



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Commodore Stockton Skill Elementary

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School Year: 2020-2021

# 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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Commodore Stockton Skills	39686766098651	Ver 1 – 05/11/2020	Ver 1 – 06/09/2020	Ver 1 – 07/28/2020

## 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 School developed a plan for the 2020-2021 school year which aligned to the district's goals and incorporated strategies specific to its school. The plan was reviewed by the School Site Council on May 11, 2020 and by ELAC on May 11, 2020.

As a result of the stakeholder involvement and data reviews, Commodore Stockton Skills School has been able to complete the Decision-Making Model (DMM) in March and April of 2020. Through the DMM process we were able to determine our EL students, African American students, and Students with Disabilities are struggling in ELA and math. One finding for the cause was our lack of consistency in curriculum, there was little continuity of curriculum. There is also a need for professional development in instructional strategies to increase rigor and strategies that support specific types of disabilities such as autism and dyslexia. Another area of concern is suspensions for 7th and 8th grade students. They are our highest subgroup with 68% 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.

During the DMM process three subgroups were found to be struggling academically. They are Students with Disabilities (SWD), English Learners (EL), and African American students.

Commodore has had an increase in the number of students qualifying for special education services. Through our DMM process we realized that we need to allocate more resources for our students with disabilities such as training for teachers and additional supplies they may need such as wiggle chairs, cool off station, etc.

We discovered that our SWD, EL, and African American students' academic performance decreased in both ELA and Math. Sometimes students in these subgroups are not recommended for after school intervention due to staff bias. Students may be perceived as having behaviors that would distract themselves or other students from learning. Giving struggling students from these subgroups access to all supports is our top priority. We need to be more vigilant about the supports and services being offered to the subgroups to ensure their needs are being met.

# Goals, Strategies, Expenditures, & Annual Review

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

## LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

### **Overall:**

By June of 2021, Commodore Stockton Skills School will have decreased the overall distance from standard for all students by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to yellow.

### **Individual Populations:**

#### **African American Student Population:**

By June of 2021, Commodore Stockton Skills School will have decreased the distance from standard for the African American student population by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to yellow.

#### **Students with Disabilities Student Population:**

By June of 2021, Commodore Stockton Skills School will have decreased the distance from standard for the Students with Disabilities population by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from red to orange.

#### **English Learner Student Population:**

By June of 2021, Commodore Stockton Skills School will have decreased the distance from standard for current English Learners by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to yellow.

By June of 2021, Commodore Stockton Skills School will have increased the percentage of English Learners making progress towards English language proficiency by 4% as measured by the California School Dashboard English Learner Proficiency Indicator.

School Goal for Math: (Must be a SMART Goal)

**Overall:**

By June of 2021, Commodore Stockton Skills School will have decreased the overall distance from standard for all students by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to green.

**Individual Populations:**

**African American Student Population:**

By June of 2021, Commodore Stockton Skills School will have decreased the distance from standard for the African American student population by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to yellow.

**Students with Disabilities Student Population:**

By June of 2021, Commodore Stockton Skills School will have decreased the distance from standard for the Students with Disabilities student population by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to yellow.

**English Learner Student Population:**

By June of 2021, Commodore Stockton Skills School will have decreased the distance from standard for current English Learners by a minimum of 3 points as measured by CAASPP, changing the California School Dashboard indicator from orange to yellow.

## Identified Need

- Be sure English Learner data is reviewed and included.

Data from the California Schools Dashboard:

### ELA

-English Learner population: 86 total students, 2019 data shows 30.3 points below standard which was a decrease of 2.2 points in 2018 giving the population an indicator color of orange.

-Upon further review, the English Learner population could be broken into two groups; English Learners and Reclassified English Learners.

-Current English Learners: 23 total students, 2019 data shows 94.7 points below standard which was an increase of 11.3 points from 2018.

-Current Reclassified English Learners: 63 total students, 2019 data shows 6.7 points below standard which was an increase of 4.4 points from 2018.

### Math:

- English Learner population: 86 total students, 2019 data shows 45.1 points below standard which was a decrease of 3.7 points in 2018 giving the population an indicator color of orange.

-Upon further review, the English Learner population could be broken into two groups; English Learners and Reclassified English Learners.

-Current English Learners: 23 total students, 2019 data shows 110.1 points below standard which was an increase of 6.5 points from 2018.

-Current Reclassified English Learners: 63 total students, 2019 data shows 21.4 points below standard which was an increase of 3.8 points from 2018.

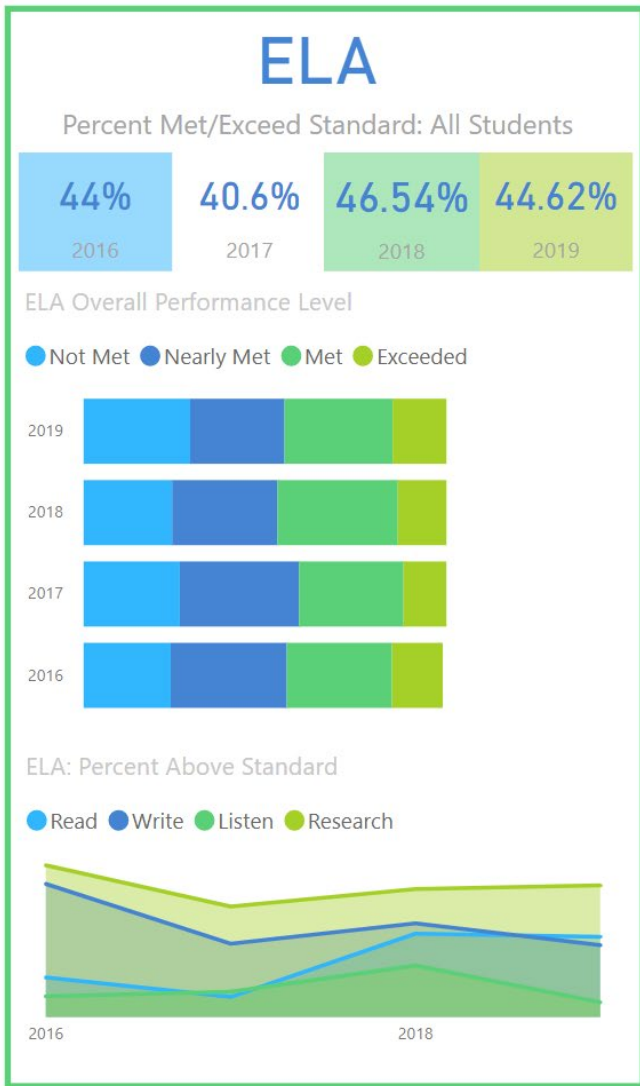
### English Learner Progress Indicator:

