD language acquisition strategies (Pictorial Input, Sentence Patterning, 10:2, etc.), AVID strategies (focused note taking, organization, inquiry based activities, goal setting, etc.), Lesson Study (study, select, plan, implement, analyze, adjust), and other best practices relating to Integrated and Designated ELD, Reading, Writing, Math, Science, and Dual Immersion - with the end result to meet the needs of ALL students as they progress towards mastery of academic achievement.

PLC Summer Conference Registration:
10 teachers X $689 X y= $21,960 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

AVID Institute Registration:
10 teachers X $500 = $23,7483 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Provide an opportunity to attend conferences focusing on second language acquisition or Dual Immersion programs (ATDLE, CABE, etc.). Registration:

CABE Registration:
10 teachers X $500 = $10,827 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Online GLAD training registration:

10 teachers X $1,200 registration = $12,600 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Provide professional development in mathematics from San Joaquin County Office of Education (SJCOE) with the focus being on lesson studies, co-planning, and co-teaching, as well as strengthening teacher math content knowledge and strategies. Provide an opportunity to all teachers to collaborate with SJCOE to learn/review the Lesson Study process: 2 full days of lesson study plus follow-up coaching ($42,250 SJCOE; $19,200 substitute teachers; support staff to cover classes if needed).

SJCOE Consultant: $39,000
Substitutes: 78 days X $200 = $15,600

Provide teachers with one full time Instructional Coach (Instructional Coaches - Centralized Services) to better facilitate progress in understanding and implementation of the PLC process. A full time Instructional Coach would provide for a stronger more cohesive relationship with parents, staff, and students. The Instructional Coach will continue to coach all teachers on best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the newly adopted ELA/Math curriculum for Tier 1 instruction, as well as focusing on small group instruction planning to support students in Tier 2. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction.

Purchase supplementary materials (color printers, printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc.) to effectively implement PLCs, Lesson Study, GLAD, AVID and other best practices.

Date Analyzed:

Pittman Charter began Distance Learning on March 23, 2020. End-of-year State assessments (California Assessment of Student Performance and Progress/CAASPP: Language Arts, Math, Science, and Spanish; English Language Proficiency Assessment for California/ELPAC) and District assessments (i-Ready: Reading and Math) were suspended for the 2019-2020 school year. Distance learning continued through the 2020-21 school year until April 29th, when the school began reopening with a hybrid model. District assessments (i-Ready: Reading and Math; District Report Card Fluency) were given at the beginning, middle, and end of the 2020-21 school year. We will be referencing i-Ready mid-year assessments (Diagnostic 2) and comparing 2019-2020 (pre-pandemic) and 2020-2021 (pandemic) performances, as well as a three year look at Fluency Data in grades 2/3.

Based on i-Ready data, less than 10 percent of students are on or above grade level in Reading in grades 3, 4, 5, 6, and 7 (6%, 3%, 5%, 8%, and 1% respectively). Grade 8 shows 13 percent of students on or above grade level in Reading. i-Ready Reading data also shows over 50 percent of students performing two or more years below grade level in grades 5, 6, 7, and 8 (66%, 68%, 63%, and 60% respectively). Grade 3 shows 44% of students two or more years below grade level and Grade 4 shows 48% of students two or more years below grade level.

Based on i-Ready Reading data, there was an increase of students performing on or above grade level in grade 6 (increase of 6.7 percentage points). Students in grade 3, 5, 7, and 8 maintained the percentage of students on or above grade level in Reading. In grade 3, there was a decrease in the percentage of students on or above grade level in Reading (3.4 percentage points).

Based on i-Ready Reading data, there was a decrease of students performing two or more grade levels below in grades 7 and 8 (decrease of 10 percentage points and 3.2 percentage points respectively). Grade 6 maintained the amount of students performing two or more years below. Grades 3 and 4 showed an increase in the percentage of students performing two or more years below grade level (13.3 and 10.1 percentage points respectively). Grade 5 showed a significant increase in the percentage of students performing two or more years below grade level (33.3 percentage points).

ELA Result Conclusions:

This data brings us to the conclusion that the COVID-19 pandemic and distance learning has had a higher impact on grades K-5 in Reading. More Reading resources to help both teachers and students will be needed in the coming years to counter this learning loss. It is imperative that Pittman provides timely, targeted, systematic interventions to all students.

Math Result Conclusions:

This data brings us to the conclusion that the COVID-19 pandemic and distance learning has had a major impact on ALL grade levels in Math. More Math resources to help both teachers and students will be needed in the coming years to counter this learning loss. There is also a need to identify and collect additional benchmark school-wide data for Math.

Based on math i-Ready data, less than 10 percent of students are on or above grade level in Math in grade levels 3, 4, 5, 6, 7, and 8 (3%, 3%, 2%, 3%, 7%, and 6% respectively). i-Ready Math data also shows over 50 percent of students two or more years below grade level in grades 5, 6, 7, and 8 (56%, 53%, 57%, and 66% respectively). Grade 3 shows 37 percent of students performing two or more years below grade level and grade 4 shows 41 percent of students performing two or more years below grade level.

Based on above data, Pittman needs to fund ELA, Spanish and math programs, as well as hire the support staff, to ensure students in all tiers receive the support they need be it, phonemic awareness, phonics, oral reading fluency, comprehension, number sense, deconstructing of word problems, algebraic thinking...etc.

Data confirms that the COVID-19 pandemic and distance learning has had an impact on our Spanish dual immersion programs in grades 2-7.

Suspensions:

In order to meet our projected SMART goals, we need to take a proactive approach to early identifying students with academic or behavioral needs. All students must receive the prompt academic and socio-emotional supports they need in an efficient, timely, targeted and effective manner to expedite students' learning trajectories and get them to grade level proficiency, as promptly as possible.

Our goal is to 1. Diagnose students' academic and socio-emotional needs earlier in the year 2. Monitor and adjust the instructional strategies being implemented school-wide and across the 3 Tiers, to amplify student success 3. Data Team to implement a school-wide data cycle to ensure intervention supports being rendered in the classrooms are congruent with data findings 4. School-wide merger of MTSS and our PBIS program.

Pittman's teachers, counselor(s), mental health therapist, paraprofessionals, noon-duty staff and site administration will make a concerted effort to proactively seek mutually agreeable solutions with students experiencing peer conflicts and academic challenges.

Pittman's school site counselors will continue to work with students that need the extra support and filter minor student infractions from needing to be disciplined by administration. Pittman staff will continue to receive training with Restorative Practices, Kelso's Choice, and Champs training to respond to challenging behavior. PBIS and PLUS will continue to play an important role in addressing and promoting behavior expectations for all students in all common areas.

Our Mental Health Therapist will focus exclusively with student in Tier 3 who are in need deep socio-emotional support.

Pittman's teachers, paraprofessionals, and site administration will continue to be provided with opportunities to attend relevant and appropriate professional learning PD that focuses on best ELD teaching practices, integrated and designated ELD strategies, ELD Standards, and the Teaching-Learning Cycle as it relates to ELD.

ELA/Spanish Dual Immersion/Math and other needs:

We need to continue to provide educators and staff with training opportunities and extended collaboration time to focus on further development of highly effective core instructional reading/math programs as well as expansion of supplemental support for students who have not mastered essential learning outcomes. These 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. 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.

ELA/Math (A Spanish speaking) intervention teacher will work with pairs of students to support the development of foundational skills in working with numbers and their operations with a focus on algebra readiness. This aligns with SUSD's goal of every child being able to

demonstrate mastery of algebra concepts and application by the end of 9th grade. We currently do not have an intervention teacher; however, the goal is to hire 1 intervention teacher to make sure we service students in small groups sessions at all grade levels.

If intervention teacher is not available a teacher on special assignment (TOSA) can fulfill that role and provide ELA support as well. The goal for this staff member will be to service students predominantly in the Kinder-3rd grade who are behind in reading fluency and comprehension. The TOSA will use a combination of i-Ready, Benchmark assessments, teacher input, and diagnostic assessments to target growth needs for individual students. This teacher will receive referrals as part of the CARE Team, she will also provide input for those students struggling in ELA. She will give teacher colleagues suggestions on intervention strategies to try in the classroom and help monitor student progress for 6–10-week cycles.

We are also in need in procuring a 1:1 tutoring program to intervene with K-3 students who are at Tier 2, Tier 3 and are at risk of not reaching reading proficiently by the end of 3rd grade. We will also continue to fund and provide K-8 teachers opportunities to tutor after their contractual time, to support their students in a small group setting. These services would be in alignment with SUSD's goal of every student reading and comprehending at the proficient level by the end of 3rdgrade. The goal for the tutoring program will be to reduce the number of students needing to go through the CARE/SST process for academic needs. However, in order for this strategy to be effective we need teachers to partake in the Tutoring program, teacher participation has been lacking.

We need to refine how our students attending the after-school STEP Up Program are selected and prioritize students who are in need of Tier 2 and Tier 3 academic supports to be our main target audience. The STEP-Up Program is funded by the After School Education and Safety grant and serve students in grades K-8th. Each after school program begins at the dismissal of school and provides academic support and enrichment activities five (5) days a week, three hours or more a day until at least 6 pm. SUSD collaborates with community partners to provide hands-on, engaging thematic units for students while connecting to the school day. Each student is expected to attend the full program daily.

Provide professional development in mathematics from San Joaquin County Office of Education (SJCOE) with the focus being on lesson studies, co-planning, and co-teaching, as well as strengthening teacher math content knowledge and strategies.

Provide teachers with one full time Instructional Coach (support staff/centralized) to better facilitate progress in understanding and implementation of the PLC process. A full time Instructional Coach would provide for a stronger more cohesive relationship with parents, staff, and students. The Instructional Coach will continue to coach all teachers on best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the newly adopted ELA/Math curriculum for Tier 1 instruction, as well as focusing on small group instruction planning to support students in Tier 2. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction.

Continue to advocate with the School District on the unique needs of our dual language program (we cannot mix students in the Spanish dual immersion program and the English only program in certain content areas). Advocate for the acquisition of one BCLAD instructor for grades 4-6 for the 2021-22 school year, as well as a 7-8 BCLAD instructor for the 2022-23 school year.

Provide students with hands-on experiential learning opportunities to supplement core instruction through field trips, guest speakers, traveling exhibits, programs (AVID, Project Lead the Way, etc.), as well as other opportunities that support core instruction.

Provide supplemental materials to provide support for student achievement such as technology equipment (student chrome books to create full sets in each classroom, projectors, document cameras, Smart Boards/Interactive Whiteboards, color printers, etc.), writing curriculum, replacement CORE student books (lost during distance learning), printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc., to facilitate strategy implementation.

Students who may be in need of additional support to alleviate anxiety and to cope with the stress may be in need form of things such as calming boxes, flexible seating, fidget spinners, or other tools/devices that can help to improve focus, relieve nervous energy, anxiety, or psychological stress.

