



SCHOOL PLAN  
FOR  
STUDENT ACHIEVEMENT

YEAR 3 REVISION  
(SY 2019-2020)

COMMODORE STOCKON SKILLS  
ELEMENTARY

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# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Commodore Stockton Skills Elementary	39686766098651	Original – 01/05/2018 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Commodore Stockton Skills Elementary is implementing a Schoolwide Program.

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

Commodore Stockton Skills Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Commodore Stockton Skills Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on November 16, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Commodore Stockton Skills Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired

about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Commodore Stockton Skills Elementary initiated a specific Fidelity Integrity Assessment (FIA) process which included meetings with the Leadership Team. These meetings were held on October 18, 2018 and November 9, 2018.

In summary, the area we are strongest in is empowered decision making. Each of our staff members are on a committee. These committees help to run different aspects of the school. Some of the committees we have are PBIS, PLC, Parent Engagement, Technology, STEM, PTA, and Leadership. The committees create a community of people working towards a common goal. This is huge for making our school culture positive and engaging. We are also doing well in the area of a strong educator support system. Our new teachers receive a lot of support from our instructional coach. She helps them write effective lesson plans, observes them teaching and gives them feedback, co-teaches lessons, and models lessons for them. Our program specialist works with all teachers. He models lessons, gives feedback on lessons, and is a great resource on curriculum, instruction, and ELD strategies.

As a result of the stakeholder involvement and data reviews, Commodore Stockton Skills Elementary has been able to complete the Decision Making Model (DMM) (a component of the FIA) in March and April 2019. Through the DMM process we were able to determine our EL students and our students with disabilities are struggling in ELA and math. We determined the cause was our teachers struggling with the units of study and they need professional development in instructional strategies to increase rigor. Another area of concern is suspensions for middle school students. They are our highest subgroup with 69% of our current suspensions. By using the DMM process we were able to come up with a plan to meet our students' needs.

## Resource Inequities

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

This section is not applicable for Commodore Stockton Skills Elementary.

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal 1 – Student Achievement

ELA/ELD SMART Goal: By June of 2020 Commodore Stockton Skills School will have decreased the gap in ELA by 3 points as measured by CAASSP. By June of 2020 Commodore Stockton Skills School's EL students will have decreased the gap in ELA by 3 points as measured by CAASSP. By June of 2020 Commodore Stockton Skills School will have decreased the number of students not meeting grade level ELA standards to below 40% as measured by the MAP test.

Overall:

Dashboard: Decrease the gap by 3 points

MAP: Decrease the number of students not meeting grade level ELA standards to below 40%.

EL Students:

Dashboard: Decrease the gap by 3 points.

SWD:

Dashboard: Decrease the gap by 3 points.

Math SMART Goal: By June 2020 Commodore Stockton Skills School will decrease the gap in math by 3 points as measured by CAASPP. By June 2020 Commodore Stockton Skills School will decrease the number of students not meeting grade level math standards to below 45% as measured by the MAP test.

Overall:

Dashboard: Decrease the gap by 3 points

MAP: Decrease the number of students not meeting grade level Math standards to below 45%.

EL Students:

Dashboard: Decrease the gap by 3 points.

SED:

Dashboard: Decrease the gap by 3 points.

## Identified Need

ELA/ELD:

Overall:

Dashboard: Yellow indicator --10.2 points below standard; increased 4.8 points from 2017

MAP: 47% of our students are not meeting grade level ELA standards.

EL Students:

Dashboard: Orange indicator --27.3 points below standard; increased 1.5 points from 2017.

SWD:

Dashboard: Orange indicator -- 56.9 points below standards; decreased .6 points from 2017.

Math:

Overall:

Dashboard: Yellow indicator --20.9 points below standard; increased .7 points from 2017

MAP: 52% of our students are not meeting grade level Math standards.

EL Students:

Dashboard: Orange indicator --39.9 points below standard; increased 1.3 points from 2017.

SED:

Dashboard: Orange indicator -- 29.4 points below standards; decreased .1 points from 2017.