In 2019, 29 English Learners took the ELPAC assessment. 69% of the students made progress towards English language proficiency, 3.5% maintained and 27.5% decreased. The California Dashboard rates Commodore Stockton Skill's performance level as "Very High".

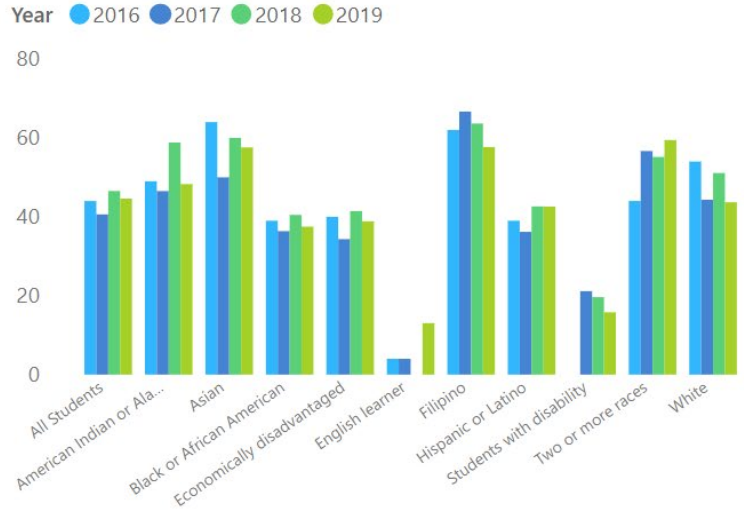
Given the data above for both ELA and Math, the team concluded that the focus for the 2020-2021 school year should be on students currently classified as English Learners as they are performing significantly lower than the general population. Reclassified English Learners are not to be a focus because they are significantly closer to standard compared to the English Only student population in ELA and comparable to the English Only population in Math.



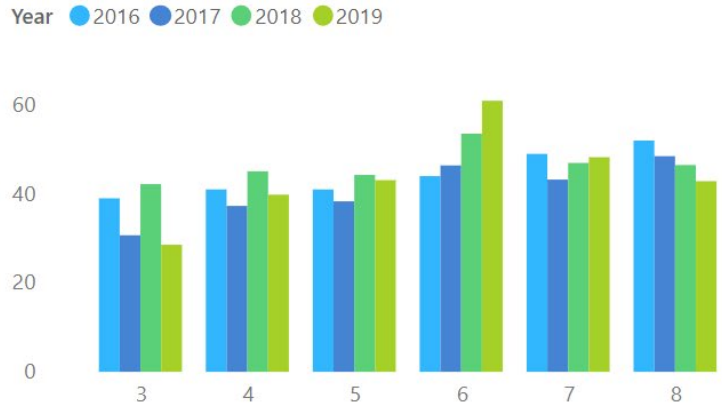
## Commodore Stockton Skills Elementary – Goal 1