In addition, more technology will be needed to replace technology that has been broken during distance learning as well as to supplement current technology which may be needed to do continued distance learning. This consists of student Chromebooks and headsets, teacher laptops, projectors, document cameras, video cameras for distance learning, etc.

Our current data indicates that it will be necessary to add additional instruction time via after school tutoring, summer school, and/or online tutoring.

Parents/guardians are also struggling with technology in use by students to access curriculum. It would be advisable to offer more trainings to families in regard to technology and available programs in order to better assist students and understand how to access it.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP focuses on 3 main goals: 1) Student Achievement; 2) Safe and Healthy Learning Environment; 3) Meaningful Partnerships.

In addition, Pittman will continue to refine and expand the Spanish Dual Immersion Program as well as refine and ensure consistent and faithful implementation of the Science curriculum and "hands on" experiments/activities school-wide.

Pittman will continue to implement the CCSS and ELD state standards while improving ELA performance, RFEP reclassification rates, and EL Proficiency levels. Pittman will do this by providing the appropriate instructional materials, supplies, technology, and staffing. A safe and

healthy learning environment will be promoted by keeping 100% credentialed staff, access to materials, good repair of facilities, decreasing suspension rates (especially for African Americans and Students with Disabilities), and improving the connectedness feeling of students in the school. This will be done by providing technology and infrastructure support, facility support, staffing ratios for each grade span, adding Dual teachers to meet program/student demands, providing parents/families with resources and improving those relationships, providing appropriate health services and health service interventions, and counseling to promote social/emotional well-being as well as behavior and academic support.

The school will create and improve meaningful partnerships by providing parent empowerment opportunities such as parent academies/requested workshops, family engagement walkthroughs, Monthly Family Event Nights, academic nights, etc. Communication with families and community stakeholders will be built on and improved by providing many options for engagement and collaboration. Parent and teacher engagement will also continue to be implemented through Parent/Teacher Academic Conferences which occur twice a year. Student engagement will be emphasized through events such as MESA, AVID, After School Learning Academies: Drone, Art, Music and Dance,, Project Lead the Way, Peer Leaders Uniting Students, and other activities that will improve school climate. Pittman will also continue to focus on maintaining good student attendance rates by offering incentives and celebrate students' success via monthly class/student recognition opportunities, incentive Fridays, bi-weekly book giveaways, and monthly Shout-out Assemblies.

We will continue to refine and improve on our work with the PLC process, data cycle and grade level Lesson Studies.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Pittman is not eligible for comprehensive support and improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Prior to finalizing the LCAP, stakeholder engagement was solicited through parent surveys on the school's website and social media platforms (Face Book) as well as from SSC, ELAC, Charter Advisory Committee, and Parent Coffees.

A summary of the feedback provided by specific educational partners.

In the school year 2022-2023, the Comprehensive Need Assessment (CNA) process included forums and meetings with stakeholders outside and in addition to the School Site Council and Charter Advisory meetings. We spent a great deal of time discussing and collaborating on the 8 LCAP priorities and SPSA goal 1, goal 2 and goal 3.

The major feedback revolved around: COVID safety protocols, need for additional technology, return to in-person instruction and best ways to do it in a safe manner, lack of student progress, socio-emotional support, need for more tutoring programs...etc.

Throughout the 2022-2023 school year, the School Site Council reviewed the activities relating to the Title I budget and to the SPSA goals and strategies originally identified as well as the related LCAP priorities. The ELAC committee was also informed on the LCAP priorities and activities, as well as the Title I budget. During those meetings parents were given opportunities to make recommendations and provide input on the LCAP/SPSA goals and strategies. SSC council members were integral in providing feedback on LCAP/SPSA goals and activities. They were also instrumental in helping the school site adjust activities.

Covering both LCAP and SPSA topics at each of the SSC meetings was a struggle for the 2022-2023 academic year, as there were always more topics to cover than time allotted for in these meetings. Some of the changes needed to include and ensure all stakeholders take part in this monitoring process are to schedule more opportunities for more people to be involved and be informed about our LCAP/SPSA (ELAC Meetings, SSC Meetings, Coffee Hours, Parent Nights).

As a result of the stakeholder involvement and data reviews, the following recommendations were made through the Decision-Making Model: more intervention support for tier 3 students, social emotional support for our students, parent trainings, continued support for professional development for teachers, staff support in and out of the classrooms to maintain student safety, front office support, additional time for bilingual aides, additional coaching support. Pittman Charter and its School Site Council reviewed the progress of the 2022-2023 LCAP culminating in the LCAP document. This evaluation included responses to four questions focusing on each goal within the LCAP. Question 1 inquired about the future implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within the plan. Question 3 inquired about funding source – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

Discussion and review of the of LCAP/SPSA goals, actions, and priorities were discussed throughout the year.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Aspects of the LCAP that were influenced by specific stakeholder input were to ensure LCAP/SPSA priorities/goals were discussed at every meeting. However, covering both LCAP and SPSA topics at each of the meetings was a struggle for the 2022-2023 academic year, as there were always more topics to cover than time allotted for in these meetings.

Allocating funds for additional staff: front office, Assistant Principal, Intervention teacher, additional counselor, additional days for our Mental Health Clinician, roving subs, additional compensation for tutoring services, parent academies, student incentives...

Ongoing changes, to include and insure all stakeholders take part in this monitoring process and to schedule more opportunities for more people to be involved and be informed about our LCAP priorities during ELAC,, SSC, Coffee Hours, and Parent Nights. Next year, the process of how committee members provide input needs to be refined and structured in such a way that their input is based on the latest data available. In addition, we need to ensure that part of each SSC meeting is dedicated to analyze and measure LCAP/SPSA correlated goals and activities.

Goals and Actions

Goal

Goal #	Description
1	Student Achievement

An explanation of why the LEA has developed this goal.

Student Achievement- As expressed in our Mission Statement- Pittman Charter School commits to preparing our students for academic success, through a comprehensive education, with an emphasis on Spanish Dual Immersion and Science, Technology, Engineering, Arts and Math (STEAM).

Pittman Charter School's goal is to provide all students with an exceptional education that will provide students with the skills to allow them to excel inside and outside of the classroom and skills that will be crucial to their success as high school students, college and career ready, professionals, and participants in a democracy. We seek to achieve this goal by providing students a rigorous standards-based core curriculum, high academic standards and behavior expectations, and meaningful learning experiences that connect to students' real life experiences. By ensuring students become voracious readers, problem solvers, inquisitive, self-motivated, competent, and life-long learners, the school will prepare them to pursue and succeed in life long education, and for success in the world outside the classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 2A: Implementation of the academic content and performance standards adopted by the state board; CCSS.	Baseline- Based on i-Ready ELA data, less than 10 percent of students are on or above grade level in Reading in grades 3, 4, 5, 6, and 7 (6%, 3%, 5%, 8%, and 1%	ELA Pittman MAINTAINED our percentage of students who are on or above grade level in READING (compared with pre-pandemic). We saw	iReady Data

