



**2017-2020**

## **Single Plan for Student Achievement (SPSA)**

### **Site Strategic Plan**

<b>School:</b>	Commodore Stockton Skills School
<b>Address:</b>	2725 Michigan Ave
<b>CDS Code:</b>	6098651
<b>District:</b>	Stockton Unified School District
<b>Principal:</b>	Gina Lopez
<b>Revision Date:</b>	January 5, 2018
<b>District Governing Board approved:</b>	April 10, 2018

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

<b>Contact Person:</b>	Gina Lopez
<b>Position:</b>	Principal
<b>Phone Number:</b>	209-933-7170
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## Contents

SECTION I: BACKGROUND .....	3
Purpose/Intent .....	3
Recommendations and Assurances .....	4
Mission .....	5
Vision.....	5
School Site Story.....	5
SECTION II: EVALUATION .....	6
Plan Priorities .....	6
Plan Implementation.....	6
Strategies and Activities .....	8
Involvement/Governance.....	10
Outcomes .....	10
Summary of Review of Overall Performance.....	12
Greatest Progress.....	12
Greatest Needs.....	13
Performance Gaps.....	13
SECTION III: STAKEHOLDER OUTREACH .....	14
Stakeholder Involvement.....	14
SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS....	15
Strategic Planning Details and Accountability .....	15
LCAP Goal 1: Student Achievement.....	15
Strategic Area of Focus .....	15
LCAP GOAL 2: Safe and Healthy Learning Environments .....	22
Strategic Area of Focus .....	22
LCAP Goal 3: Meaningful Partnerships .....	26
Strategic Area of Focus .....	26
Section V: School Site Council Membership .....	30
Section VI: Budget Allocation Spreadsheets .....	31

## SECTION I: BACKGROUND

### *Purpose/Intent*

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

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

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

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

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

**Recommendations and Assurances**

**Recommendations and Assurances**

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

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

State Compensatory Education Advisory Committee

\_\_\_\_\_  
 Signature  
  
 Signature

English Learner Parent Involvement Committee

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

- 4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
- 5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- 6. This SPSA was adopted by the SSC at a public meeting on Jan. 5, 2018.

Attested:

Gina Lopez  
\_\_\_\_\_  
Typed Named of School Principal

  
 \_\_\_\_\_  
 Signature of School Principal

03/16/2018  
\_\_\_\_\_  
Date

Jose Cantu  
\_\_\_\_\_  
Typed Named of SSC Chairperson

  
 \_\_\_\_\_  
 Signature of SSC Chairperson

03/15/2018  
\_\_\_\_\_  
Date

## **Mission**

Insert the school site's mission.

Commodore Stockton Skills School is a diverse community of respectful- engaged students, supportive-encouraging staff, and committed - involved parents. We uphold our tradition of high expectations and rigor in pursuit of becoming lifelong learners.

## **Vision**

Insert the school site's vision.

Our Commodore Stockton Skills School vision is to inspire a passion for learning and motivate our students to reach their fullest potential.

## **School Site Story**

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

Commodore Stockton Skills School is a K-8th grade school that specializes in Science Technology Engineering and Mathematics. Over 60% of our students are socio economically disadvantaged. We serve a diverse population of 60.46% Hispanic Students, 12.31% White Students, 7.22% African American students, and 4.35 % Asian students. We service roughly 100 English Learner students whom are primarily Spanish Speaking. We are located in a low-income neighborhood in Stockton, California, however we service students from all over Stockton. Our teachers, counselor, and administration focus on each child's academic success and social emotional wellbeing.

## SECTION II: EVALUATION

### *Plan Priorities*

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.
- Increase student achievement in Math, Reading, and English Language Learners
- Increase our safe and healthy learning environment by maintaining a safe and healthy learning environment
- Increase parent participation`

#### Major Expenditures Supporting priorities

- Title 1 - \$231,940.00 LCFF - \$232,023.00
  - Program Specialist - \$134,004
  - Instructional Coach \$53, 602
  - Counselor - \$25, 137
  - Library Media clerk - \$22, 621
  - Instructional Materials - \$50,000
  - Conferences STEM, PLTW - \$38,000
  - Math Consultant \$65,000
  - Teacher Substitute/Professional Development - \$18,600
  - Accelerated Reader -\$11,000
  - Field Trips - \$10,000