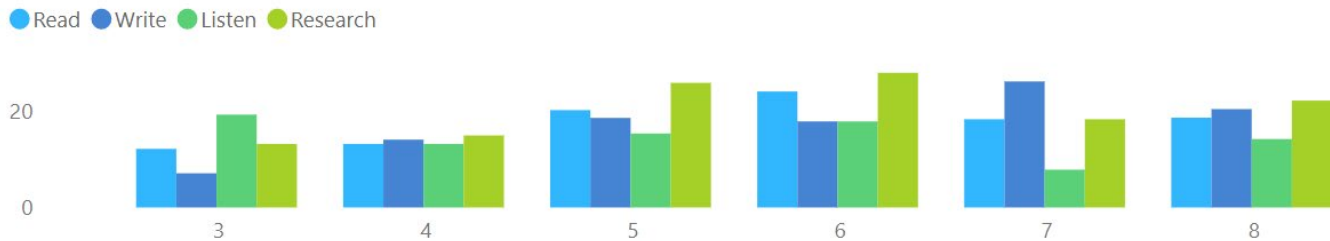
ELA CAASPP: Percent Met/Exceed Standard



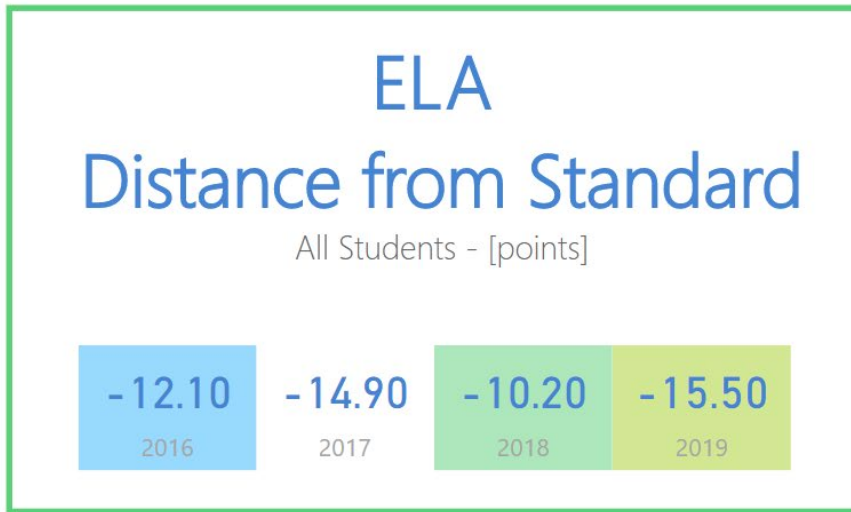
ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

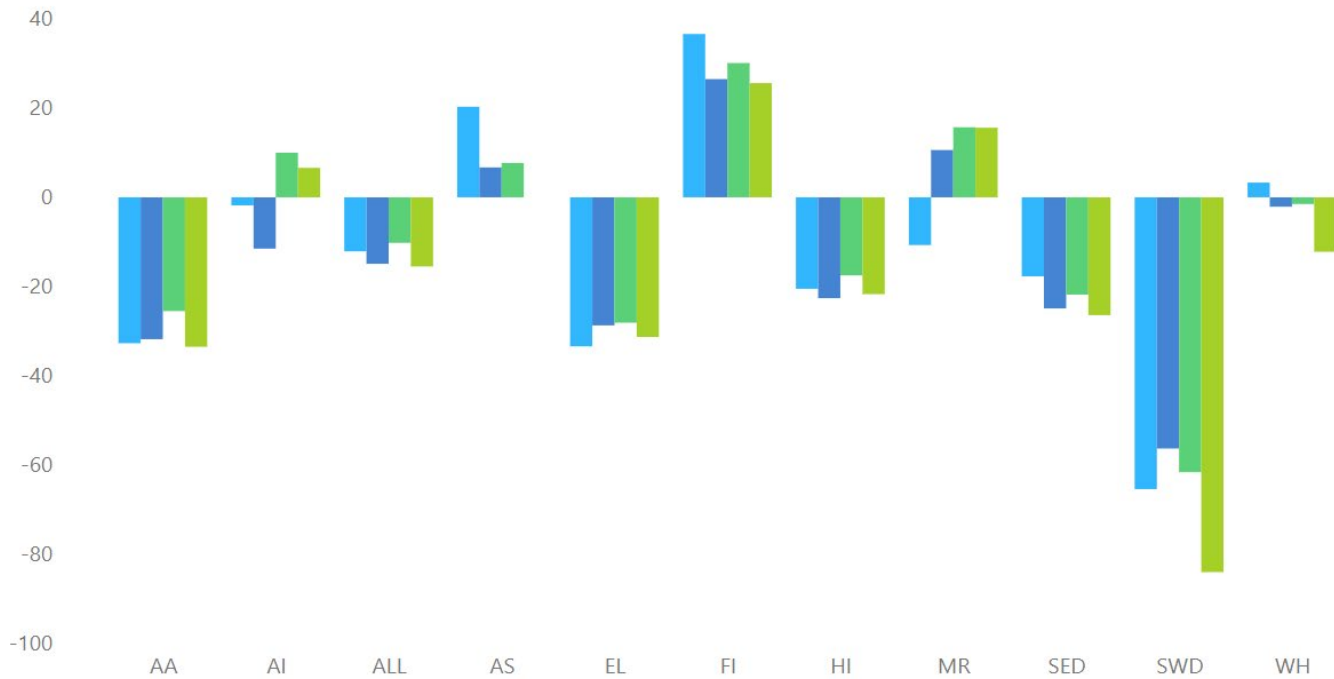


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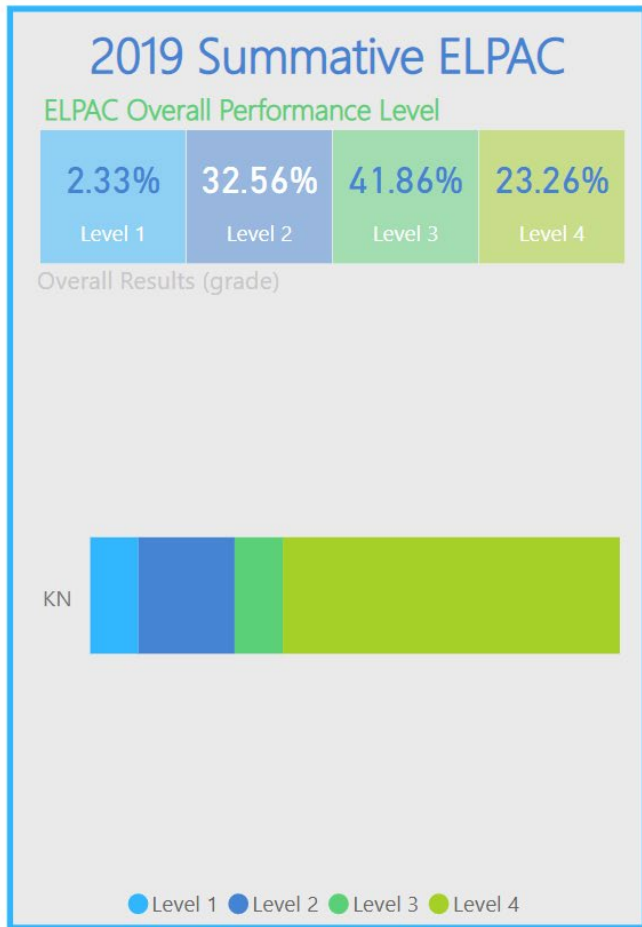