**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	10.2 points below	7.2 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	20.9 points below	17.9 points below



**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Teachers will be provided with professional learning opportunities, to supplement core instruction, such as co-plan, co-teach, demo lessons, conferences (STEM, PLC) focusing on MTSS, Data Folders, and Common Formative Assessments.

25 co-teaching events

25 demo lessons

35 of observations with feedback

450 students at grade level

600 students below grade level

850 students making progress

10 teachers attending conferences

10 professional developments on site opportunities given

Instructional Supplies i.e., markers, copy paper, construction paper, scissors, post its

Summer professional development and planning time for teachers

After school professional development

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$20,000 - 43110 (Instructional Materials)

Title I - 50643

\$10,000 - 11500 (Teacher - Additional Comp)

Title I - 50643

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students in Grades 1-8

**Strategy/Activity**

Provide and promote student reading through literacy programs such as (Accelerated Reader)

900 students receiving assistance

800 students taking AR tests

725 students increasing Lexile level - AR data

Library/Media Assistant organizes the library so students can easily find books at their AR level, makes sure books have the AR codes on them, orders books that go along with the AR program, and schedules times for each class to visit the library.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$5,000 - 42000 (Books)

Title I - 50643

\$11,000 - 58450 (AR License Agreement)

Title I - 50643

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All students

#### Strategy/Activity

Provide students with hands on experiential learning opportunities to supplement core instruction through field trips and STEM.

All students will participate on a hands on experiential learning opportunity, outside of school grounds.

Students will have one pre assessment and one post assessment that allows them to demonstrate their understanding of real life experience connected with core instruction.

STEM Conference such as CA STEAM Symposium or PLTW Summit

Teacher paid time to collaborate and Prep for STEM

STEM Materials and Supplies

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,133 - 52150 (Conferences)	LCFF - 23030
\$9,867 - 52150 (Conferences)	Title I - 50643
\$15,000 - 57250 (Field Trips District Trans)	Title I - 50643
\$6,800 - 11700 (Substitutes)	Title I - 50643
\$13,077 - 43110 (Instructional Materials/Supplies)	Title I - 50643

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

Teachers will participate in Academic Conferences 3 times per year. During academic conferences, teachers will present student achievement data for all students, whole class and student by student data, and identify student groups who require additional support. Teachers also identify students who require acceleration and enrichment. Teachers reflect and create plans to meet students at all students through MTSS and small group differentiation. Program specialist prepares data reports for all teachers and administrators.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$6800 - 11700 (Substitutes)

LCFF - 23030

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

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

All students

### Strategy/Activity

Teachers and staff will be provided direct support from the Program Specialist with day to day needs in the following areas. Technology support- core curriculum consists of varied multimedia materials that teachers will use during instruction. The program specialists ensure teachers have access to working laptops, projectors, chromebooks, printers, document cameras, and iPads.

Data- The program specialist will provide summaries to all teachers from student achievement assessments. This includes MAP, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress.

Assessment- The program specialist will ensure all qualifying students participate in district and state mandated testing.

Instructional Coaching Support- The program specialist will provide direct instructional coaching support to teachers on a need by need basis.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$42,746 - 19101 (Program Specialist)	Title I - 50643
\$19,314 - 30000 (Program Specialist Benefits)	Title I - 50643
\$52,035 - 19101 (Program Specialist)	LCFF - 23030
\$23,511 - 30000 (Program Specialist Benefits)	LCFF - 23030
\$6,500 - 56590 (Maintenance Agreement)	Title I - 50643

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

All students

**Strategy/Activity**

The Library/Media clerk will work directly with teachers and students to support literacy. The librarian will read to all classes K-2 using elements from common core standards.

Library/Media Clerk organizes the library so students can easily find books at their AR level, makes sure books have the AR codes on them, and orders books that go along with the AR program.

The Library/Media Clerk schedules times for each class to visit the library.

The library/media clerk will organize a book fair for students outside of her regularly scheduled time.