### *Plan Implementation*

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

#### Fully implemented:

- Instructional coach and program specialist support teachers with instructional strategies, MTSS, Learning Targets, Common Formative Assessments, STEM, and teacher collaboration.
- Professional Learning Communities
  - Teacher Collaboration
  - Data Cycle-MTSS-CFA's
- Parent Coffee Hour, ELAC, SSC, PTA, Parent Engagement Events
- Technology program monitoring (St Math, Imagine Learning, Accelerated Reader, Odyssey/Compass Learning)
- Academic Conferences- Analyze MTSS Data, Common Formative Assessments, and resources provided for students.
- After school tutoring- 3 nine-week sessions identifying students based on academic need

- Intervention Teacher - worked with our Tier 2 and 3 students K-6th.

#### Not fully Implemented:

- Multi-Tiered System of Support - Tier 2 - was partially implemented and changed from leveling whole classes to teachers implementing small groups within the classroom.
- Technology programs usage varies from grade to grade schoolwide
- Computer to student ratio needs improvement
- Academic conferences SMART GOALS
- STEM PLTW Program
- Data Binders - was partially implemented and used differently for each grade level, the focus was not solely on learning targets.

#### Eliminated:

- Instructional Rounds- We plan to implement this next year.
- Identify barriers to full or timely implementation of the strategies identified above.
  - Teachers need more time and experience analyzing data to support implementing MTSS
  - Teachers need to have more input on Professional Development needs.
  - Teachers need time to have vertical articulation -for Math, ELA, and Writing.
  - Implementation of STEM program has impacted other school programs.

#### What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

- More than half of teaching staff attended PLC institute/conference- collaboration and data MTSS
- Dedicated additional time during staff meetings for Professional Development with MTSS, Common Core State Standards, SBAC, and PLC's.
- Analyze data during Academic Conferences and set SMART Goals by grade level more frequently
- Assigned an Instructional Team member for each grade level to attend and support collaboration days

#### Impact of lack of full or timely implementation on student outcomes:

- SBAC Data shows that overall we dropped 4 percent in ELA and Math for 3rd through 8th students on state test.
- MTSS was not fully implemented so all students were not given reteaching of all, grade level standards.
- Technology - not all students received equal access to technology programs, use varies from class to class
- Data Binders- not all students utilized data binders to keep track of learning targets.

#### Data Used:

- Our SBAC data showed our percent proficient decreased 4 percent in ELA and Math school wide from previous year.
- The California Dashboard shows that we are maintaining an Orange status in ELA and a Yellow status in Math.

- MAP- 2016 Math 133 on grade level , 401 strategic, 194- intensive, ELA 291 on grade level, 284 strategic, 153 intensive

### ***Strategies and Activities***

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

#### **Effective strategies in improving student achievement:**

- Bi-Weekly Teacher Collaboration (minimum day once a week)- Analyzing Data and Units of Study Planning
  - implementation- 2 times a month, professional development for each step, coaching and support for individual grade levels, analyzed data by individual student needs
  - Teachers apply knowledge of each student's achievement for instructional groupings
- PLC Conference - Building Positive School Culture, enhancing teacher collaboration - focus on data.
  - Implementation and monitoring of PLC strategies - norms, roles, responsibilities, data binders, EL strategies
  - Implementation of year 2 PLC Mission and Vision - implemented a Poster Contest for students
  - Analyzing student performance of UOS assessments, MAP and SBAC Data; setting SMART Goals
- STEM - Project Lead the Way curriculum implementation for K-8th grade
  - 6 teachers were trained to be LEAD teachers and trained the rest of the staff
  - Students are engaged in problem solving hands on experiments in biochemistry, engineering, and computer science.
- English Learner monitoring of student achievement and ELD implementation of designated time
  - Quarterly monitoring of EL and RFEP
  - Students receive an additional 30 to 45 min of ELD targeted instruction daily.
- Accelerated Reader and STAR Reading-
  - All grade levels implemented AR - students are reading books at their level, monitoring progress, and setting goals. We have AR committee that monitors the implementation and progress.



