



Pittman Charter

701 East Park St. • Stockton, CA 95202 • (209) 933-7496 • Grades

Emilio Junez, Principal

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<https://www.stocktonusd.net/Pittman>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Stockton Unified School District

701 North Madison St.
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District Governing Board

Cecilia Mendez
AngelAnn Flores
Kathleen Garcia
Lange Luntao
Maria Mendez
Scot McBrian
Candelaria Vargas

District Administration

John E. Deasy, Ph.D.
Superintendent
Dr. Reyes Gauna
**Assistant Superintendent of
Educational Support Services**
Craig Wells
**Assistant Superintendent of
Human Resources**
Sonjhia Lowery
**Assistant Superintendent of
Educational Services**

School Description

Vision: Pittman Charter community prepares students to become academically successful, inquisitive life-long learners who continue to develop their individual and civic responsibilities toward global citizenship. Our mission is to prepare life-long learners for the 21st century by providing a comprehensive education. In addition to a curriculum of language arts, mathematics, and social studies, we included technology and the arts, inquiry-based hands-on science, and offer an option in Spanish Dual- Immersion. In a safe and inclusive environment, Pittman staff strives to develop creative and critical thinkers in strong partnership with our families and community.

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

Our schoolwide goals are:

- * Increase academic achievement for all students in math and language arts by at least 10%.
- * Ensure and promote a safe, caring and positive environment.
- * Students and parents will have a sense of pride and ownership of our school.

Our academic goal for this year is to improve reading, math and writing for all grade levels.

Emilio Junez, PRINCIPAL

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	92
Grade 1	90
Grade 2	95
Grade 3	75
Grade 4	72
Grade 5	75
Grade 6	73
Grade 7	53
Grade 8	60
Total Enrollment	685

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.3
Asian	4.2
Filipino	0.7
Hispanic or Latino	82.3
Native Hawaiian or Pacific Islander	0.0
White	3.1
Socioeconomically Disadvantaged	92.1
English Learners	41.8
Students with Disabilities	7.2
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Pittman Charter	16-17	17-18	18-19
With Full Credential	26	27	29
Without Full Credential	2	3	3
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	1517
Without Full Credential	♦	♦	266
Teaching Outside Subject Area of Competence	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Pittman Charter	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 California Studies Weekly Adopted in 2017 6-8 California McGraw Hill Impact 6 Ancient Civilizations 7 Medieval and Early Modern World History 8 US History Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/15/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Multi-purpose kitchen: gaps and rips on kitchen floor.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	boys/girls restrooms eastside: loose ceiling cowl on fire sprinkler in boys RR.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Overall: bark box low.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	24.0	26.0	28.0	48.0	50.0
Math	20.0	18.0	20.0	21.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	405	98.78	23.95
Male	196	193	98.47	19.69
Female	214	212	99.07	27.83
Black or African American	26	25	96.15	28.00
Asian	16	16	100.00	25.00
Filipino	--	--	--	--
Hispanic or Latino	347	343	98.85	23.32
White	11	11	100.00	36.36
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	380	375	98.68	24.53
English Learners	253	252	99.60	19.44
Students with Disabilities	35	35	100.00	14.29
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	11.4	8.6	4.3
7	21.2	5.8	1.9

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	410	407	99.27	18.18
Male	196	193	98.47	20.21
Female	214	214	100	16.36
Black or African American	26	26	100	19.23
Asian	16	16	100	6.25
Filipino	--	--	--	--
Hispanic or Latino	347	344	99.14	18.31
White	11	11	100	27.27
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	380	377	99.21	18.83
English Learners	253	253	100	16.21
Students with Disabilities	35	35	100	5.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Wel believes that the parents and guardians can support the learning environment of the school and their students by: Monitoring student attendance; Monitoring completion of student homework; Monitoring and regulating television viewing; Participating in the decision making process in school organizations and committees; Planning and participating in activities at home that support classroom learning; Volunteering in the classroom; Parents and community members who wish to become a part of the school community and participate are encouraged to contact the school's office.