The library/media clerk will offer extended library hours before school breaks to give student access to check out books.

The Library/Media Clerk will provide teachers with lists of individual and class sets of books sorted by AR levels to be used as support for core curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$15,214 - 22601 (Library Media Assist)	LCFF - 23030
\$4,845 - 30000 (Statutory Benefits)	LCFF - 23030
\$5,000 – Library Media Clerk Additional hourly	LCFF - 23030

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

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

EL Students

**Strategy/Activity**

Program Specialist will monitor and discuss EL student progress with each teacher

Program Specialist develops a schedule for EL Designated time with teachers and have monthly check-ins with teachers during designated instructional time. Fidelity to new ELD curriculum will be maintained schoolwide.

During academic conferences, EL SMART Goals will be developed for each grade level that mirror school wide goals.

Monthly collaboration with ELD teachers to review student work samples, discuss student progress, develop vertical teaching strategies (life levels), analyze student work, prioritize standards and establish benchmark goals.

Tier 2 Support with retired or credentialed substitute teacher to assist EL student achieve in ELA and Math

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$5,220 - 11700 (Teacher Substitute)	Title I - 50650
\$15,660 - 11700 (Teacher Substitute)	Title I - 50650

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

Student with Disabilities

### Strategy/Activity

Resource Specialist will monitor SWD for progress towards ELA and Math

Resource Specialist will work with teachers to ensure SWD are receiving high quality instruction with supports

Grade level team analyzes data at academic conferences where they develop SMART goals for SWD to narrow achievement gap

Grade level team collaboration with Resource and Speech on high quality teaching strategies and supports for SWD

Tier 2 Support with retired or credentialed substitute teacher to assist SWD student achieve in ELA and Math

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.



**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Subgroup: Preschool, Transitional Kindergarten

**Strategy/Activity**

Provide students opportunities to:

- \*interact with their peers who will attend their kindergarten class promoting social skills,
- \*establish a connection between the kindergarten teacher and preschooler,
- \*practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- \*attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Centralized Service.

Title I

# Annual Review – Goal 1

## SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

A2Z consultants met with each grade level to focus on lesson study and provide instructional strategies to increase student engagement

Full time instructional coach provided teacher-centered and student-centered support to new and experienced teachers around student engagement, differentiated instruction, and the use of DOK levels

ELD master plan schedule for Designated ELD instruction

Established six-week MTSS cycles for grades K-6

Reading teacher to support struggling primary students was not funded

Hired a long term substitute teacher to support accelerated students during MTSS

Teachers began to use Eureka math and Zearn learning to support core instruction in math

Academic conferences- met with each grade level 3 times to discuss student achievement, academic progress, curriculum and instructional strategies.

We did not employ support from a Paraprofessional assistant for ELD or EO students

Instructional Rounds- two teams of 6 teachers collected data on student engagement and presented findings to staff

AR purchased for grades 1-8 with 75% of students in grades 1-8 using the program

Library media clerk hours extended 3 days a week by 3 hours daily

#### Effectiveness

Grade levels continued with the implementation of instructional strategies taught by A2Z: daily integration of multiplication facts, different ways to teach multiplication and division, and student engagement strategies

Differentiated teacher-centered/student-centered instructional coaching provided teacher support and improved student engagement in instruction.

Long term substitute teacher allowed for decreased numbers for Tier 2 support

Schoolwide improvement on SBAC for ELA and Mathematics based from spring 2017 to Spring 2018

Teachers adhere to required 30 minutes of ELD instruction based on unannounced visitations

In fall of 2017, there were 67 EL students in grades 1-8 of which 40 were reclassified.

MTSS cycles afforded teachers the opportunity to address the differentiated academic needs of the students

Fourth grade implemented Eureka Math, daily multiplication facts, and Zearn learning as a major component of their math instruction, SBAC results in math for fourth grade were higher than all other grades

Findings from instructional rounds prompted defining student engagement and creating a commonality of more effective student engagement strategies

Library media clerk supports students with leveled books based on AR and 50% of students met their growth point targets

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

#### Material Changes

None.