## Evidence of direct or indirect impact:

- Teacher collaboration- through monitoring of collaborations, meeting agendas and minutes, teachers are creating common formative assessments and students are receiving a guaranteed and viable curriculum
- The data from the comprehensive needs assessment survey shows that there has been a positive shift in school culture amongst students, staff, and parents.
- Commodore Skills ranks in the top 3 of district wide rankings for MAP/SBAC assessment. Currently- 43% and 38% students in ELA and MATH achieved “on-level” scores based on District cut scores
- 28 students were reclassified in the year 2016-2017 according to the CELDT test.
  - Our CELDT- Number of students tested: 59
    - Number of students advanced: 36
    - Number of students maintained: 6
    - Number of students RFEP: 28
  - Through academic conferences- teachers and instructional support team identified all students’ strengths and needs and tied resources and support to students needs., i.e. MTSS/Technology programs/Tutoring

## Ineffective or minimally effective:

- STEM- year one implementation -newly implemented project lead the way Science hands-on supplemental program.
- MTSS - multi- tiered support system - This was implemented in some classrooms but not in a systematic school wide approach.
- Common Formative Assessments - Teacher created assessments that are standards based and used to level students by standard during MTSS and used to assess the “I can statements,” in the student Data Folders.
- Data Folders - The data folders were not specifically used for common core learning targets by all grade levels.

## Reason strategies were ineffective Based on the analysis of impact:

- STEM - If students receive STEM lessons, then they will gain strategies that enhance their critical thinking and problem solving skills that can be transferred to all subjects.
- MTSS Data Cycles - If teachers level students by standards at each grade level, create a Common Formative Assessment, and use targeted instructional strategies, then all students will receive the additional support or accelerated learning during this time two times a week for 45 minutes.
- Common Formative Assessments and Data Folders-”I can statements.”- If teachers create CFA’s based on the “I can statements (learning targets), then students will receive the reteaching they need at MTSS designated times.

Data Folders - If teachers create spreadsheets for each student with learning targets “I can statements,” listed, utilize these alongside Common Formative assessments and MTSS, then students will monitor their own learning of the grade level standards and student achievement will increase.

## ***Involvement/Governance***

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

The SSC members helped develop this plan, by attending meetings, giving input with budget, safety plan, and school compact plan.

How were advisory committees involved?

- Attended parent meetings that covered Common Core Standards, safety, and district parent involvement meetings.
- The plan was monitored by our Academic Conferences, Instructional Team Meetings, and Parent Coffee Hours.
- The instructional team comprised of the Program specialist, AP, Instructional Coach, and Principal worked on this.

Changes Needed to ensure involvement of all stakeholders and adequate monitoring:

- Utilize staff meeting in order to receive more input from teachers.
- Hold a parent night to get more parent input.

## ***Outcomes***

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

- 2016-2017 - Goals met for SPSA
  - We met our EL goal for reclassification.
  - We met our parent participation rate goal.
- 2016-2017 -Goals not met/Partially met
  - We partially met our ELA and Math goals.

Strategies not fully implemented:

- STEM, MTSS Data Cycles, Teacher Created Common Formative Assessments, and Student Data Folders

Recommendations for future steps to meet this goal?

- STEM: Utilize the STEM Committee to meet monthly, monitor program, provide professional development, set goals and timelines for program implementation.
- MTSS: Utilize Instructional Team -Program Specialist, Instructional Coach, and Assistant Principal to strengthen our MTSS data cycles by leading teachers in professional development and during Academic Conferences- grade level meetings 3 times a year -creating CFA's, data analysis, instructional strategies, assisting with grouping students, assisting with choosing standards, and creating timelines.
- Data Folders: Utilize instructional team to implement student Data Folders school wide. Ensuring teachers are choosing “learning targets” for each unit, and monitor to ensure students are using these to self-reflect,

- Monitoring and Accountability: All documents will be uploaded to google docs -these are the “products,” that teachers upload in the MTSS File - CFA’s, MTSS student groupings, “I can statements.’-for each unit.
- Academic Conferences - Teachers will meet with the instructional team 3 times a year. These are used to analyze student data, MTSS, Data Folders, CFA’s, and tie resources to students individual needs.
- Math - We will hire A2Z math consultants to provide math instructional strategies and develop a deeper understanding of the standards and enhance instructional strategies.