Pittman's first year of administering the iReady diagnostic began during the 2019-20 school year. Current year | | By May 2024, decrease the distance from standard in ELA for all students by 20 points to -16.6 points as measured by the SBAC state test |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	respectively). Grade 8 shows 13 percent of students on or above grade level in Reading. i-Ready Reading data also shows over 50 percent of students performing two or more years below grade level in grades 5, 6, 7, and 8 (66%, 68%, 63%, and 60% respectively). Grade 3 shows 44% of students two or more years below grade level and Grade 4 shows 48% of students two or more years below grade level. Based on i-Ready Reading data, there was an increase of students performing on or above grade level in grade 6 (increase of 6.7 percentage points). Students in grade 3, 5, 7, and 8 maintained the percentage of students on or above	an INCREASE in our percent of students who are on/above grade level in grades Sixth and Fourth respectively. Grade levels that maintained the same percentage of students on/above grade level were Kindergarten, Second, Seventh and Eighth. Grade levels that showed a DECREASE in students who are on/above grade level were First, Third and Fifth. When comparing students who performed two or more years below grade level with pre-pandemic students, OVERALL Pittman showed an INCREASE of students in this category (3% increase). Grade levels showing a DECREASE of students two or more	Diagnostic 1 data was compared to 2019-20 Diagnostic 1 (pre-pandemic) and 2021-22 Diagnostic 1 (back to in-person/post-pandemic). 2021-22 Diagnostic was not referenced since results were unreliable due to at-home testing. Students in our kindergarten and first grade Dual Immersion program do not take the iReady English Reading Diagnostic. In both Reading and Math, students are performing better than the 2021-22 school year, but are still below our 2019-20 pre-pandemic scores. In Reading, more students are performing at the early on/above grade level (12%) than in both 2019-20 and 2021-22 (10% both years). Students performing		By May 2022 increase the percent of students on or above grade level in each grade by 20 percentage points while decreasing the percentage of students two or more levels below grade level by 15 percentage points at grades 3-8 (compared to 2020-21 i-Ready Diagnostic 2). By May 2022, decrease the distance from standard in Math for all students by 20 points to -40.4 points as measured by the SBAC state test. By May 2022 increase the percent of students on or above grade level in each grade by 20 percentage points while decreasing the percentage of students two or more levels below grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	grade level in Reading. In grade 3, there was a decrease in the percentage of students on or above grade level in Reading (3.4 percentage points). Based on i-Ready math data, less than 10 percent of students are on or above grade level in Math in grade levels 3, 4, 5, 6, 7, and 8 (3%, 3%, 2%, 3%, 7%, and 6% respectively). i-Ready Math data also shows over 50 percent of students two or more years below grade level in grades 5, 6, 7, and 8 (56%, 53%, 57%, and 66% respectively). Grade 3 shows 37 percent of students performing two or more years below grade level and grade 4 shows 41 percent of students performing two or	years below grade level were First, Eighth, Sixth and Fifth. Grade levels that MAINTAINED levels of students performing two or more years below grade level were Kindergarten and Fourth. Grade levels showing an INCREASE of students performing two or more years below grade level are Second and Seventh. Of concern is Third grade which is showing a significant INCREASE (20%) of students performing two or more years below grade level. Math OVERALL, Pittman saw a DECLINE in our percentage of students on or above grade level in MATH (compared with pre-pandemic). First and Second grade levels	two or more years below grade level (57%) has declined from 2021-22 (61%), but is still above the 2019-20 pre-pandemic level (54%). In Math, more students are performing at the early on/above grade level (6%) than in 2021-22 (4%), but we are not at our pre-pandemic level (8%). Students performing two or more years below grade level (47%) has declined from 2021-22 (52%), but is still above the 2019-20 pre-pandemic level (44%).		level by 15 percentage points at grades 3-8 (compared to 2020-21 i-Ready Diagnostic 2).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	more years below grade level. Pittman Charter has a population of 728 students in grades K-8. Of these students, 437 are Ever-ELs* (60%): 273 are English Learners/ELs (38%) and 164 are designated as Reclassified Fluent English Proficient/RFEP (23%). Although the English Language Proficiency Assessment for California (ELPAC) was suspended for the 2020-2021 school year, school sites were given the option to complete the Summative ELPAC through October 31, 2020 for the purposes of reclassification. Based on this criterion, there were a total of 77 students that completed the summative ELPAC for	saw an INCREASE in our percent of students who are on/above grade level. Fifth grade MAINTAINED the same percentage of students on/above grade level. Showing a DECLINE in students on/above grade level were Kindergarten, Fourth, Seventh, Eighth, Sixth and Third. When comparing students who performed two or more years below grade level in math with pre-pandemic students, OVERALL Pittman showed an INCREASE of students in this category. Grade levels that showed a DECREASE of students in this category were Fifth, Seventh and Eight. Two grade levels that MAINTAINED were Kindergarten, First			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019-2020. Of these students, twelve students were reclassified during the 2020-21 school year. During the 2019-20 school year, eight students were reclassified. This is significantly less than the 2018-19 school year when 61 students were reclassified. Data Source: i-Ready data: 2019-2020 data and 2020-2021 data is reflective of scores from the SAME students in each of the two years. Due to the fact that proctoring of the 2020-2021 i-Ready Diagnostic is questionable (students taking the diagnostic outside of teacher observation, getting help from family members,	and Second. Sixth grade saw an INCREASE of students in this category, while grade levels that showed a significant INCREASE of students performing two or more years below grade level were Third with a 23% increase and Fourth with 16% increase.			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and/or rushing), it is important to acknowledge the vulnerability of the test scores. District-wide, this accounted for an inflation of K-1 test scores. Due to this district-wide inflation, we will NOT be comparing i-Ready scores in grades K-2.iReady, SBAC, Standards and SUSD Curriculum Framework				
State Priority 2B: Implementation of the CCSS and the ELD standards for English Language Learners will be used for purposes of gaining academic content knowledge and English language proficiency.	Baseline- Pittman Charter has a population of 728 students in grades K-8. Of these students, 437 are Ever-ELs (60%): 273 are English Learners/ELs (38%) and 164 are designated as Reclassified Fluent English Proficient/RFEP	Of Pittman's 708 students, 277 or 39% are designated as English learners (ELs). Of the 277 ELs, 42 were administered the Initial ELPAC for the 2021-22 school year (34 kindergarten, 2 first, 2 third, 2 fifth, 2 sixth). During the 2020-21 Summative ELPAC testing cycle, we were able to test	In grades 3-8, between 47% and 67% of students are performing at CAASPP achievement level 1. Subgroups scoring 5 percentage points BELOW school-wide results include our EL population (30% of students tested/168 students), our Black/AA population		Pittman's English Learners will receive the appropriate amount of minutes; 30 minutes a day (k-6) and 50 minutes (7-8) of designated English Language Development and access to integrated English Language Development standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(23%). Although the English Language Proficiency Assessment for California (ELPAC) was suspended for the 2020-2021 school year, school sites were given the option to complete the Summative ELPAC through October 31, 2020 for the purposes of reclassification. Based on this criterion, there were a total of 77 students that completed the summative ELPAC for 2019-2020. Of these students, twelve students were reclassified during the 2020-21 school year. During the 2019-20 school year, eight students were reclassified. This is significantly less than the 2018-19 school year when 61 students were reclassified.	98% of our ELs. Of our current ELs, 6% scored a Level 4 on the 2020-21 Summative ELPAC and were subsequently reclassified during the 2021-22 school year. The remainder of our EL population scored at the following levels on the 2020-21 Summative ELPAC: 26% Level 3, 30% Level 2, and 36% Level 1. On the Listening Domain, 20% of our ELs scored in the Well Developed category, 62% in the Somewhat/Moderately category, and 16% in the Beginning category. On the Speaking Domain, 27% of our ELs scored in the Well Developed category, 46% in the Somewhat/Moderately category, and 25% in the Beginning	(7% of students tested/31 students), and our students with Disabilities (6% of students tested/29 students). Subgroups scoring 5 percentage points ABOVE school-wide results include our RFEP students (30% of students tested/139 students).		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	It is important to note that the state reclassification scale scores were adjusted to a higher cut point as well as the state reclassification criteria being changed to an overall 4 between the 2018-19 and 2019-20 school years. This has had a MAJOR impact on our reclassification rates. Data Source: LPAC, iReady ELA Standards and ELD Standards- Verified by SUSD EL Master Plan, SUSD Site Master Schedules, Synergy	category. On the Reading Domain, 3% of our ELs scored in the Well Developed category, 38% in the Somewhat/Moderately category, and 57% in the Beginning category. On the Writing Domain, 4% of our ELs scored in the Well Developed category, 43% in the Somewhat/Moderately category, and 51% in the Beginning category.			
State Priority 4A: Statewide Assessments to be given by all students who qualify, 3rd -8th in ELA and Math.	Baseline- SBAC assessments were postponed for 2019-2020 and 2020-2021 Due to the COVID pandemic.	In April 2022, students once again completed the SBAC Assessments. Test results will be available during the 2022 summer.	The distance students performed compared to grade level (distance from standard) were analyzed on the CAASPP tests given		Pittman will increase the percentage of students overall that exceeded or met English Language Arts (ELA)/Literacy and Math standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC, CAASSP	Data Source- Smarter Balanced Assessment (SBAC), CAASPP		to grades 3-8. Results from Pittman's 2021-22 CAASPP testing revealed students are performing lower than results from 2018-19 (pre-pandemic) in both ELA and Math. In ELA, 2021-22 CAASPP results in ELA are comparable to 2015-16 through 2017-18 CAASPP ELA scores. Our 2018-19 results showed a significant gain from previous years and Pittman performed 25 points below this level. In grades 3-5 (schoolwide), fifty percent or more of students are performing at CAASPP achievement level 1. Scores for grades 6-8 (schoolwide) show less than 50% of students performing at		as determined by Smarter Balanced Assessment by 20 points from the distance from standard (SBAC).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			CAASPP achievement level 1, with grade 8 showing less than 25% of students performing at CAASPP achievement level 1. Schoolwide subgroups scoring 5 percentage points BELOW school-wide results include our EL population (29% of students tested/162 students), our Black/AA population (7% of students tested/31 students), and our students with Disabilities (6% of students tested/29 students). Subgroups scoring 5 percentage points ABOVE school-wide results include our RFEP students (30% of students tested/136 students). Note: When combining our EL and RFEP populations into our EVER-EL		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			population, the results show performance almost identical to school-wide results.		
State Priority 4D: English learner pupils who make progress toward English proficiency as measured by the ELPAC; or any subsequent assessment of English proficiency, as certified by the state board.	Baseline: Pittman Charter has a population of 728 students in grades K-8. Of these students, 437 are Ever-ELs* (60%): 273 are English Learners/ELs (38%) and 164 are designated as Reclassified Fluent English Proficient/RFEP (23%). Although the English Language Proficiency Assessment for California (ELPAC) was suspended for the 2020-2021 school year, school sites were given the option to complete the Summative ELPAC through October 31, 2020 for the purposes	"The State Board of Education approved the use of the ELPAC Overall Performance Level 4 as one of the proficiency criteria for reclassification." In 2020-2021, 7.04% of students were English Language Proficient in the Summative ELPAC, which was slightly higher than the District average of 6.93%, but well below the state's average of 13.98%. Data Source: Dataquest	Dual Program/English-only Program. In grades 3-6 and 8, there is a significant difference between students' test scores in the Dual program compared to students in the English-only program. Students in the Dual program have between 22 and 37 percentage points fewer students in the CAASPP achievement level 1 than the English-only program. Students in the Dual program have between 8 and 32 percentage points more students in the CAASPP achievement levels 3 and 4 than the English-only program.		Pittman will increase by 5%, yearly the percentage of English Learners who make progress toward English proficiency, as measured by the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of reclassification. Based on this criterion, there were a total of 77 students that completed the summative ELPAC for 2019-2020. Of these students, twelve students were reclassified during the 2020-21 school year. During the 2019-20 school year, eight students were reclassified. This is significantly less than the 2018-19 school year when 61 students were reclassified. It is important to note that the state reclassification scale scores were adjusted to a higher cut point as well as the state reclassification criteria being changed to an overall 4 between the 2018-19 and 2019-20 school years. This has had a MAJOR impact		In Math, our 2021-22 CAASPP results are the lowest (96 points below standard) since CAASPP testing began in 2015-16. CAASPP results for 2021-22 showed between 47% and 67% of students are performing at CAASPP achievement level 1. Dual Program/English-only Program. In grades 3-5 and 8, there is a significant difference between students' test scores in the Dual program compared to students in the English-only program. Students in the Dual program have between 18 and 44 percentage points fewer students in the CAASPP achievement level 1 than the English-only program.		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	on our reclassification rates. Data Source- ELPAC Verified by California School Dashboard English Learner Progress Indicator.		Students in the Dual program have between 6 and 35 percentage points more students in the CAASPP achievement levels 3 and 4 than the English-only program. 2021-22 CAASPP Data vs 2021-22 iReady Diagnostic 3		
State Priority 4E: English learner reclassification rate as determined by ELPAC or any subsequent assessment of English	Baseline: 2018-2019 = 31.8.1% 2019-2020 = 10.3% (pandemic year) Data Source: Dataquest	In 2021-2022, 17 students Reclassified. 2021-2022= 7% Pittman has 47 long-term English learners (LTELs) which accounts for 20% of our EL population who have been enrolled in a U.S. school for at least one year. In Reading, 15% of our LTELS are "Well Developed", 34% are	In grades 3-8, between 47% and 67% of students are performing at CAASPP achievement level 1. Subgroups scoring 5 percentage points BELOW school-wide results include our EL population (30% of students tested/168 students), our Black/AA population (7% of students tested/31 students),		Pittman will increase the English Learner reclassification yearly rate to 35%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		"Somewhat/Moderately Developed" and 51% are "Beginning to Develop" (2021 ELPAC). In Writing, 4% of our LTELs are "Well Developed", 92% are "Somewhat/Moderately Developed" and 4% are "Beginning to Develop" (2021 ELPAC).	and our students with Disabilities (6% of students tested/29 students). Subgroups scoring 5 percentage points ABOVE school-wide results include our RFEP students (30% of students tested/139 students). Note: When combining our EL and RFEP populations into our EVER-EL population, the results show performance almost identical to school-wide results.		
Stated Priority 8A: To increase the percentage of grade 3 students meeting grade level proficiency in Reading Comprehension.	Baseline: Not available as SBAC was suspended Due to the COVID pandemic. Verified by iReady and SBAC	SBAC data will not be available until summer 2022.	2021-22 CAASPP scores were compared to 2021-22 iReady Diagnostic 3 scores in grades 3-8. During the 2021-22 school year, the CAASPP was administered 3 weeks prior to the iReady Diagnostic 3. Pittman students tend to perform better on the iReady Diagnostic		Pittman will increase by 5%, yearly the percentage of English Learners who make progress toward English proficiency, as measured by the iReady and SBAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			than on the CAASPP tests - although early on/above grade level in Reading is comparable to CAASPP achievement levels 3/4. CAASPP Reading scores at achievement levels 3/4 were comparable to iReady Diagnostic 3 early on/above grade level. Both showed 25% of students schoolwide performing at these levels. Students performing at CAASPP achievement level 1 (49%) were higher than iReady Diagnostic 3 students performing 2 or more years below grade level (38%). CAASPP Math scores showed 15% of students at achievement levels 3/4. iReady Math scores showed 25% of students at early		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			on/above grade level. Students performing at CAASPP achievement level 1 (57%) were higher than iReady Diagnostic 3 students performing 2 or more years below grade level (38%).		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Material and Supplies	To enhance student and staff access to instructional materials and supplies to promote increased learning and academic achievement.	$21,000.00	Yes
1.2	Technology	Technology were provided to enhance student and staff access to information technologies that promote increased learning and academic achievement.	$75,000.00	Yes
1.3	PLC, Additional Compensation Time	Provide opportunities for teachers to attend professional development conferences to improve/refine teaching skills. Provide opportunities for teachers to collaborate after their contractual times to improve teaching practices and increase student learning.	$192,978.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Intervention Model /Intervention Teacher	PSA 4- To insure Tier 2 and Tier 3 students academic needs are met. To provide students with appropriate and relevant intervention supports that meet the needs of students as they progress towards mastery of academic achievement. PSA4.1 Hire, retain, and train "Highly Qualified" Supplemental Intervention or teacher(s) on special assignment Teachers. (Include substitute pay for teachers out of classroom for intervention activities.) PSA4.2 Tools, software, and resources to enhance student language and literacy acquisition and mathematics proficiency (Safari Montage, Accelerated Reader) PSA4.3 Field trips associated with the core academic instruction.	$232,236.00	Yes
1.5	Instructional Coach	To ensure teachers content knowledge, instructional and professional needs are being met on a timely manner.	$147,732.00	Yes
1.6	Tutoring	To ensure students who need additional learning opportunities have a teacher available to meet their needs after the instructional day is over.	$94,745.00	Yes
1.7	Roving Substitutes	To help supports students with small group instruction, provide academic support for students and assist with diagnostic and summative assessments.	$150,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