Our school also recognizes that parents and the community play an important role in the success and education of their students. We have established partnerships with community businesses and organizations to increase parent participation. What follows are ways in which we try to involve our parents and community:

After School Programs

Counseling services

Valley Community Counseling Services 2 days a week (Tuesdays and Thursdays)

English Language Parent Involvement Committee (ELPIC)

Victor Community Support Services - School Based Wrap Program 5 days a week

Twice a year, each teacher hold Group Academic Conferences with all their parents to promote student academic achievement and teach parents a useful strategy(ies) they can use at home. (Formally known as APTT)

English Language Learner instruction and support (ELD)

Family Health Centers and programs when and where available. This year, with the assistance of St. Joseph's Hospital, we're providing parents a six week course on the prevention of Diabetes.

Parent Coffee Hour and Parent Academy

Parent/Student conferences (once per year)

Spanish Dual Immersion K-8

Education Pre-school Program (ages 0-5)

School Site Council (SSC)

Parent Nights: Festival of Honor, Science Night, AVID meetings, Art Slam, Turkey Bingo...

After school clubs for their children: Chess, Archery, MESA, Student Council, Guitar, Drone...

Chaperone on field-trips

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Our school places a strong emphasis on ensuring the safety of all students and staff members. The school's custodial team ensures the school facilities are in compliance with all federal and state health and safety regulations. Each year a deep-cleaning process occurs during a close of school, either during the summer or other extended breaks. In the event of a facility plant emergency, the principal notifies appropriate site and district personnel to resolve the emergency and safely secure or evacuate the students, based upon the site and district emergency preparedness plans. A site review with the district Internal Evaluation Instrument (IEI) occurs annually. A comprehensive School Safety Plan, which was recently reviewed by the School Site Council, helps to provide a secure, peaceful and clean environment for the school community. The Plan is communicated to both students and staff on a regular basis. The school's Disaster Preparedness Plan identifies procedures to follow during emergencies and natural disasters. Emergency drills are conducted on campus on a regular basis. This year we participated in the "Great Shake Out" event. Every effort is made to ensure students are monitored while on campus throughout the school day. Yard supervisors, teachers, site administrators and school staff provide supervision for students before, during, and after school. The playground is safe for all students. All gate entrances are locked during the school day to prevent unauthorized access. All visitors must sign in at the office and receive proper authorization to be on campus, and must display their passes at all times.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	10.7	5.7	8.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	9.4	7.6	6.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.02
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.25
Social Worker	0.12
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	.5
Other	2.00
Average Number of Students per Staff Member	
Academic Counselor	0.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	24	23				8	8	8			
1	27	23	23				6	8	8			
2	25	29	24	1			7	6	8			
3	20	24	25	3			4	6	6			
4	23	26	24	3			6	4	6			
5	28	24	25	1			3	4	6	2		
6	25	24	24	3	2		4	2	6	2	2	
Other	28	29					3	2				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional development is critical to the success of our school. Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. They also examine the data during their collaboration time and teacher academic conferences. This we're planning on sending the ten "new" teachers to the Professional Learning Conference in Phoenix. The San Joaquin County Office of Education Multilingual Office provided two years of training on the Teaching and Learning Cycle. This year we'll continue to provide professional development on the Teaching and Learning Cycle by way of in-house training, with teachers and instructional coach leading the way. Many teachers attended the ELD Institute this summer and there have been follow-up training and coaching with SJCOE to ensure that best practices have been implemented and teachers are teaching the common core to the best of their ability. our dual immersion teachers continue to receive coaching from SJCOE via collaboration meetings at the Language Development office. Our Dual Program is critical to the success of English Learners. Throughout the year, we'll continue to revisit high leverage strategies during our monthly staff meetings. In addition, teachers are supported through our instructional coach who is at our site five days a week. This is our third year implementing AVID with 7th and 8th grades. Administration strives to get into at least ten classrooms a day to give feedback to ensure that we are moving in a positive direction with the common core and other important initiatives. And ST Math, Imagine Learning and accelerated reader continue to part of the instructional day.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,720	\$47,903
Mid-Range Teacher Salary	\$72,597	\$74,481
Highest Teacher Salary	\$91,456	\$98,269
Average Principal Salary (ES)	\$126,294	\$123,495
Average Principal Salary (MS)	\$0	\$129,482
Average Principal Salary (HS)	\$135,899	\$142,414
Superintendent Salary	\$275,808	\$271,429
Percent of District Budget		
Teacher Salaries	32.0	35.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Teacher Induction Program
- Extended Day Programs
- English Language Acquisition Program (ELAP)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	9232.79	519.76	8713.03	78404.71
District	◆	◆	6203.28	\$72,903
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			33.7	13.0
Percent Difference: School Site/ State			28.0	-1.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.