We will continue to implement the PLC Model, SBAC test prep strategies, tutoring, and technology programs.

## **Summary of Review of Overall Performance**

### **Greatest Progress**

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

**English Learner Progress** - Based on the data 2016-2017 from the LCFF evaluation rubrics from the California Dashboard we are proudest of our EL Learner progress. Our English Learners consist of 8.5% percent of our population, and 85.1 percent of students made progress toward English proficiency. The 99 English Learners Students showed an increase of 4.6 points in English Language Arts. The growth surpassed our "All Students" groups. Furthermore, of the 99 students, 77 have been reclassified. We have focused our efforts on reclassifying students by ensuring progress monitoring, tutoring, and informing our EL parents of programs and progress during our ELAC meetings. Our program specialist and instructional coach participated in a 3-day ELD institute that highlighted EL research-based practices of ELD instruction for integrated and designated times. Additionally, teachers and specialists have participated in the PLC conference workshops specifically designed to support English Learners. The district's Language Development office provides support for our English Learner Program Coordinator with monthly meetings and opportunities to have direct instruction with designated and dedicated ELD strategies in the classroom.

**Math Overall Progress** - Based on the data 2016-2017 from the LCFF evaluation rubrics from the California Dashboard our highest performance level is yellow in math overall. Our status is medium which is 21.6 points below level 3. This is the average for 694 students in grades 3rd-8th. Our Filipino Sub group is at the highest green-performance level. Our other sub-groups are at yellow and orange status. We use the district adopted Units of study and teachers are using their collaboration time to ensure all students are receiving a viable curriculum. Teachers are using Common Formative Assessments to guide instruction and reteach in small groups during math time. Our instructional coach and program specialists provide instructional coaching and professional development to teachers.

**ELA Overall progress**- Based on the data 2016-2017 from the LCFF evaluation of rubrics from the California Dashboard we are maintaining an Orange Status with an average distance of 14.9 percent away from level 3. Our EL subgroup increased by 4.6 percent and are at a yellow performance status. Our students with disabilities increased by 9 points. The other sub groups decreased from -5.4 to -14.6 percent. Our teachers implement MTSS to reteach and accelerate students in small groups and leveled classes. They use collaboration time to develop lessons and analyze assessments. Our instructional coach and program specialist provide support in gathering resources, coaching and demo lessons on best instructional practices, and assist teachers with the development of common formative assessments.

## Greatest Needs

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

### Decrease our Suspension rate:

According to the LCFF evaluation of rubrics from the California Dashboard 2016-2017 we are a red performance level with a status of very high 8.3 percent. Our largest sub groups, socio- economically disadvantaged and Hispanic students are maintaining at a low red status. Our school continues to strengthen our Positive Behavior Support system by adding more incentives for students and social group counseling sessions. We are in year 2 of implementing a PLUS program which with help students social emotional needs. Our PBIS tiered approach includes different levels of consequences and alternatives to suspensions. We strive on building relationships with students and this will decrease the likelihood of the students being suspended.

Action Plan for lowering our suspension rate:

- Involve our students in PLUS program.
- PBIS - Tiers of support of key students and include a “Play Room “ Friday Incentive for key students.
- Parent Conferences and SST’s with students
- Mentoring and weekly check ins- students set goals with a mentor on campus and check in to ensure they are meeting the goals.
- Equity Training for staff and teachers - provide professional development on cultural diversity.

## Performance Gaps

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

### Performance Gaps:

- The LCFF evaluation of rubric from the California Dashboard shows our All student Performance at a level of maintaining Orange Status in ELA. All of our subgroups are performing at or above this level. The Socio -economically disadvantaged, African American, and Hispanic subgroups are an Orange Performance level whereas our EL, Students with Disabilities are performing at a higher level of Yellow Status.

STEPS Taken to address the performance GAPS:

- We plan to implement our MTSS Data Cycle schoolwide. Teachers will level students by standard at each grade level. Each student will receive a Data Folder with the learning targets to master student by student and standard by standard. The Data Folders will allow students to measure their own progress on how they are reaching this standard. This will give teacher, parent, and student timely information on progress. During our Academic Conferences we will ensure all students as well as our sub groups scoring a Yellow Status are given attention in regards to resources - tutoring, MTSS groups, SST’s, and parent communication regarding progress. Teachers will utilize the professional learning community framework to ensure they are having productive collaboration meetings.