An explanation of how effective the specific actions were in making progress toward the goal.

We need to revisit and revise our implementation of instructional strategies. We also nee to determine how faithful we are with implementation of instructional strategies. In addition, our monitoring and feedback cycle needs to be improve.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Faithful and consistent implementation of instructional strategies learned in PD/Conferences varies greatly from teacher to teacher. Instructional Coach and administrators will continue to provide teachers support and guidance with the implementation of Instructional strategies learned during PD/Conferences. Determining whether is it's a lack of skill or will, will need to be determined. Not all teachers are participating in the summer conferences. Lack of available substitutes limits teachers from attending professional development sessions during their workdays. And many teachers do not partake of summer conferences.

Our academic and discipline data indicates that we need to address the academic needs of our African American, Homeless and Students with Disabilities, as well as our ELs and Hispanic students. In the classroom, teachers need to be aware of the students' proficiencies, and through their PLC meetings, plan instruction that it is targeted to meet students' academic needs and expand on students' academic strengths. Our PLC cycle is based on priority grade-level standards, common assessments across grade level programs, and adjustments to best instructional practices.

The research-based instructional strategies gained from attending the AVID, GLAD, CABE, and PLC professional development sessions need to be fully implemented and refined to meet current students' needs. Our instructional coach will play a critical role in having academic conversations with our teachers on best ways to meet students' academic needs, including utilizing the SAP process and other tiers of support. Based on these conversations with teachers, the instructional coach will then provide teachers support through the coaching cycle. Student progress will be monitored and adjustments to instructional practices will be based on results from informative and formative

assessments developed by the classroom teacher in collaboration with their grade level peers. Our Program Specialist will provide the resources and data reports needed to teachers and instructional coach, to facilitate implementation of strategies and have needed supplemental materials and curriculum needs are met.

Continued refinement of our Professional Learning Communities (PLCs)through training opportunities and extended collaboration time, focusing on relevant and appropriate data to support and enhance effective instructional strategies.

Continued refinement of an effective Response to Intervention (RtI) program focusing on Tier 1 Instruction: Delivery of a high-quality instructional program in reading and math for ALL students. Provide support for individual academic needs through small group instruction.

Each grading period, the Leadership Team will analyze data of the CORE curriculum end of unit assessments as well as strategy implementation surveys/walkthroughs and will provide recommendations to the staff. Our feedback to teachers will focus what's working well and what adjustments are needed to better meet the instructional needs of all our sub-groups; more specifically, our African American Students, Homeless Students and Students with Disabilities. Support staff (Counselors, Program Specialist, Mental Health Clinician, Instructional Coach, Resource Teacher, Admin.) will also provide additional supports for these students as needed throughout the year.

Provide educators and staff with professional development/training opportunities and extended collaboration time to focus on further development of highly effective core instructional reading/math/science/soc. studies programs as well as expansion of supplemental support for Tier 2/Tier 3 students who have not mastered essential learning outcomes.

Professional development/trainings/extended collaboration will occur throughout the school year during contractual collaboration time, extended opportunities outside of regular scheduled collaboration meetings, pull-out sessions, and out of district/online conferences - all in an effort to refine faithful PLC collaboration discussions and implementation of best instructional strategies and differentiation to further develop a highly effective Tier 1 instruction.

Extra Collaboration: $10,000

Professional development opportunities will focus on strengthening Math content knowledge, the PLC collaborative process, GLAD language acquisition strategies (Pictorial Input, Sentence Patterning, 10:2, etc.), AVID strategies (focused note taking, organization, inquiry based activities, goal setting, etc.), Lesson Study (study, select, plan, implement, analyze, adjust), and other best practices relating to Integrated and Designated ELD, Reading, Writing, Math, Science, and Dual Immersion - with the end result to meet the needs of ALL students as they progress towards mastery of academic achievement.

PLC Summer Conference Registration:
10 teachers X $689 X y= $21,960 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

AVID Institute Registration:
10 teachers X $500 = $23,7483 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Provide an opportunity to attend conferences focusing on second language acquisition or Dual Immersion programs (ATDLE, CABE, etc.). Registration:

CABE Registration:
10 teachers X $500 = $10,827 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Online GLAD training registration:
10 teachers X $1,200 registration = $12,600 (additional funds (y) will be needed to cover associated costs to attend out-of-town conferences: hotel, flights, milage, etc.)

Provide professional development in mathematics from San Joaquin County Office of Education (SJCOE) with the focus being on lesson studies, co-planning, and co-teaching, as well as strengthening teacher math content knowledge and strategies. Provide an opportunity to all teachers to collaborate with SJCOE to learn/review the Lesson Study process: 2 full days of lesson study plus follow-up coaching ($42,250 SJCOE; $19,200 substitute teachers; support staff to cover classes if needed).

SJCOE Consultant: $39,000
Substitutes: 78 days X $200 = $15,600

Provide teachers with one full time Instructional Coach (Instructional Coaches - Centralized Services) to better facilitate progress in understanding and implementation of the PLC process. A full time Instructional Coach would provide for a stronger more cohesive relationship with parents, staff, and students. The Instructional Coach will continue to coach all teachers on best practices, research-based strategies, coaching cycle, Teaching Learning Cycle/Lesson Study, as well as to assist teachers in the faithful implementation of the newly adopted ELA/Math curriculum for Tier 1 instruction, as well as focusing on small group instruction planning to support students in Tier 2. In turn, all students will benefit academically because teachers will be using agreed upon best practices to impart targeted instruction.

Purchase supplementary materials (color printers, printer ink, chart paper, markers, binders, highlighters, dividers, pencil pouches, etc.) to effectively implement PLCs, Lesson Study, GLAD, AVID and other best practices.

Provide students with appropriate and relevant intervention supports enhancing the ELA/ELD and Math curriculum that meet the needs of students as they progress towards mastery of academic achievement.

Provide training that will address effective systems of interventions with limited personnel and resources to create a tiered system of support that will work parallel with PLCs (Video Library from SolutionTree $2,000).

Intervention Teacher and teachers will provide support with phonemic awareness, phonics, high frequency words, reading fluency math fluency, number sense, etc., on six-week cycles. Students' participation in these Tier 2/ Tier 3 groups will be based on relevant data.

This supplemental support will be a pull-out program coordinated by an intervention/TOSA teacher and using the SIPPS curriculum. In addition, 4-5 instructional aides will need to be hired to assist with small group instruction. While we hire the intervention/TOSA teacher and the instructional aides, the pull-out program will be coordinated by the Program Specialist in conjunction with roving subs. They will support Tier 2/Tier 3 students who have not mastered essential learning outcomes in teacher led small group.

1 FTE Intervention/TOSA=$100,000 (Split fund between (30:70) General and Title I funds)

(If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as roving subs, instructional materials, web-based licenses, third-party agencies, equipment, consultants, professional development, additional compensation, student fieldtrips, supplemental material, etc.)

Continued refinement of an effective Response to Intervention program focusing on Tier 2 Intervention: Additional support to master essential grade-level curriculum without missing critical new core instruction. Grade level teams will analyze Tier 2 data at a minimum of every eight weeks and report back to the Leadership Team.

Provide professional development in English Language Arts (ELA) and Spanish Language Arts (SLA) from within the school (admin/coach/teachers) by sharing successes through presentations, peer coaching and/or facilitating lesson studies for facilitation of Tier 2 intervention.

Provide individual teachers the opportunity to provide extended day/year support to small groups of students to ensure all students in need of interventions have access to academic support for success.

10 teachers X $70 hourly rate X 40 sessions = $28,000 (General fund)

Continued use of license agreements and resources to enhance student language/literacy acquisition and mathematics proficiency (Safari Montage, EDL/DRA, Accelerated Reader/STAR, STAR Early Literacy, i-Ready, Imagine Learning Espanol, Imagine Math, etc.).

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

Continued refinement of an effective Response to Intervention program focusing on Tier 3 Intervention: Support for students lacking foundational skills needed to learn at high levels.

Ongoing (bi-monthly) data analysis of progress monitoring/formative assessments by Program Specialist, RSP teacher, and/or Intervention teacher/Teacher on Special Assignment will drive implementation. Supplemental Intervention Teachers will provide tier 3 interventions (pull out); specifically, will be working with Program Specialist, Resource Teacher, Data Team and classroom teachers to identify students lacking foundational reading, writing, number sense, and/or language skills. However, if we're not able to secure a TOSA, these monies will be used to attend additional trainings, purchasing supplemental materials, fieldtrip excursions, technology and any other allowable purchases under Title I. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.)