ELA Distance from Standard [points]

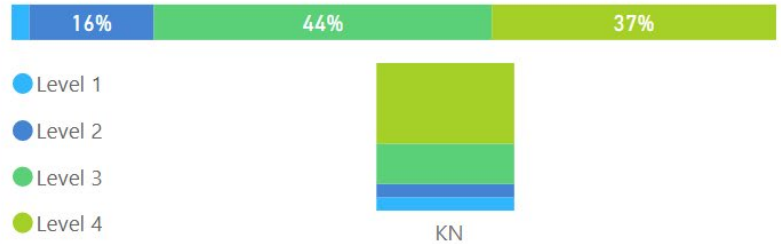
Year ● 2016 ● 2017 ● 2018 ● 2019



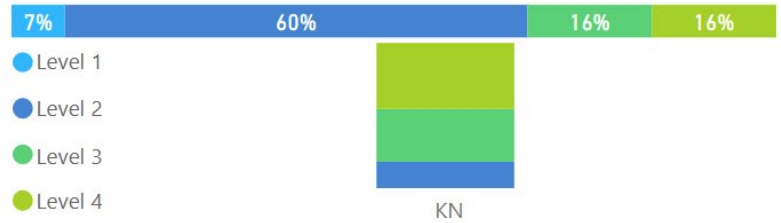
## Commodore Stockton Skills Elementary – Goal 1



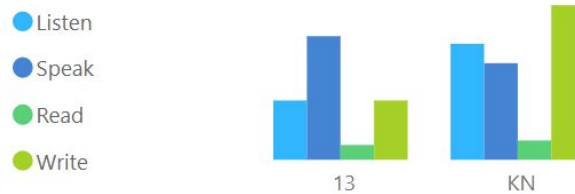
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



## English Learner Progress Reclassification Rates

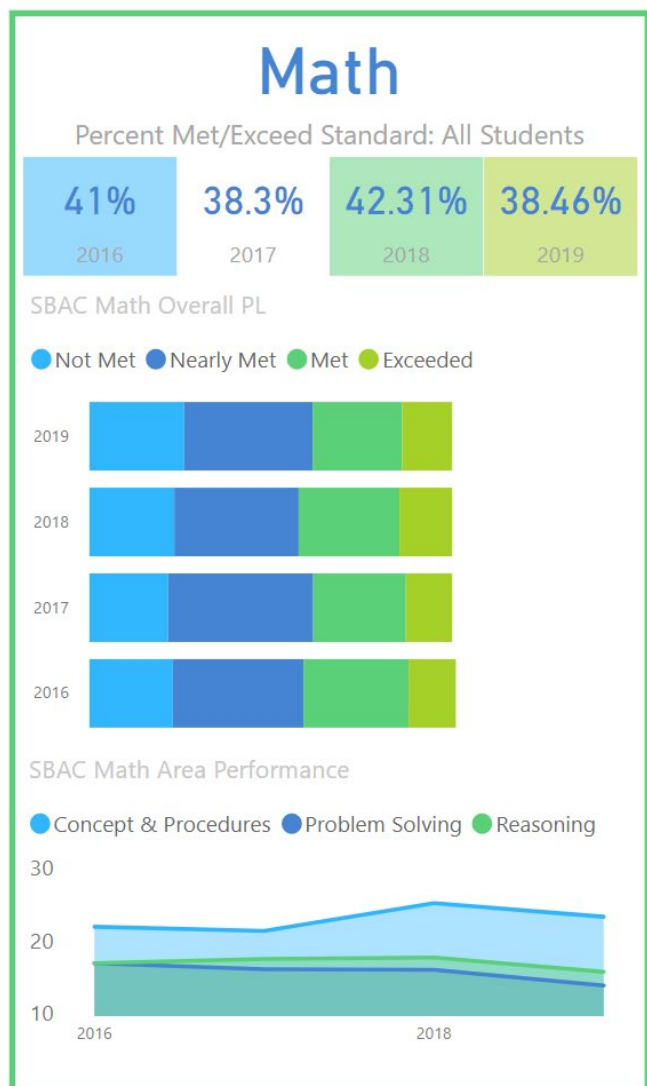
### English Learner Progress Indicator (ELPI)