## SECTION III: STAKEHOLDER OUTREACH

### ***Stakeholder Involvement***

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

The teams listed below all contributed to the development of the SPSA by analyzing school wide data EL, Math, ELA, Attendance, and school climate. These are evidenced by agenda items, minutes, and sign in sheets for all meetings.

- Leadership Team - this team is comprised of 9 teachers - one represented from each grade level, instructional coach, program specialist, Assistant Principal, Counselor, and Principal. This team meets monthly for one hour. Meeting Date: 9/18/2017
- School Site Council - 5 parents, Principal, school staff, and 3 teachers. This team meets monthly for one hour. Meeting Date
- ELAC - The program specialist, 10-15 parents, Assistant Principal. This team meets 4 times a year to address the needs of our EL learners. Meeting Date:
- Parent Coffee Hours - These are held monthly. Meeting Dates: 09/21/2017
- Comprehensive Needs Assessment Team - Parent, students, classified staff, teachers, Program specialist, leadership team, and Admin meet at the end of the year to analyze school plan and goals. Meeting Dates: 2/2/17-3/2/2017

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

### ***Strategic Planning Details and Accountability***

#### **LCAP Goal 1: Student Achievement**

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

#### **Strategic Area of Focus**

#### **Academic Student Achievement**

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

#### **Student Interventions**

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

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

- Preschool Transitional
- 8<sup>th</sup> Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Teachers will be provided with professional learning opportunities, to supplement core instruction, such as co-teach, demo lessons, conferences (STEM, PLC) focusing on MTSS, Data Folders, and Common Formative Assessments.	#of co-teaching events #of demo lessons #of observations with feedback #of students at grade level #of students below grade level #of students making progress # of teachers attending conferences #of professional development on site opportunities given	3 times a year	\$53,602 (instructional coach) \$60,436 \$73,568 (Program Specialist) \$65,000 Math (Consultant) \$7,697 \$5,000 (teacher substitute) \$6,012 (teacher additional comp) \$20,000 \$18,000 (STEM, PLC conference)	Title 1 LCFF	19101 19101 19101 58100 11700 11500 52150
1.2 Academic Student Achievement	Provide and promote student reading through literacy programs such as (Accelerated Reader)	# of students receiving assistance # of students taking AR tests #of hours AR is utilized #of students increasing lexile level - AR data	3 times a year	\$17,621 (library clerk) \$5,000 (library clerk) \$5,000 (books) \$11,100 (accelerated reader)	LCFF LCFF Title 1 Title 1	24101 24101 42000 58450
1.3 Academic Student Achievement	Supplemental materials and resources support core instruction (technology, project materials)	#of hours using technology	3 times a year	\$20,000 (Computer carts) \$30,034	Title1 LCFF	43100



	maintenance agreements			\$20,000 (instructional materials)		
				\$6,180 (Maintenance Agreements)		
1.4 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips	# of field trips pre/post assessment culminating project	3 times a year	\$5,000 (field trip - district transportation)  \$5,000 (field trip – non-district transportation)	Title 1	57250

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Teachers will be provided with professional learning opportunities, to supplement core instruction, such as co-teach, demo lessons, conferences (STEM, PLC) focusing on MTSS, Data Folders, and Common Formative Assessments.	#of co-teaching events #of demo lessons #of observations with feedback #of students at grade level #of students below grade level #of students making progress # of teachers attending conferences #of professional development on site opportunities given	3 times a year	\$53,602 (instructional coach) \$60,436 \$73,568 (Program Specialist) \$65,000 Math (Consultant) \$7,697 \$5,000 (teacher substitute) \$6,012 (teacher additional comp) \$20,000 \$18,000 (STEM, PLC conference)	Title 1 LCFF	19101 19101 19101 58100 11700 11500 52150
2.2 Academic Student Achievement	Provide and promote student reading through literacy programs such as (Accelerated Reader)	# of students receiving assistance # of students taking AR tests #of hours AR is utilized #of students increasing lexile level - AR data	3 times a year	\$17,621 (library clerk) \$5,000 (library clerk) \$5,000 (books) \$11,100 (accelerated reader)	LCFF LCFF Title 1 Title 1	24101 24101 42000 58450
2.3 Academic Student Achievement	Supplemental materials and resources support core instruction (technology, project materials)	#of hours using technology	3 times a year	\$20,000 (Computer carts) \$30,034	Title1 LCFF	43100