Implementation of Learning Centers lead by the RSP teacher for special education students and mainstream students for intense remediation of basic skills.

Provide supplemental materials to meet the needs of Tier 3 students as they progress towards mastery of academic achievement.

Support for an effective Response to Intervention (RtI) program to increase performance for ALL students in reading and math. Data dissemination will identify strategy effectiveness.

Establishment of a data team (lead by the Program Specialist) that will facilitate implementation of (1) Schoolwide Master Schedule for RtI; (2) Identify screening tools specific to ALL students (i-Ready, fluency, etc.) as well as those specific to the Spanish Dual Immersion Program (EDL, STAR Spanish, STAR Early Literacy Spanish, etc.); (3) Plan for Data Management/Use; (4) Report to Leadership Team results of school wide assessments.

Note: Dual K/1 students do not take i-Ready English Reading Diagnostic. Provide support (substitute teachers) needed to screen students for beginning of year assessments (EDL/DRA, fluency, high frequency words, BPST, phonemic awareness, etc.)

Review of data that includes all stakeholders [(student, parent, teacher, support staff. (Administration, counselor, RSP teacher, speech teacher, psychologist, mental health technician), Leadership Team, CARE Team, Data Team, English Language Advisory Committee, School Site Council, Charter Advisory Committee, etc.].
English Language Learners (EL): Provide two bilingual aides for EL students at level 1 and 2 primary language support which is reading, scaffolding, teacher provided lessons, writing skills and when needed using the students' primary language to give them access to grade level concepts.

In addition, bilingual aides are to provide one-on-one and small group instruction focusing on basic content specific fluencies (reading/math facts). The Bilingual Assistants will use students' native language and culture to foster academic success in English Language Development.

Teachers will enhance NGSS (science) curriculum through hands-on science experiments integrating Project Lead the Way (PLTW) and Science Technology Engineering Mathematics (STEM) projects to include PLTW/STEM project materials.

Provide science-based extended learning for students (MESA, Drone, Gardening, eSports, Art, Dance, Music, etc,).

Pre and post surveys will provide data for continued program implementation.

Applicable curriculum and supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools - whiteboards/chart paper, STEM specific materials including Little Bits project materials, science specific project materials, 3D printers, Project Lead the Way specific project materials, and equipment for extended learning).

Dual Immersion Program Provide Spanish support for EO students in the Spanish Dual Immersion program (one-on-one and small group instruction, language acquisition applications) focusing on the development of the Spanish language to foster academic and linguistic success. School wide data analysis of Dual Immersion Program is needed to better understand and build upon our successes and areas for improvement.

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.

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).

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

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Safe and Healthy Learning Environments

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that safety and health of our students, staff and family while providing high quality instructional services. Pittman Charter School will promote through our PBIS procedures a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

A positive and caring environment is a key component to maintaining a safe learning environment to the Pittman Charter School community. Pittman Charter School staff promotes a positive and caring environment with high expectations for all students, clear and consistent school-wide rules for behavior, and promotion of character development.

To promote a safe and caring environment and provide for the social/emotional needs of students, Pittman Charter School has a continuum of supports for behavioral needs. Prevention includes instruction in problem solving and positive social skills. Early intervention includes conflict management, reinforcement and review of social skills, Second Step curriculum, No Bully (including Solution Teams) and consultation and staff development on behavioral support. Individualized support for students with moderate to high level needs include services such as Behavior Support Plans, Counseling groups, or referral to school based mental health services.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 1A: Teachers at Pittman are appropriately	Baseline- 2020-21: All of Pittman teachers are fully credentialed	All of Pittman teachers are fully credentialed with multiple subject credentials K-8. Those	All of Pittman teachers are fully credentialed with multiple subject credentials K-8. Those		To maintain a 100% fully credential staff.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assigned and fully credentialed in the subject areas, and, for the pupils they are teaching.	with multiple subject credentials K-8. Those teachers who do not have a clear credential are enrolled in a program to ensure completion and progress towards a credential in a timely fashion.	teachers who do not have a clear credential are enrolled in a program to ensure completion and progress towards a credential in a timely fashion.	teachers who do not have a clear credential are enrolled in a program to ensure completion and progress towards a credential in a timely fashion.		
State Priority 1B: Every pupil in the school district has sufficient access to the standards aligned instructional materials.	Baseline- 2020-21: All of Pittman Charter pupils have sufficient access to the standards- aligned.	All of Pittman Charter pupils have sufficient access to the standards- aligned instructional materials.	All of Pittman Charter pupils have sufficient access to the standards- aligned instructional materials.		To maintain 100% access to all standards-aligned instructional materials for all students.
State Priority 1C: Pittman's school facilities are maintained in good repair. SUSD is responsible for the upkeep and maintenance of the facilities.	Baseline- 2020-21 All Pittman facilities met the metric of maintaining its facilities in good repair and good condition. Pittman is currently at 95.31% and Good Condition. Data Source: Facilities Inspection Tool (FIT),	All Pittman facilities met the metric of maintaining its facilities in good repair and good condition. Pittman is currently at 97.73% and Good Condition. Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)	All Pittman facilities met the metric of maintaining its facilities in good repair and good condition. Pittman is currently at 97.73% and Good Condition. Data Source: Facilities Inspection Tool (FIT), School Accountability Report Card (SARC)		To increase the number of school facilities in good repair to 98% as measured by the FIT tool. (Verified by the Facilitates Inspection Tool (FIT) and School Accountability Report Card (SARC).)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	School Accountability Report Card (SARC)				
State Priority 6A: Pupil suspension rates.	2020-21: There were no suspension in 2020-21 due to COVID and the need for Distance Learning for most of the school year. However, during 2019-2020 our suspension rate was at 6.8% per Dataquest.	Our overall number of suspensions has decreased from 60 at the close of the 2019-2020 school year to only 11 at the same point this school year. None are duplicated students or offenses.	The suspension rates for our Hispanic (3%), Disabled (5.4%), and EL (3.2%) populations are comparable to our schoolwide suspension rate. Only 3 students had multiple suspensions, down from 7 at the end of 2022.		Decrease overall suspension rates to be below 2%.
Disproportionate student suspension rate of all significant subgroups will continue to decrease	2019-20: The two subgroups with the highest suspension rates were 16.1% African American and 14.8% for SWD Data Source: Dataquest	As of May 17, there were no suspensions for our African American students. 3 of 25 SWD were suspended	2022-2023 Our overall number of students suspended increased from 18 to 20, from April 2022 to April 2023, but was a low 3% of our students. Our Homeless population was the subgroup with the highest suspension rate. They also make-		Decrease suspension rates for African Americans and SWD by 12%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			up one of the smallest groups enrolled at Pittman.		
State Priority 6B: Pupil expulsion rates.	Baseline- 2019-20: 0% expulsion rate Data Source: SUSD Student Information System, CALPADS	0% expulsion rate Data Source: SUSD Student Information System, CALPADS	0% expulsion rate Data Source: SUSD Student Information System, CALPADS		Maintain a 0% expulsion rate.
State Priority 6C: Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	2019-2020: 91% Data Source: California Healthy Kids Survey (CHKS)	According to the Student Needs Survey, 80-90% of students feel safe at Pittman (the low end being 80% for grades 4th-8th) and 80-88.7% of students indicated that they knew of an adult at school that they could speak to if they needed help. In specific regards to bullying (on-site or cyber), less than 10% of students reported being bullied within the last 30 days; at least 88% of students know how to report or get help for bullying.	According to the Student Needs Survey, 80-90% of students feel safe at Pittman (the low end being 80% for grades 4th-8th) and 80-88.7% of students indicated that they knew of an adult at school that they could speak to if they needed help. In specific regards to bullying (on-site or cyber), less than 10% of students reported being bullied within the last 30 days; at least 88% of students know how to report or get help for bullying.		Increase the % of students feeling school connectedness by 5%.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PLE: 1 Technology Infrastructure and Support	PLE: 1 - Technology Infrastructure and Support To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing and to replace non working or obsolete devices. Acquire technology devices, 1:1 student laptops, 1:1 teacher laptops, digital boards, subscriptions to platforms/applications/software, projectors and speakers for instructional use, etc..	$200,000.00	Yes
2.2	PLE: 2 Facility Support	PLE: 2 - Facility Support To provide students and educators with facilities that are clean and functional to received and deliver instruction. PLE2.1 Maintain Custodial/Maintenance staff: 2 FTE night custodians and 1 FTE day custodian.	$253,081.00	Yes
2.3	PLE: 3 Basic Instruction and Teacher Staffing	PLE: 3 - Basic Instruction and Teacher Staffing To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment. PLE3.1 Basic Instruction and Teacher Staffing (Includes purchase of curriculum and supplemental materials)	$3,201,595.00	No

Action #	Title	Description	Total Funds	Contributing
		PLE 3.2 Hire additional BCLAD teachers to accommodate for the growth of the Dual program.		
2.4	PLE: 4 Parent and Community Relations	PLE: 4 - Parent and Community Relations To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments.	$50,000.00	Yes
2.5	PLE: 5 Health Services	PLE: 5 - Health Services To provide student and families with appropriate health services interventions to be healthy and more able to learn. PLE5.1 Health Care Services Response and Management	$20,000.00	Yes
2.6	PLE: 6 - School Counseling	PLE: 6 To provide all students with social and emotional systems of supports that lead to improved academic success and college/career readiness. PLE: 6.1 Counseling Services for Social Emotional, Behavioral and Academic Learning Supports, PLE: 6.2 RLE4.1 "Wrap-Around" Response and Resources (Additional counsellor 1 FTE and 1 FTE Mental Health Therapist plus additional compensation for Noon Duty personnel to provide babysitting for parents attending Parent Academies)	$389,975.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.7	PLE: 7 PBIS Support	PLE: 7 - PBIS Support To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. RLE: 7.1 Visible Support of Safe and Secure Campuses by hiring an additional 3, 31/2 hour Noon Duty and 1 additional FTE CSA.	$214,075.00	Yes
2.8				Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

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

PBIS Program:

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

To develop and reinforce student engagement and motivation leading to achievement, all staff will need to be given opportunities to attend professional development in the areas of cultural awareness, relationship building through restorative practices, and trauma informed

instruction. In conjunction with the district's PBIS department provided supports (Kelso's Choice, CHAMPS, STOIC, Second Step SEL), Pittman staff will increase their efficacy in holding restorative conversations (district and county of ed offered equity and inclusion trainings, Angela Byers Trauma Informed Instruction and Empathy training), employing alternatives to discipline (i.e. alternative learning environment, campus clean-up, Supervision Buddy, peer and conflict resolution circles), and drawing on appropriate interventions and support with data (consultations and SAP). Ongoing PD implementation and monitoring will be facilitated by the site's PBIS committee, site admin, CSA, and other student support staff.