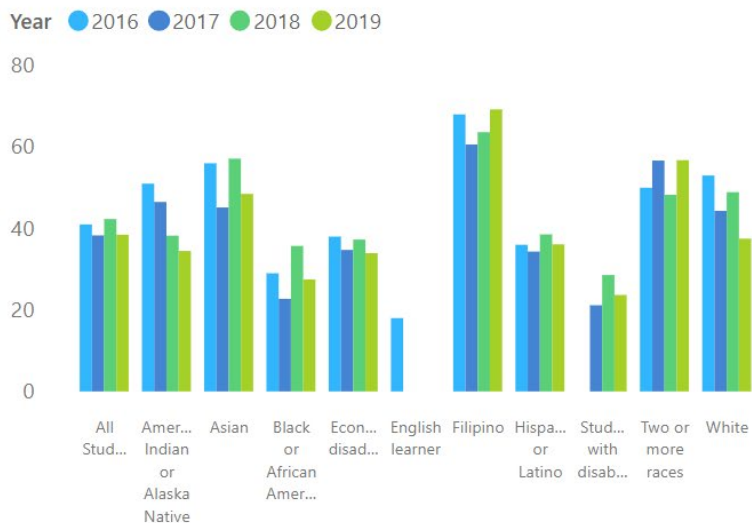
69%

ELPI 2019

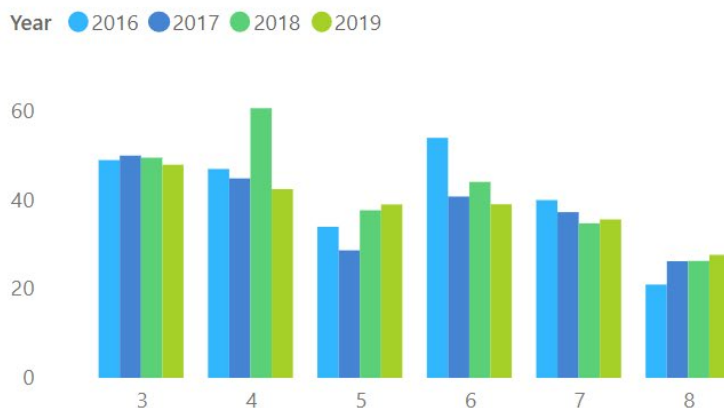
## Commodore Stockton Skills Elementary – Goal 1



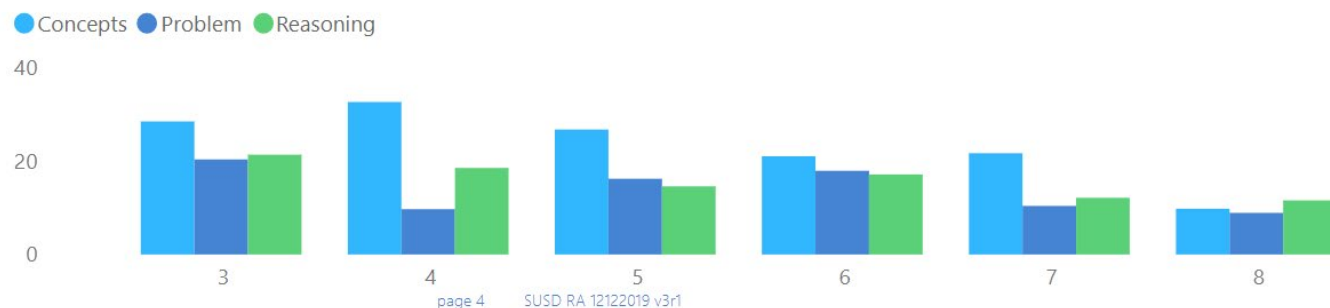
Math CAASPP: Percent Met/Exceed Standard

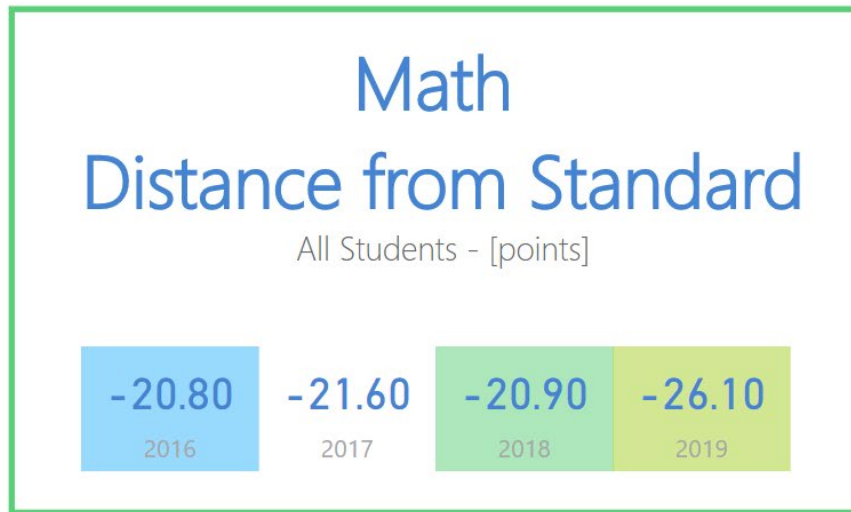


Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

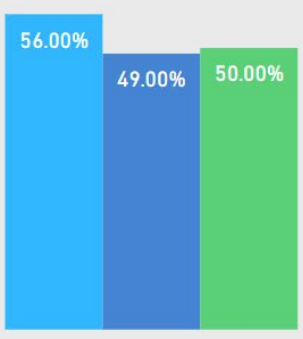
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

# PSAT 8/9 Grade 8

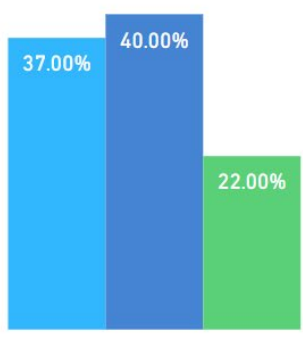
Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Year ● 2016 ● 2017 ● 2018

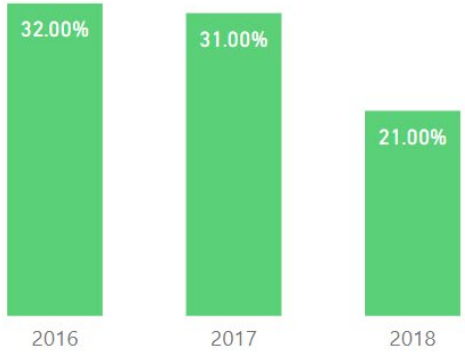


Percent Met Mathematics  
Benchmark

Year ● 2016 ● 2017 ● 2018



Percent Met ERW &  
Math Benchmark



**Annual Measurable Outcomes**

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-14.9 points below standard	-17.9 points below standard
Distance from Standard – ELA (African American)	-32.6 points below standard	-29.6 points below standard
Distance from Standard – ELA (Students with Disabilities)	-84 points below standard	-81 points below standard
Distance from Standard – ELA (English Learners)	-94.7 points below standard	-29.6 points below standard
ELPAC making progress (English Learners)	69% making progress	73% making progress