	maintenance agreements			\$20,000 (instructional materials)		
				\$6,180 (Maintenance Agreements)		
2.4 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips	# of field trips pre/post assessment culminating project	3 times a year	\$5,000 (field trip - district transportation)  \$5,000 (field trip – non-district transportation)	Title 1	57250

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Teachers will be provided with professional learning opportunities, to supplement core instruction, such as co-teach, demo lessons, conferences (STEM, PLC) focusing on MTSS, Data Folders, and Common Formative Assessments.	#of co-teaching events #of demo lessons #of observations with feedback #of students at grade level #of students below grade level #of students making progress # of teachers attending conferences #of professional development on site opportunities given	3 times a year	\$53,602 (instructional coach) \$60,436 \$73,568 (Program Specialist) \$65,000 Math (Consultant) \$7,697 \$5,000 (teacher substitute) \$6,012 (teacher additional comp) \$20,000 \$18,000 (STEM, PLC conference)	Title 1 LCFF	19101 19101 19101 58100 11700 11500 52150
3.2 Academic Student Achievement	Provide and promote student reading through literacy programs such as (Accelerated Reader)	# of students receiving assistance # of students taking AR tests #of hours AR is utilized #of students increasing lexile level - AR data	3 times a year	\$17,621 (library clerk) \$5,000 (library clerk) \$5,000 (books) \$11,100 (accelerated reader)	LCFF LCFF Title 1 Title 1	24101 24101 42000 58450
3.3 Academic Student Achievement	Supplemental materials and resources support core instruction (technology, project materials)	#of hours using technology	3 times a year	\$20,000 (Computer carts) \$30,034	Title1 LCFF	43100

	maintenance agreements			\$20,000 (instructional materials)		
				\$6,180 (Maintenance Agreements)		
3.4 Academic Student Achievement	Provide students with hands on experiential learning opportunities to supplement core instruction through field trips	# of field trips pre/post assessment culminating project	3 times a year	\$5,000 (field trip - district transportation)  \$5,000 (field trip – non-district transportation)	Title 1	57250

## **LCAP GOAL 2: Safe and Healthy Learning Environments**

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

### **Strategic Area of Focus**

#### **School Climate**

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

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, Counseling.	#of PLUS activities #of students attending school #of discipline referrals # of students suspended	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, Counseling.	#of PLUS activities #of students attending school #of discipline referrals # of students suspended	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151



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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, Counseling.	#of PLUS activities #of students attending school #of discipline referrals # of students suspended	Monthly	\$25,137 (Salary/Benefits)	LCFF	12151

### **LCAP Goal 3: Meaningful Partnerships**

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

#### **Strategic Area of Focus**

##### **Parent, Student, and School Engagement**

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Meaningful Partnerships	Provide parent support and student engagement activities	#of events # of parents participating #of students served	Monthly	\$4,566 \$43 (Parent Meeting)	Title I	43400

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

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Meaningful Partnerships	Provide parent support and student engagement activities	#of events # of parents participating #of students served	Monthly	\$4,566 \$43 (Parent Meeting)	Title I	43400

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

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Meaningful Partnerships	Provide parent support and student engagement activities	#of events # of parents participating #of students served	Monthly	\$4,566 \$43 (Parent Meeting)	Title I	43400

## Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Melanie Gonzales	Oct 2017	Oct 2019				x
Jaime Guerrero	Oct 2017	Oct 2019				x
Christine Robles	Oct 2016	Oct 2018				x
Karina Guerrero	Oct 2016	Oct 2018				x
Jose Cantu	Oct 2016	Oct 2018				x
Gina Lopez	Oct 2016	Oct 2018	x			
Julie Stricklen	Oct 2016	Oct 2018			x	
Jennifer Reid	Oct 2016	Oct 2018		x		
Tonya Brown	Oct 2016	Oct 2018		x		
Dee Dee Singh	Oct 2017	Oct 2019		x		
Numbers of members of each category:			1	3	1	5