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

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

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

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

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

Pittman's district assigned CWA addresses teacher referrals over attendance concerns, consults with the counselor to push out attendance incentives (student and classroom goals), and maintains communication with students/families to improve attendance and engagement. The CWA coordinates with stakeholders to decrease chronic absenteeism (students missing 10% or more of current days in school) in the form of

monthly incentives, and individual student checking-ins and home visits. The CWA is able to share relevant attendance and welfare information at CARE/SST meetings.

After School Academies (ASA):

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

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

Campus Supervision:

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

PBIS Program

For incentives, 243 students were awarded certificates and sweatshirt/T-Shirts (Shout-Outs), and 812 students won the weekly Cougar Pride raffle for a prize.

Counselors incorporated the Second Step SEL curriculum in all K-8th grade classrooms, at twice the capacity of the year prior, due to the addition of a second counselor.

We regularly used alternatives to discipline (i.e. alternative learning environment, pushing in of support staff, campus clean-up, Supervision Buddy, counsel & warn, peer and conflict resolution circles, ongoing restorative practices).

Supervision and supports were adjusted weekly/monthly for targeted students and behaviors.

Our overall number of students suspended increased from 18 to 20, from April 2022 to April 2023, but was a low 3% of our students.

The suspension rates for our Hispanic (3%), Disabled (5.4%), and EL (3.2%) populations are comparable to our schoolwide suspension rate.

Only 3 students had multiple suspensions, down from 7 at the end of 2022.

220 students were recognized as highest word count reward earners for their classes; each got to select a book from our book vending machine.

Our chronic absentee rate decreased from 40.73% to 28.31%, from April 2022 to April 2023.

Our chronic absentee rate decreased across all five subgroups: Hispanics 27.62%, decreased by 10.76%; African-American/Black 37.84%, decreased by 12.16%; ELs 26.24%, decreased by 9.4%; Disabled 39.29%, decreased by 6.54%; and Homeless 54.55%, decreased by 4.71%.

CWA distributed gift cards and prizes for perfect, improved and/or maintained attendance, as well as awarded 49 class perfect attendance parties.

Tiered Strategies & Support Staff, SAP Referral Process

The counselors were able to hold ?___ CARE meetings, ?___ SSTs, and ?___ 504 Plan meetings. ?_____ students were referred to the psychologist for further testing, to qualify for special education services. The MHC has received a total of ?___ new referrals this school year.
The counselors have provided a total of ?___ 1:1 counseling sessions, ?___ small group sessions, and ?___ classroom presentations.
After School Academies (ASA)

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

Fully staffed with two CSAs and five noon-duties.
Both CSAs are trained in Non-Violent Crisis Intervention.

An explanation of how effective the specific actions were in making progress toward the goal.

Adding a second counselor has helped tremendously. Students at all grade levels are more readily able to find an adult who can assist them in figuring out negative interactions with their peers, especially during recesses. In addition, this is the third year with the same CSA and noon-duty staff which has also helped in faithfully implementing school-wide procedures. Many of our students now seek the assistance from these adults when they feel they need to report incidents.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

While suspensions were down for all subgroups, further work needs to be done; more specifically for our Homeless population, as this subgroup had the highest suspension rate. Homeless population make-up a small number of the overall school population, and any suspensions for this subgroup make a big impact on the suspension rate, getting to know their specific needs will help reduce suspensions.

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

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

In 2023-2024, we will continue to meet with our Counselors, CSAs, Noon-Duty personnel, and support team to determine best ways to assist our African-American/Black, Homeless and Students with Disabilities, as well as our ELs and Hispanic students, during breaks and transitions and in common areas, as these are the times when discipline incidents are more likely to take place.

All staff will play a critical role in developing relationships with students that are based on mutual trust and respect. Teachers will utilize the SAP process to address student behavior, social, and emotional needs. Counselors, will continue to teach students coping and social skills in

small group sessions, one-on-one conversations, as well as class presentations. Counselors will use the Second Step curriculum to develop class presentations.

The Assistant Principal will continue to meet with CSAs and Noon Duty personnel, to continue to refine our PBIS process, sharing expectations with students, having restorative conversations, and applying progressive discipline, as well as delivering student recognitions and incentives. Suspensions- We will be continuing the implementation process and moving forward with PD. Provide teachers and staff (CSA, noon duties, resource staff) opportunities to attend district provided PD PBIS until 100% of teachers and permanent support staff receive the training to fully implement PBIS principles. Organize newer support staff on site that are able to support discipline students with PBIS interventions (restorative conferences, coaching of corrective behaviors).

Modify staff meetings to include PD on Restorative Justice, Kelso's Choice, CHAMPs or other teacher needs identified through teacher needs assessment survey. These trainings will be facilitated by teacher peers, district personnel, instructional coach, or administration.

For district trainings, teachers will need a substitute teacher. An additional FTE Assistant Principal will support staff in the development and implementation of PBIS strategies, acquired through PD, lead PD for teachers, support parent involvement and help support students academic and behavioral needs.

Counselors will help provide social-emotional curriculum (Second Step), coaching on restorative conferences and redirecting towards appropriate behaviors, match needs of teachers to available PBIS resources.

The PBIS incentives will be reintroduced, and the system will be in place (Class DoJo) to implement school-wide monitoring. We will need to purchase and have ready our PBIS incentives for students.

Schedule beginning of the year school-wide rally focusing on Pittman's four rules: Be Safe, Be Responsible, Be Respectful, Be Kind. Modify morning announcements to emphasize Pittman's four rules and school-wide PBIS expectations.

Counselor to continue providing structured one-on-one and small group sessions on social skills, reinforcement of Pittman's four rules and PBIS practices; incorporate the Second Step; lead class discussions/presentations. Our two-day a week Mental Health Clinician will need additional days (from 2 days to *5 days) to ensure that all students who need social emotional support receive it on a timely basis.

MHC 2 days a week = $50,000

Maintain our current CARE support team and process to address ongoing behaviors and reduce the likelihood of repeated disciplinary action and loss of instructional time; continue funding a MHC, a counselor, psychologist, and CWA. Ensure that the district CWA staff (for attendance) is incorporated into the CARE process, funneling into SSTs and SARBS, if more targeted interventions are needed. There will be a more coordinated effort to include CWA in our Support Team meetings; support will be provided for the CWA to work with the teachers and access our PBIS incentives.

An additional full-time Assistant Principal will help facilitate referrals and supports, conduct restorative conferences with parents and students, provide disciplinary and socioemotional counseling (in tandem with the counselor).

1 additional FTE AP $158,976 (General funds) A school our size and with our academic needs really does need an additional AP for the multiple credentialed supports they can provide.

An additional bilingual SST will assist in consistent communications from school to home.

Refine the CARE referral process (support staff roles, forms, timelines, etc.).

Articulate the CARE process to teachers to better identify students in need of additional supports and match them with appropriate social and emotional support strategies and resources (PBIS, PLUS, individual counseling, peer groups, etc.).

Provide opportunities for parents to attend workshops (parent advisory meetings, Coffee Hours), informing them about common negative behaviors (drug use, social media and bullying, chronic absenteeism), and how parent support impacts student learning.

As approval for the additional days for the Mental Health Clinician is pending from HR, we will continue to plan and refine the workshops, PLC, RTI conferences teachers can attend, as well as in school trainings, or revisit additional supplemental materials and additional staff needed to support students' needs, etc., if additional days are not granted. SSC will be consulted to ensure compliance.

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

Continue with attendance supports, including a coordinated effort to include CWA in our Support Team meetings.

Support will be provided for the CWA to work with the teachers to incorporate/document more Tier 1 & 2 supports, prior to moving onto Tier 3, SARBs, etc., and access our PBIS incentives. Continue to implement school-wide attendance incentives and recognize individual students and classrooms throughout the year (Cougar Paws, and district incentive programs).

Provide incentives such as certificates, pencils, notebooks, stickers, tablets, trophies, etc. to students improving their attendance or being present 100% of the time. Continue to invite parents to all Shout-Out assemblies.

Incentives = $7,000

Continue to rely on district provided PD to enhance and expand our PBIS, Champs and PLUS programs to develop students' organizational and time management skills; teachers will have access to Step Up, as well.

Strategy 5: Hire a bilingual clerical staff, SST (1 FTE) (Schools with 750+ students typically have a ratio of 3 office staff members to support students and their families).

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

Maintain and expand extracurricular activities/enrichment After School Academies (i.e. science, dance, martial arts, music, archery, drone, eSports, gardening, MESA, tutoring...etc.) by supplying and materials needed and paying staff to run the After School Academies.

Extracurricular activities will provide opportunities to encourage peer relationships, while students explore common interests. In addition, these enrichment academies will create experiences that students can connect to learning happening in the classroom.

Extracurricular activities/enrichment academies will supplement the curriculum and fulfill our site mission of being a STEAM school.