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

#### Future Changes

Extended year enrichment program - PLTW

Long term substitute teacher to support accelerated students during MTSS

PD for teachers - instructional strategies to increase and achieve rigor, PLC, cultural awareness, implicit bias,

Instructional supplies-(technology). To include projectors, projector bulbs, computer parts, Chromebook parts and maintenance

Instructional supplies and curriculum resources

Extend hours for library media clerk

School funded tutoring for students not being serviced by Step-Up

Educational software licenses

Continued work with A2Z on content knowledge and accountable talk

Teacher resource days for instructional improvement



## Goal 2 – School Climate

### Suspension

By June 2020, Commodore Stockton Skills School will increase behaviors that promote learning and positive interactions as evidenced by a 2% or more decrease in the overall suspension rate.

Overall:

Dashboard: Decrease the percent of suspensions by 2% or more which will result in a green indicator.

Middle School:

Synergy: Decrease the percent of suspension of middle school unduplicated students by 20%.

### Attendance/Chronic Truancy

By June 2020, Commodore Stockton Skills School will build meaningful relationships with students and parents as evidenced by a 1% or more decrease in chronic absenteeism.

Overall:

Dashboard and Synergy: Decrease absenteeism by 1% or more

American Indian/Alaskan Native:

Dashboard and Synergy: Decrease absenteeism by 3%

African American:

Dashboard and Synergy: Decrease absenteeism by 3%.

## Identified Need

### Suspension –

Overall:

Dashboard: Yellow indicator for suspensions 2018 was 4.1% decreased by 4.2% from 2017. As of May 1st, 2019 the current suspension rate for 2019 is 3.49%.

Middle School:

Synergy:

According to the unduplicated count of students suspended as of February, 7th grade is the highest at 12 which is 32.5% of all suspensions. 7th and 8th grade combined is at 19 which is 59.3% of all suspensions.

Synergy: According to the total suspensions broken down by race and grade, Hispanic/Latino students are suspended the most with 25 total suspension K-8. 16 or 64% of which are 7th and 8th grade students.

Attendance/Chronic Truancy –

Overall:

Dashboard: Orange indicator was 7.4% increased by 1.1% from 2017.

American Indian/Alaskan Native:

Dashboard: Orange indicator 16.3% increased .3% from 2017

African American

Dashboard: Orange Indicator 11% increased 1.3% from 2017

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	4.1%	3.8%
Chronic Absenteeism (All Students)	7.4%	6.8%

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

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

Suspensions -- All students will be served by this strategy

**Strategy/Activity**

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, Counseling.

PLUS elective class will provide forums twice a month, targeting grade levels as needed.

Provide restorative circles training for teachers and staff.

Teacher who is effective at restorative circles will demonstrate and be a resource for teachers.

Equity training for staff and teachers.

Professional development on PBIS in the classroom - Assistant Principal

PBIS tiers of support for key students, including “play room” Friday incentive- Assistant Principal Assemblies

Counselor Classroom Presentations

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
\$52,035 - 13201 (Assistant Principal)	LCFF - 23030
\$28,356 - 30000 (Statutory Benefits)	LCFF - 23030

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

Suspensions -- 7th and 8th grade students

**Strategy/Activity**

Mentoring and weekly check-ins. Students set goals with a mentor on campus and check-in to ensure they are meeting their goals. Assistant Principal

Classroom management training and support for 7th/8th grade teachers.

Professional Development on PBIS in the classroom

Create middle school behavior expectations that are uniform between classes, teachers, and admin - Assistant Principal

Counselor classroom Presentations

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.



### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

Attendance -- All Students

#### Strategy/Activity

Student engagement activities during non-instructional time:  
Competitions between classes to increase attendance (March Madness) - Assistant Principal  
Rallies - Assistant Principal  
PBIS tiers of support for key students, including “play room” Friday incentive. - Assistant Principal  
Attendance Incentives - Assistant Principal  
Check-in Systems - Assistant Principal

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

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

Attendance -- American Indian & African American

**Strategy/Activity**

Check-in System with a mentor - Assistant Principal  
Attendance Incentives such as "Play Room" - Assistant Principal  
SST's  
Work with Child Welfare and Attendance to contact families and offer support

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

## Annual Review – Goal 2

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

Monthly PBIS meetings

PLUS class 7th and 8th grade students (30)

Regular counseling groups for social or emotional skills

PLUS students conduct forums talk about school climate and address topics like isolation, bullying

PLUS Survey- 3 times a year for students in grades 4-8

Structured Student engagement activities during non-instructional time include(PBIS):

PBIS- Play room for positive reward behavior- students that have been through SAP process and met goal for behavior

Popsicles for table monitors

Super Recess- for attendance

Fun Friday- Middle school, students select activities and games during lunch as behavior reward

Ice cream party for AR Goals met

MAP Testing raffle

SBAC rally and ice cream for good attitude

#### Effectiveness

Decisions were made regarding incentives and programs for student safety

Students from PLUS program mentored younger students in grades K-6

Suspension rates decreased

Discipline referrals decreased

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

#### Material Changes

None.

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

#### Future Changes

Restorative Justice circles being put into practice K-8

Social media assemblies for students

Anti-bullying assembly

Creating more opportunities for PLUS students to make classroom presentations

## Goal 3 – Meaningful Partnerships

### Meaningful Partnerships

By June 2020, Commodore Stockton Skills school will build a partnership with at least one Community Organization.

By June 2020, Commodore Stockton Skills school will increase parent volunteers by 10% as measured by total number of cleared volunteers in BeAMentor.org.

### Identified Need

Commodore currently has a high percentage of parents who participate in school events. On average, 500 parents and families participate in our Lunch on the Lawn events. Commodore families play an integral part in individual classrooms and school wide events. Commodore currently only has one community partnership with step-up who offers our families the after-school program which reaches 150 students out of the population of 1080.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Cleared volunteers in Be A Mentor	Establishing baseline	
Community organizations that participate in school events	Establishing baseline	

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students -- Community Partnerships

### Strategy/Activity

Partner with health services to provide TB tests at the school site

Host 1 event with a community partner

Communicate with County office of education, local high schools, local businesses and local Colleges to build community partnerships

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All students -- Increase Volunteers

**Strategy/Activity**

Provide information and support in signing up for being a volunteer at the beginning of the year  
 Provide parent support and student engagement activities  
 Utilize school messenger and letters home to communicate with parents  
 Add volunteer activities to monthly calendar  
 Increase the number of parents participating in Parent Teacher Conferences, ELAC meetings, and Coffee Hours

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

\$3,587 - 43400 (Parent Meetings)

Title I - 50647

## Annual Review – Goal 3

### SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### Analysis

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

#### Implementation

##### Parent Meetings

Parent coffee hours held monthly

ELAC Meetings (4 times per year)

7th and 8th grade parent meetings (every trimester)

##### Parent/Family Events

Annual PTA Carnival

Lunch on the lawn (Monthly)

Movie Nights

Book Fair (Literacy night)

STEM Night

Awards Assemblies

Talent Show

Music Concert

#### Effectiveness

Parent/staff cohesiveness and relationship building

Provided parent access to grade level student activities and projects in STEM

Increased Parent Volunteers

Improved Student morale (from plus)

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

#### Material Changes

None.



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

Future Changes

Have at least one Multicultural event- schoolwide

Multicultural assemblies

Parent trainings

Send parents to an educational conference

Social media assemblies for parents

Community assistant to work with parents and staff

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$184,771
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$370,559

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$184,771

Subtotal of additional federal funds included for this school: \$184,771

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

State or Local Programs	Allocation (\$)
LCFF	\$185,788

Subtotal of state or local funds included for this school: \$185,788

Total of federal, state, and/or local funds for this school: \$370,559