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students - 688 tested)	-26.1 points below standard	-23.1 point below standard
Distance from Standard - Math (African American)	-56.9 points below standard	-53.9 points below standard
Distance from Standard - Math (Students with Disabilities)	-70.7 points below standard	-67.7 points below standard
Distance from Standard - Math (English Learners)	-110.1 points below standard	-107.1 points below standard



## Strategy/Activity 1

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

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

All Students, subgroup: Students with Disabilities

### Strategy/Activity

**After School Professional Learning:** Teachers will be provided with professional learning opportunities outside school hours to supplement core instruction. Professional learning with a focus on instructional strategies, evaluating and utilizing data, classroom management, PBIS strategies, restorative circles, supports for students with disabilities (SWD) and other strategies related to high quality rigor instruction.

**Teacher Additional Comp Calculations (Object Code 11500):**

**165 hours x \$60 per hour = \$10,000 - Title I**

**Conferences & Workshops:** Conference in the Spring focusing on STEM instruction and program implementation. Attendance by Admin and teachers. Workshops during the school year and summer time focusing on classroom management, social-emotional learning, Rigor, and high quality teaching strategies. Attendance by Admin, counselors, and teachers.

**Conferences/Trainings/Workshops(Object Code 52150) - \$15,000 – Title I, \$5,000 - LCFF**

**Summer Professional Learning and Collaboration:** Teachers will meet during the summer months prior to the start of school to collaborate and plan instructional materials, Tier 2 support strategies, classroom management, and other supports for student subgroups.

**Teacher Additional Comp Calculations (Object Code 11500):**

**90 hours x \$60 per hour = \$5,400 - LCFF**

**SWD Afterschool Collaboration:** Resource teacher will monitor SWD for progress towards ELA and Math. Resource teacher will work with teachers to ensure SWD are receiving high quality instruction with supports for SWD. Grade level team analyzes data at academic conferences where they develop SMART goals for SWD to narrow the achievement gap. The resource teacher and classroom teacher will receive additional comp to collaborate with outside normal school hours on a monthly basis to support SWD.

**Teacher Additional Comp Pay Calculation (Object Code 11500) -**

**66 hours X \$60 rate of pay = \$4,000 (\$2,000 – Title I, \$2,000 - LCFF)**

**Resources to Support SWD:** Instructional supports for SWD such as dyslexic tool kits, chart paper for anchor charts, markers, access to additional supplies and resources. Replacement notebooks,



pencils, crayons, markers, etc. for students with disabilities who struggle with organization and maintaining their materials.

**Instructional Supplies (object Code 43100) -- \$5, 000 - LCFF**

**Proposed Expenditures for this Strategy/Activity 1**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$12,000	11500	Teacher - Additional Comp
\$15,000	52150	Conference
		2 @ .5 FTE Instructional Coach – Centralized Service

**Fund Source – LCFF:**

\$ Amount(s)	Object Code	Description
\$5,000	52150	Conference
\$7,400	11500	Teacher - Additional Comp
\$5,000	43100	Instructional Supplies

## Strategy/Activity 2

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

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

All Students, subgroup Grades 1-6

### Strategy/Activity

**AR:** Provide and promote student reading through literacy programs such as Accelerated Reader (AR). AR is an online program that both promotes reading and comprehension. Teachers use AR to find students' reading levels and monitor student reading through book quizzes. The school rewards students who meet their goals at the end of each trimester.

**AR licensing agreement for grades 1st-6th (Object Code 58450) -- \$12,100 - Title I**

**Books:** Purchase additional titles that are included in the available AR quizzes for the school library. This includes both individual books and class sets of books. These books will support students to meet their AR goals.

**Books (Object Code 42000) - \$5,000 - Title I**

**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. The Library Media Assistant will support literacy at the school site through:

- Working directly with teachers and students to support literacy.
- Reading to all classes K-2 using elements from common core standards.
- Organizing the library so students can easily find books at their AR level.
- Ensure books have AR codes and labels on them
- Order books that support the AR program.
- Schedule times for each class to visit the library.
- Provide teachers with lists of individual and class sets of books sorted by AR levels to support core curriculum.
- Run and organize the book fair
- Participate in family nights

**.4375 FTE Library Media Assist (Salary and Benefits) -- \$18,207 - LCFF**

Additional compensation for duties completed outside normal working hours such as preparing the library for the new year, extending the library hours, checking out textbooks to students, participating in family nights and managing the book fair.

**Library Media Assist Additional Comp Calculations:**

**100 hours x \$50 per hour = \$5,000 - LCFF**

**Print Rich Environment:** Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, large colored paper to make signs and posters. Instructional materials that support students with writing and speaking such as sentence strips, tape, pencils, crayons. Personalized whiteboards and markers to support students when practicing spelling, writing, and quick checks for understanding. Planners to help students stay organized.

**Instructional Supplies (object Code 43100) -- \$5,658 - LCFF**

**Proposed Expenditures for this Strategy/Activity 2**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	42000	Books
\$12,100	58450	License Agreement: AR

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,207	24101	.4375 FTE Library Media Assist (salary & benefits)
\$5,000	OTHER	Classified
\$5,658	43100	Instructional Supplies

### 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 science and social studies field trips and STEM activities. All students will participate in 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.