After School Academies = $10,000

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed to establish and promote community partnerships with the school to enhance student achievement and create pathways for students to access the community and to allow the community to see how Nightingale Charter is an asset to the them.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3A: Efforts the school district makes to seek parent input in making decisions for the school district and each individual school-site.	Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences.	Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences.	Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences.		To continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Verified by SUSD District and Site Participation Reports.)	(Verified by SUSD District and Site Participation Reports.)	(Verified by SUSD District and Site Participation Reports.)		(Verified by SUSD District and Site Participation Reports.)
State Priority 3B: How the school district will promote parental participation in programs for unduplicated pupils	To maintain the number of sites offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Offered opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)	Offered opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)		To continue offering opportunities for outreach and parent input and participation for unduplicated pupil populations through various parent meetings/groups, such as School Site Council, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings. (Verified by SUSD District and Site Participation Reports.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 3C: How the school district will promote parental participation in programs for individuals with exceptional needs.	State Priority 3C: To maintain the number of sites offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.).	Offered opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.).	Offered opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.).		To continue offering opportunities for outreach and parent input and participation for students with exceptional needs through various parent meetings/groups, such as School Site Council, Parent Teacher Associations, Parent Advisory Committees, including English Learner Advisory Committee, District English Learner Advisory Committee, Title I Parent Meetings, 504 Meetings, SSTs, CAC, IEPs. (Verified by SUSD District and Site Participation Reports, SEIS Database.)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Priority 5A: School attendance rates.	Base Line P2 2019-2020 95.50% Annual ADA P3 2020-2021 93.83% Annual ADA	2021-2022 Annual ADA 87.82%	2021-2022 Annual ADA 87.82%		To increase attendance rates by 5% and then maintain a 98% or higher attendance rate. Continue offering incentives for perfect attendance and improved attendance. (Verified by CALPADS.)
State Priority 5B: Chronic absenteeism rates.	Base Line: 2018- 12.8% 2019- 13.4% 2020- 16.13% (Verified by SUSD and Dataquest)	Chronic Absenteeism Rate for 2021-2022: 41.25%	Chronic Absenteeism Rate for 2021-2022: 41.25%		To decrease chronic absenteeism rates 10%. Continue offering incentives for perfect attendance and improved attendance.(Verified by CALPADS.)
State Priority 5C: Middle school dropout rates.	Base Line 2019-2021	There were zero students in middle school who dropped out.	There were zero students in middle school who dropped out.		There were zero students in middle school who dropped out.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PMP: 1 - Parent Empowerment	PMP: 1 - Parent Empowerment To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. PMP: 1.1 Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.) RMP:1.2 "Literacy Activities (1 FTE Library Assistant and Books) Read In Activity (Charter) (Purchase of Books) Read In Challenge (Charter) (Incentives and Supplies) B Street Theatre (Charter) " PMP: 1.3 Parent Academy, such as Family Engagement Walkthroughs and Parent Literacy/Numeracy, Science Night, Art Slam, Monthly Family themed Nights.	$41,952.00	Yes
3.2	PMP: 2 - Parent and School Communication	PMP: 2 - Parent and School Communication To provide and maintain systems of communication that meets the needs of the school, parents, students and the community PMP: 2.1 Continuous improvement of system of communication with SUSD community and stakeholders. (Monthly letters) Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Conferences. (Verified by SUSD District and Site Participation Reports.)		
3.3	PMP: 3 - Parent and Teacher Engagement	PMP: 3 - Parent and Teacher Engagement To foster the parent and teacher relationships to work in unison towards a common goal of supporting students. PMP3.1 Academic Parent-Teacher conferences. Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. (Verified by SUSD District and Site Participation Reports.)	$20,000.00	Yes
3.4	PMP: 4 - Student Engagement and Leadership Opportunities	PMP: 4 - Student Engagement and Leadership Opportunities To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. PMP4.1 Provide opportunities and funding for all students to participate in After School Learning Academies . Compensate staff advisors for After School Learning Academies (PLTW/Drone, Dance, Art, Music, Dance, Kennedy Games, MESA...etc. PMP4.2 Academic Nights, Shout-Out Assemblies, and Award Assemblies incentives.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	PMP: 5 - Extended Learning Opportunities	PMP: 5 - Extended Learning Opportunities To provide students with opportunities beyond the school year to advance their individual level of proficiency academically, socially, and emotionally. RMP5.1 Summer Enrichment for K-8	$50,000.00	Yes
3.6	PMP: 6 - Visual and Performing Arts (VAPA) Activities	PMP: 6 - Visual and Performing Arts (VAPA) Activities To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements. PMP6.1 In the future, we would like to once again have a 1 FTE Visual and Performing Arts teacher.	$56,000.00	Yes
3.7	PMP: 7 - Student Attendance Accountability	PMP: 7 - Student Attendance Accountability To provide a system of supports that enables students to be academically successful through regular and on-time attendance. PMP7.1 Improve student attendance accountability (Monthly Attendance Recognitions). Continue to provide incentives for students demonstrating perfect attendance or improved attendance and or meeting PBIS recognition criteria.	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Meaningful Partnerships:

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

Parent Survey Data:

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

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

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

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

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

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

Pittman's Parent Committees:

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

Develop, implement, monitor, review and approval of the Single Plan for Student Achievement (SPSA).
Identify resources to support SPSA initiatives.
Review student performance data to determine needs.
Review and update the Title I Parent Involvement Policy and School-Parent Compact.
The SSC also oversees Pittman's Charter Advisory Committee. Committee members are parents, community members, and both site and district staff who are tasked with evaluating programs and activities' alignment to the site's charter, mission, and vision.

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

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

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

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

Shared Responsibilities for High Student Academic Achievement

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

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

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

Family Events:

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

Parent Workshops:

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

Community Partners:

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

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

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

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

Parent/Community Groups:

We held more than the required numbers of PAC meetings, in-person, and posted agendas prior to 72 hours.
SSC and ELAC (the two active parent groups) nominated and elected officers for available positions.
Our regular ELAC membership doubled over the course of the 2022-2023 school year.
Our Coffee Hour, on the 1st of each month, had a regular attendance rate of over 2 dozen attendees.
The district's volunteer registering system (beamentor.org) was pushed out at parent meetings, posted on websites, and sent home with students.

Family Events:

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

Parent Workshops:

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

Community Partners:

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

An explanation of how effective the specific actions were in making progress toward the goal.

Family Nights continue to draw big crowds and we'll continue to make those available for parents to ensure we're connecting with them in a very relaxed atmosphere. However, we need to also be able to continue to keep parents informed. Investing a platform that can text parents will be an avenue we need to explore and fund for 2023-2024.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Some parents are reporting that they are unaware of all opportunities available for them to be actively involved in their child's school. Out of the close to 700 families at Pittman, on average, only 18-20 parents regularly attend our parent meetings.

We do not have an active PTA and we'll need to reestablish this group in 2023-2024. However, out of the 30 members needed to comply with agency's guidelines on membership, we only have about 20 interested parents in becoming PTA members.

Parents are requesting more workshops and trainings. Workshops offered are limited to available staff willing to provide these opportunities. In 2023-2024, we might need to look into hiring third parties to provide parent workshops.

A number of parents reported their children' academic struggles in reading, writing, and math and have requested assistance. Efforts to recruit the necessary teachers to provide after school tutoring have failed. Out of 29 teachers only 3 chose to tutor on a consistent basis. In 2023-2024, we'll need to look into hiring third parties/agencies to provide parent tutoring.

We will maintain the number of parent outreach that we offer (committees, Family Event Nights, workshops), however we will increase our inclusivity by reestablishing a PTA. If we're not able to reestablish a PTA, ELAC parents have stated that they are interested in forming a non-profit parent organization to help organize more family events as well as to help raise funds for the school.

Provide all parents with opportunities to become informed and active stakeholders in monthly SSC and ELAC meetings, as well as 4 meetings for the Charter Advisory Board meetings. We will provide opportunities for more inclusive parent involvement, by holding a number of meetings in the evening and organize childcare for attendees. The district's volunteer registering system (beamentor.org) will be pushed out throughout the year.

In addition, we will continue our efforts to reestablish our African American Black Parent Committee to lend a voice on best ways Pittman staff can best meet the academic and social-emotional needs of our students.

We are dedicated to maintaining recruitment and organization of volunteers. Additionally, staff will help with the five points of communication to inform parents of offerings, and soliciting parent feedback and needs requests. An SST will also assist in organizing volunteers for family events, and working with district/site community partners (i.e. SUSD PD, El Concilio) to provide requested workshops.

Per our parent survey, parents have asked for messages to be deliver via text messages. This parent request will be fulfilled in 2023-2024. ELAC/SSC parents will give input as to which application to purchase.

We are dedicated beautify our campus and will commence the year with a recruitment effort and organize volunteers to help 3 times a year. We will also be asking for plant donations from our parents and community partners.

Provide essential materials to hold Family Event Nights and the aforementioned parent/community meetings- pencils/pens/markers, paper, books, news letters, flyers, folders, painter's tape, poster boards, light snacks and refreshments.

Books/materials/Games/Hands-on supplemental materials for Family Nights: $3,500
Parent Meeting: $522.

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.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
6	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
7	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
8	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]
An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$2,229,774.00	$261,864.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.16%	0.00%	$0.00	26.16%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 1 - Instructional Materials and Supplies - To enhance student and staff access to instructional materials and supplies to promote increased learning and academic achievement and to provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State standards. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom curriculum and instructional supplies.

Goal 1 Action 2 - Student Technology - To enhance student and staff access to information technologies that promote increased learning and academic achievement. To enhance student access to information technologies that promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the annual purchase and replacement of Chromebooks / technology devices and secure storage carts for students.

Goal 1 Action 3 - PLCs, Additional compensation time - To promote more staff members to collaborate through the PLC process and attend professional development opportunities outside their contractual hours. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the training involving core curriculum, assessments, data analysis, plc planning, better grasp of content knowledge and effective teaching strategies, effective delivery of instruction, etc.

Goal 1 Action 4 - Intervention Model /Intervention Teacher - To insure Tier 2 and Tier 3 students' academic needs are met. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8. These timely targeted intervention will expedite students' grade level proficiencies.

Goal 1 Action 5 - Instructional Coach - To ensure teachers content knowledge, instructional knowledge and professional needs are being met on a timely manner. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 by having all teachers go through the coaching cycle (co-planning, co-teaching, lesson delivery, immediate feedback, debrief). Thus ensuring all teaching staff is trained in the use of the most effective strategies and best ways to accommodate for the diverse learners they are in charge of teaching.

Goal 1 Action 6 - Tutoring - To ensure students who need additional learning opportunities have a teacher available to meet their needs after the instructional day is over. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 by having all students, based on iReady, diagnostic results, formal/informal data, receive timely academic support will expedite students' progress towards grade level proficiency.

Goal 1 Action 7 - Roving Subs - To help supports students with small group instruction, provide academic support while the classroom teacher provides Tier 2, small group intervention for students and assist with diagnostic and summative assessments. These services are principally directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 by up to date actionable data will enhance Tier 2 and Tier 3 interventions. Having all students, based on iReady, diagnostic results, formal/informal data, receive timely academic support will also expedite students' progress towards grade level proficiency and in addition, the interventions need will be less pronounced as they progress through the different grade levels.

Goal 2 Action 1 - Technology Infrastructure and Support - To retrofit and enhance technology infrastructure to allow for increased device/equipment usage and meet the requirements necessary to conduct applicable state mandated testing and to replace non working or obsolete devices. Acquire technology devices, 1:1 student laptops, 1:1 teacher laptops, digital boards, subscriptions to platforms/applications/software, projectors and speakers for instructional use, etc. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas 1 and 6 through the purchase of equipment, replacement of computers, and upgrading related infrastructure.

Goal 2 Action 2 - Facility Support - To provide students and educators with facilities that are clean and functional to received and deliver instruction. By Maintaining Custodial/Maintenance staff: 2 FTE night custodians and 1 FTE day custodian, we'll ensure our facilities are well maintained, safe and clean. Now more than ever, having facilities that are, as much as possible, virous free, can make a huge difference in the well being of our school community. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas 1 and 6 through the purchase of equipment, replacement of computers, and upgrading related infrastructure.

Goal 2 Action 3 - Basic Instruction and Teacher Staffing - To maintain staffing ratios for each grade span to meet compliance standards and negotiated agreements, to include Grade Span Adjustment an to ensure teaching staff have the basic curriculum and supplemental materials to perform their duties. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through the support of basic Instruction and teacher Staffing.

Goal 2 Action 4 - Parent and Community Relations - To provide parents and students with the resources necessary to enhance relationships that creates safe and healthy learning environments. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through the support of basic Instruction and teacher Staffing.

Goal 2 Action 5 - Health Services - To provide student and families with appropriate health services interventions to be healthy and more able to learn. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through subacute and specialized health care services response and management.