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

**Section VI: Budget Allocation Spreadsheets**

**SCHOOL NAME: STOCKTON SKILLS ELEMENTARY**  
**Revised Preliminary Allocations 2017-18 with 2016-17 Carryover**  
**2017-2018**

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
<b>Personnel Cost-Including Benefits</b>							
11500	Teacher - Add Comp			6,012		\$ 6,012.00	Goal 1 - 1
11700	Teacher Substitute			5,000		\$ 5,000.00	Goal 1 - 1
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist			60,436		\$ 60,436.00	Goal 1 - 1
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 1
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant					\$ -	
	Additional Comp/Hourly					\$ -	
	Montessori Assistant					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ -	\$ 125,050.00	\$ -	\$ 125,050.00	
<b>Books &amp; Supplies</b>							
42000	Books			5,000		\$ 5,000.00	Goal 1 - 2
43110	Instructional Materials			30,034		\$ 30,034.00	Goal 1 - 3
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		4,609			\$ 4,609.00	Goal 3 - 1
44000	Equipment			20,000		\$ 20,000.00	Goal 1 - 3
43150	Software					\$ -	
	<b>Sub-Total-Supplies</b>		\$ 4,609.00	\$ 55,034.00	\$ -	\$ 59,643.00	
<b>Services</b>							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans			5,000		\$ 5,000.00	Goal 1 - 4
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement			6,180		\$ 6,180.00	Goal 1 - 3
56530	Equipment Repair					\$ -	
52150	Conference			20,000		\$ 20,000.00	Goal 1 - 1
59140	Telephone					\$ -	
58450	License Agreement			11,110		\$ 11,110.00	Goal 1 - 2
58720	Field Trip-Non-District Trans			5,000		\$ 5,000.00	Goal 1 - 4
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	<b>Sub-total-Services</b>		\$ -	\$ 47,290.00	\$ -	\$ 47,290.00	
	<b>Total</b>		\$ 4,609.00	\$ 227,374.00	\$ -	\$ 231,983.00	
	Differential		-	-		-	
	2016-17 Carryover		43	61,803		61,846	
	Revised 2017-18 Allocation		4,566	165,571		170,137	
			4,609	227,374		231,983	

**SCHOOL NAME: STOCKTON SKILLS ELEMENTARY**  
**Preliminary Budget Allocation - LCFF**  
**2017-2018**

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
<b>Personnel Cost-Including Benefits</b>						
11500	Teacher - Add Comp				\$ -	
11700	Teacher Substitute		7,697		\$ 7,697.00	Goal 1 - 1
12151	Counselor		25,137		\$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				\$ -	
19101	Program Specialist		73,568		\$ 73,568.00	Goal 1 - 1
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 2
29101	Community Assistant				\$ -	
	Additional Comp/Hourly library		5,000		\$ 5,000.00	Goal 1 - 2
					\$ -	
	<b>TOTAL PERSONNEL COST</b>		\$ 129,023.00	\$ -	\$ 129,023.00	
<b>Books &amp; Supplies</b>						
42000	Books				\$ -	
43110	Instructional Materials		20,000		\$ 20,000.00	Goal 1 - 3
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting				\$ -	
44000	Equipment				\$ -	
43150	Software				\$ -	
	<b>Sub-Total-Supplies</b>		\$ 20,000.00	\$ -	\$ 20,000.00	
<b>Services</b>						
57150	Duplicating				\$ -	
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement				\$ -	
56530	Equipment Repair				\$ -	
52150	Conference		18,000		\$ 18,000.00	Goal 1 - 1
59140	Telephone				\$ -	
58450	License Agreement				\$ -	
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional		65,000		\$ 65,000.00	Goal 1 - 1
58320	Consultants-Noninstructional				\$ -	
	<b>Sub-total-Services</b>		\$ 83,000.00	\$ -	\$ 83,000.00	
	<b>Total</b>		\$ 232,023.00	\$ -	\$ 232,023.00	
	Differential		-		-	
	<b>Allocations</b>		232,023		232,023	