#### **Field Trips:**

K-2 opportunities for students will include:

Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured. WOW museum in Lodi to practice STEM lessons. Other science and/or social studies related places which might become available for students.

3rd-6th opportunities for students will include:

Exploratorium and San Jose Tech museum in the spring where students can experience science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like. Other science and/or social studies related places which might become available for students.

**District Transportation for trips between 9am and 1pm: \$5,000 - Title I**

**Non-District Transportation for trips starting before 9am or ending after 1pm: \$10,000 - Title I**

Provide substitutes for teachers to collaborate and Prep for STEM curriculum implementation (Project Lead the Way) during the school day.

**Substitute Pay Calculation (Object Code 11700):**

**34 substitutes X 1 day X \$200 per day = \$6,800 - Title I**

**STEM Materials and Supplies:** Purchase additional resources to support the Project Lead the Way STEM curriculum. This includes items that are not included in the modules provided by the district such as: rocks, gravel, and sand for the 2nd grade erosion module, books that supplement the

curriculum that focus on the same concepts being covered. Additional quantities of VEX kits to reduce the student to kit ratio from 4:1 to 3:1. Replace broken or missing pieces from the VEX kits. Purchase wireless controllers for the 6th and 7th grade Robotics kits to enhance the curriculum. Filament for the 3d printers and engraving material for the laser engravers. Additional materials and supplies to support 7th and 8th grade STEM elective classes utilizing the project lead the way curriculum.

**Instructional Supplies (object Code 43100) -- \$19,429 - Title I, \$571 - LCFF**

**Proposed Expenditures for this Strategy/Activity 3**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$5,000	57250	Field Trip – District Transportation
\$10,000	58720	Field Trips – Non-District Transportation
\$6,800	11700	Teacher Substitute
\$19,429	43110	Instructional Supplies

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$571	43110	Instructional Supplies

## Strategy/Activity 4

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

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

All Students, subgroup: English Learners

### Strategy/Activity

**Program Specialist:** Teachers and staff will be provided direct support from the **Program Specialist** with day to day needs in various capacities. The **PS** ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras, iPads (LCFF).

**Technology-** Core curriculum consists of varied multimedia materials that teachers will use during instruction and the **PS** supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports (LCFF).

**ELD-**monitor and discuss EL student progress with each teacher. Program Specialist develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the new ELD curriculum will be maintained school wide. (LCFF)

**Assessment-** Coordinate and execute district and state mandated testing for all qualifying students. (LCFF)

**Parent Meetings/Events-** The **PS** will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and lunch on the lawn. (90% Title I, 10% LCFF)

**Instructional Coaching Support-** Provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need by need basis. (Title I)

**Data-** Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, 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. the **PS** also supports the evaluation of the data to create SMART goals for teachers and students. (Title I)

**Academic Conferences -** The **PS** will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom. (Title I)

**After School Tutoring-** Identify, make, distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule and complete planning and prep. Gather materials as needed. (Title I)

**.549 FTE Program Specialist (Salary and Benefits): \$75,879 - LCFF**

**.451 FTE Program Specialist (Salary and Benefits): \$62,334 - Title I**

**Academic Conferences:** Academic conferences will be held 3 times per year: fall, winter and spring. The academic conference team will include all the teachers in the grade level, program specialist, and principal, and other staff as requested. 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. SMART goals are created for the grade level. Teachers reflect and create plans to meet the needs of all students through MTSS and small group differentiation.

**Substitute Pay Calculation (Object Code 11700):**  
**34 substitutes x \$200 per day = \$6,800 - LCFF**

**EL Collaboration:** 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. During collaboration with the program specialist, teachers will create EL SMART Goals that mirror school wide goals and make a plan to meet those goals.

**Substitute Pay Calculation (Object Code 11700):**  
**10 days X \$200 rate of pay = \$2,000 - Title I**

#### **Proposed Expenditures for this Strategy/Activity 4**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$62,334	19101	.451 FTE Program Specialist (salary & benefits)
\$2,000	11700	Teacher Substitute

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$75,878	19101	.549 FTE Program Specialist (salary & benefits)
\$6,800	11700	Teacher Substitute

\$ Amount(s)	Object Code	Description



## Strategy/Activity 5

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

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

All Students and subgroup: African American Students, Students with Disabilities, English Learners

### Strategy/Activity

**Tier 2 During School Support:** Tier 2 Support during school with retired or credentialed substitute teacher to assist underachieving students in ELA. Struggling African American students will be given priority for tier 2 interventions such as pull-out. The substitute will be on campus 3 days a week to pull students from the classroom. The focus will be on supporting students who are not on grade level in ELA. African American and English Learners will receive priority in participating in pull out support.

#### **Substitute Pay Calculation (Object Code 11700):**

**3 days X 17 weeks X \$200 rate of pay = \$10,200 - Title I**

**Tier 2 After School Support Low Achieving Students:** Utilizing a current school teacher to assist underachieving students in ELA and Math. The focus will be on students who are considered far below grade level. Students will be working with a fully credentialed teacher on site in a small group at their level for 2- 12-week cycles 2 days per week, 1.5 hours a day. The after school teacher will have 1 hour of prep time for every 2 weeks of tutoring. African American Students and Students with Disabilities will receive priority placement. Tutoring will be offered for 3 groups: Tk-2nd, 3rd-5th, 6th-8th.