Goal 2 Action 6 - Counseling Services - To provide all students with social and emotional systems, behavioral and academic learning supports that lead to improved academic success and college/career readiness. Being able to provide families with "Wrap-Around" services, Response and Resources is crucial to the wellbeing of our students and their academic success. These services are principally directed and

are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through counseling services for students who need additional social-emotional, behavioral, and academic learning supports.

Goal 2 Action 7 - PBIS Support - To develop and maintain systems of safety that foster healthy relationships in support of safe learning environments. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through visible support of a safe and secure campus.

Goal 3 Action 1 - PMP: 1 - Parent Empowerment -To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences, Parent Academies: such as, Family Engagement Walkthroughs and Parent Literacy/Numeracy, Science Night, Art Slam, Monthly Family themed Nights. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 3 Action 2- Parent and School Communication - To provide and maintain systems of communication that meets the needs of the school, parents, students and the community. Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 3 Action 3 - Parent and Teacher Engagement - To foster the parent and teacher relationships to work in unison towards a common goal of supporting students. Academic Parent-Teacher conferences. Continue offering opportunities for outreach and parent input and participation in making decisions through various parent meetings/groups, such as School Site Council, English Learner Advisory Committee, Charter Board Advisory Committee, Family Nights, Parent/Teacher Conferences. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 3 Action 4 - Student Engagement and Leadership Opportunities -To provide students with engaging and meaningful activities that drives students to be more involved and engaged in their academic success. Provide opportunities and funding for all students to participate in After School Learning Academies . Compensate staff advisors for After School Learning Academies (PLTW/Drone, Dance, Art, Music, Dance, Kennedy Games, MESA, Academic Nights, Shout-Out Assemblies, and Award Assemblies incentives. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 3 Action 5 - Extended Learning Opportunities - To provide students with opportunities beyond the school year (K-8 Summer Learning Academy) to advance their individual level of proficiency academically, socially, and emotionally. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 3 Action 6 - Visual and Performing Arts (VAPA) Activities - To provide students with hands on activities and exposure to opportunities in areas beyond the core instructional requirements and to ensure we meet our mission statement obligations, through our STEAM programs. In order to meet the A in STEAM we need to hire a 1 FTE Visual and Performing Arts teacher. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 3 Action 7 PMP: 7 - Student Attendance Accountability - To provide a system of supports that enables students to be academically successful through regular and on-time attendance and publicly recognize improved student attendance during Monthly Attendance Recognitions and continue to provide incentives for students who demonstrate perfect attendance or improved attendance and or meeting PBIS recognition criteria. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions/services are proposed to ensure positive outcomes for student achievement and school connectedness for low-income and all students on campus. Our charter specifically seeks to ensure high levels of student achievement through a school environment where all stakeholders work together to ensure student success. Although targeted funds are principally directed towards our low-income students all students are served well with the use of these funds to increase academic achievement and preparation for high school success and college and career readiness. All students at all academic or language levels should have the opportunities to work together, collaborate, and be accountable for one another's learning, and for those students who desire to achieve these goals through a Spanish Dual Immersion Program, the opportunity is provided.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,431,369.00				$5,431,369.00	$4,694,897.00	$736,472.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Material and Supplies	English Learners Foster Youth Low Income	$21,000.00				$21,000.00
1	1.2	Technology	English Learners Foster Youth Low Income	$75,000.00				$75,000.00
1	1.3	PLC, Additional Compensation Time	English Learners Foster Youth Low Income	$192,978.00				$192,978.00
1	1.4	Intervention Model /Intervention Teacher	English Learners Foster Youth Low Income	$232,236.00				$232,236.00
1	1.5	Instructional Coach	English Learners Foster Youth Low Income	$147,732.00				$147,732.00
1	1.6	Tutoring	English Learners Foster Youth Low Income	$94,745.00				$94,745.00
1	1.7	Roving Substitutes	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
2	2.1	PLE: 1 Technology Infrastructure and Support	English Learners Foster Youth Low Income	$200,000.00				$200,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	PLE: 2 Facility Support	English Learners Foster Youth Low Income	$253,081.00				$253,081.00
2	2.3	PLE: 3 Basic Instruction and Teacher Staffing	All	$3,201,595.00				$3,201,595.00
2	2.4	PLE: 4 Parent and Community Relations	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
2	2.5	PLE: 5 Health Services	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
2	2.6	PLE: 6 - School Counseling	English Learners Foster Youth Low Income	$389,975.00				$389,975.00
2	2.7	PLE: 7 PBIS Support	English Learners Foster Youth Low Income	$214,075.00				$214,075.00
2	2.8		English Learners Foster Youth Low Income					
3	3.1	PMP: 1 - Parent Empowerment	English Learners Foster Youth Low Income	$41,952.00				$41,952.00
3	3.2	PMP: 2 - Parent and School Communication	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
3	3.3	PMP: 3 - Parent and Teacher Engagement	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
3	3.4	PMP: 4 - Student Engagement and Leadership Opportunities	English Learners Foster Youth Low Income	$10,000.00				$10,000.00
3	3.5	PMP: 5 - Extended Learning Opportunities	English Learners Foster Youth Low Income	$50,000.00				$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.6	PMP: 6 - Visual and Performing Arts (VAPA) Activities	English Learners Foster Youth Low Income	$56,000.00				$56,000.00
3	3.7	PMP: 7 - Student Attendance Accountability	English Learners Foster Youth Low Income	$10,000.00				$10,000.00

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$8,523,057.00	$2,229,774.00	26.16%	0.00%	26.16%	$2,229,774.00	0.00%	26.16 %	**Total:**	$2,229,774.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,229,774.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Material and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman K-8	$21,000.00	
1	1.2	Technology	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$75,000.00	
1	1.3	PLC, Additional Compensation Time	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$192,978.00	
1	1.4	Intervention Model /Intervention Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$232,236.00	
1	1.5	Instructional Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$147,732.00	
1	1.6	Tutoring	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Pittman Charter	$94,745.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income	School K-8		
1	1.7	Roving Substitutes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$150,000.00	
2	2.1	PLE: 1 Technology Infrastructure and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$200,000.00	
2	2.2	PLE: 2 Facility Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$253,081.00	
2	2.3	PLE: 3 Basic Instruction and Teacher Staffing				Specific Schools: Pittman Charter K-8	$3,201,595.00	
2	2.4	PLE: 4 Parent and Community Relations	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$50,000.00	
2	2.5	PLE: 5 Health Services	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$20,000.00	
2	2.6	PLE: 6 - School Counseling	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman K-8	$389,975.00	
2	2.7	PLE: 7 PBIS Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$214,075.00	
2	2.8		Yes	Schoolwide	English Learners Foster Youth Low Income			
3	3.1	PMP: 1 - Parent Empowerment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman K-8	$41,952.00	
3	3.2	PMP: 2 - Parent and School Communication	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	PMP: 3 - Parent and Teacher Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income		$20,000.00	
3	3.4	PMP: 4 - Student Engagement and Leadership Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$10,000.00	
3	3.5	PMP: 5 - Extended Learning Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$50,000.00	
3	3.6	PMP: 6 - Visual and Performing Arts (VAPA) Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter	$56,000.00	
3	3.7	PMP: 7 - Student Attendance Accountability	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Pittman Charter K-8	$10,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,724,953.00	$2,945,152.36

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Material and Supplies	Yes	$21,000.00	$60,288.42
1	1.2	Technology	Yes	$0.00	
1	1.3	PLC, Additional Compensation Time	Yes	$64,489.00	$17,137.93
1	1.4	Intervention Model /Intervention Teacher	Yes	$0.00	
1	1.5	Instructional Coach	Yes	$0.00	$41,096.36
1	1.6	Tutoring		$29,123.00	
1	1.7	Roving Substitutes	Yes	$4,515.00	$92,460.93
2	2.1	PLE: 1 Technology Infrastructure and Support	Yes	$0.00	
2	2.2	PLE: 2 Facility Support	Yes	$219,898.00	$232,598.88
2	2.3	PLE: 3 Basic Instruction and Teacher Staffing	Yes	$3,058,230.00	$2,229,064.47

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	PLE: 4 Parent and Community Relations	Yes	$0.00	
2	2.5	PLE: 5 Health Services	Yes	$20,000.00	
2	2.6	PLE: 6 - School Counseling	Yes	$141,267.00	$246,061.85
2	2.7	PLE: 7 PBIS Support	Yes	$130,000.00	
2	2.8		Yes		
3	3.1	PMP: 1 - Parent Empowerment	Yes	$15,603.00	$26,443.52
3	3.2	PMP: 2 - Parent and School Communication	Yes	$828.00	
3	3.3	PMP: 3 - Parent and Teacher Engagement		$0.00	
3	3.4	PMP: 4 - Student Engagement and Leadership Opportunities	Yes	$10,000.00	
3	3.5	PMP: 5 - Extended Learning Opportunities	Yes	$0.00	
3	3.6	PMP: 6 - Visual and Performing Arts (VAPA) Activities	Yes	$0.00	
3	3.7	PMP: 7 - Student Attendance Accountability	Yes	$10,000.00	

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$2,170,084.00	$3,695,830.00	$2,660,926.77	$1,034,903.23	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Material and Supplies	Yes	$21,000.00	$60,288.42		
1	1.2	Technology	Yes				
1	1.3	PLC, Additional Compensation Time	Yes	$64,489.00	$18,317.92		
1	1.4	Intervention Model /Intervention Teacher	Yes				
1	1.5	Instructional Coach	Yes		$41,096.36		
1	1.7	Roving Substitutes	Yes	$4,515.00			
2	2.1	PLE: 1 Technology Infrastructure and Support	Yes				
2	2.2	PLE: 2 Facility Support	Yes	$219,898.00	$253,766.73		
2	2.3	PLE: 3 Basic Instruction and Teacher Staffing	Yes	$3,058,230.00	$2,015,479.37		
2	2.4	PLE: 4 Parent and Community Relations	Yes				
2	2.5	PLE: 5 Health Services	Yes	$20,000.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.6	PLE: 6 - School Counseling	Yes	$141,267.00	$245,534.45		
2	2.7	PLE: 7 PBIS Support	Yes	$130,000.00			
2	2.8		Yes				
3	3.1	PMP: 1 - Parent Empowerment	Yes	$15,603.00	$26,443.52		
3	3.2	PMP: 2 - Parent and School Communication	Yes	$828.00			
3	3.4	PMP: 4 - Student Engagement and Leadership Opportunities	Yes	$10,000.00			
3	3.5	PMP: 5 - Extended Learning Opportunities	Yes				
3	3.6	PMP: 6 - Visual and Performing Arts (VAPA) Activities	Yes				
3	3.7	PMP: 7 - Student Attendance Accountability	Yes	$10,000.00			

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$6,018,567.00	$2,170,084.00		36.06%	$2,660,926.77	0.00%	44.21%	$0.00	0.00%

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table
- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

  - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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