#### **Teacher Additional Comp Calculations (Object Code 11500):**

**Tutoring: 3 teachers x 3 hours x 24 weeks x \$60 per hour = \$12,960 - LCFF**

**Tutoring Prep: 3 teachers x 1 hours x 12 weeks x \$60 per hour = \$2,160 - LCFF**

**Tier 2 After School Support English Learners:** Utilizing a current school teacher to assist underachieving English Learners in ELA and Math. The focus will be on current English Learners who are considered far below grade level. Students will be working with a fully credentialed teacher on site in a small group for 2-12-week cycles, 2 days per week, 1.5 hours per day. English Learners who are also Students with Disabilities will receive priority placement. The after school teacher will have 1 hour of prep time for every 2 weeks of tutoring.

#### **Teacher Additional Comp Calculations (Object Code 11500):**

**Tutoring: 3 hours x 24 weeks x \$60 per hour = \$12,960 - Title I**

**Tutoring Prep: 1 hour x 12 weeks x \$60 per hour = \$2,160 - Title I**

**Proposed Expenditures for this Strategy/Activity 5**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
\$15,120	11500	Teacher - Additional Comp
\$10,200	11700	Teacher Substitute

**Fund Source – site LCFF:**

\$ Amount(s)	Object Code	Description
\$15,120	11500	Teacher - Additional Comp

**Strategy/Activity 6****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 6**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

# Annual Review – Goal 1

## SPSA Year Reviewed: 2018-2019 (Year 2)

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

##### Year 1:

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

##### Year 2:

A2Z consultants met with targeted teachers 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

Hired a long-term substitute to support underperforming students during MTSS

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

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

All grade levels went on at least 1 field trip to experience hands on learning.

Program Specialist and Instructional Coach provided professional learning opportunities for teachers focusing on instructional strategies, data folders and common formative assessments.

## Effectiveness

### Year 1:

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

School wide 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

### Year 2:

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

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

School wide improvement on SBAC for ELA and Mathematics based from spring 2018 to Spring 2019

Library media clerk supports students with leveled books based on AR and 55% 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

##### Year 1

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

##### Year 2

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

Teacher resource days for instructional improvement

Send some teachers and support staff to UnboundEd conference

### **SPSA Year Reviewed: 2019-2020 (Year 3)**

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.

#### **2019-2020 (Year 3):**

##### Implementation

Two part time instructional coaches 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.

Hired a long term substitute to support underperforming students during MTSS.

Academic conferences- met with each grade level 2 times to discuss student achievement, academic progress, curriculum and instructional strategies.

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.

All grade levels went on at least 1 field trip to experience hands on learning in science or social studies.

Program Specialist and Instructional Coach provided professional learning opportunities for teachers focusing on instructional strategies, data folders and support for new curriculum adoption.

Assistant Principal trained 5 staff in teaching PLTW. We now have 100% of teachers TK-6th grade trained in teaching PLTW as well as both science teachers in 7th and 8th.

Implementation ended on April 1st due to COVID19 pandemic.

Effectiveness

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.

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

In fall of 2019, there were 53 EL students in grades 1-8 of which 11 were reclassified.

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

School wide improvement on SBAC for ELA and Mathematics based from spring 2018 to Spring 2019.

The library media clerk supports students with leveled books based on AR and 60% 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.

**2019-2020 (Year 3):**

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.

**2019-2020 (Year 3):**Future Changes

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 EL students.

Educational software licenses.

Teacher resource days for instructional improvement.

Conference days for ELD teachers and program specialist to go over data and develop action plans for EL students.

Send some teachers and support staff to UnboundEd conference.

## Goal 2 – School Climate

School Goal for Suspension: (Must be a SMART Goal)

By June of 2021, Commodore Stockton Skills School will increase behaviors that promote learning and positive interactions as evidenced by a 1.4% or more decrease in the overall suspension rate.

Overall:

Dashboard: Decrease the suspension rate by a minimum of 1.4% which will result in a blue indicator.

Middle School:

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

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

By June of 2021, Commodore Stockton Skills School will build meaningful relationships with students and parents as evidenced by a 2.2% or more decrease in chronic absenteeism.

Overall:

Dashboard and Synergy: Decrease absenteeism by 2.2% or more.

Hispanic Students:

Dashboard and Synergy: Decrease absenteeism by 3.7% or more

.

Socioeconomically Disadvantaged Students:

Dashboard and Synergy: Decrease absenteeism by 5.0% or more.

## Identified Need

### Suspension –

#### Overall:

Dashboard and Synergy: Unduplicated suspensions in 2016 was 7.6%. In 2017 it was 8.3%. 2018 it was 4.1% and in 2019 it was 1.9%. As of March 13, 2020, the current suspension rate for 2020 is 4%.

#### Middle School:

Synergy: According to the unduplicated count of students suspended as of March, 7th grade is the highest at 17 which is 41% of all suspensions. 7th and 8th grade combined is at 30 which is 68% of all suspensions.

### Attendance/Chronic Truancy –

#### Overall:

Dashboard: In 2017, 6.3% of students were chronically absent. In 2018, 7.4% of students were chronically absent. In 2019, 7.7% of students were chronically absent.

#### Hispanic/Latino Students:

Dashboard: In 2018, 7.2% of Hispanic students were chronically absent. In 2019, 9.2% of Hispanic students were chronically absent.

#### Socioeconomically Disadvantaged Students:

Dashboard: In 2018, 8.4% of SED students were chronically absent. In 2019, 10.5% of SED students were chronically absent.

#### Students with Disabilities:

Dashboard: In 2018, 5.4% of SWD students were chronically absent. In 2019, 7.2% of SWD students were chronically absent.

# Suspension Rate

All Students  
percent of unduplicated suspension

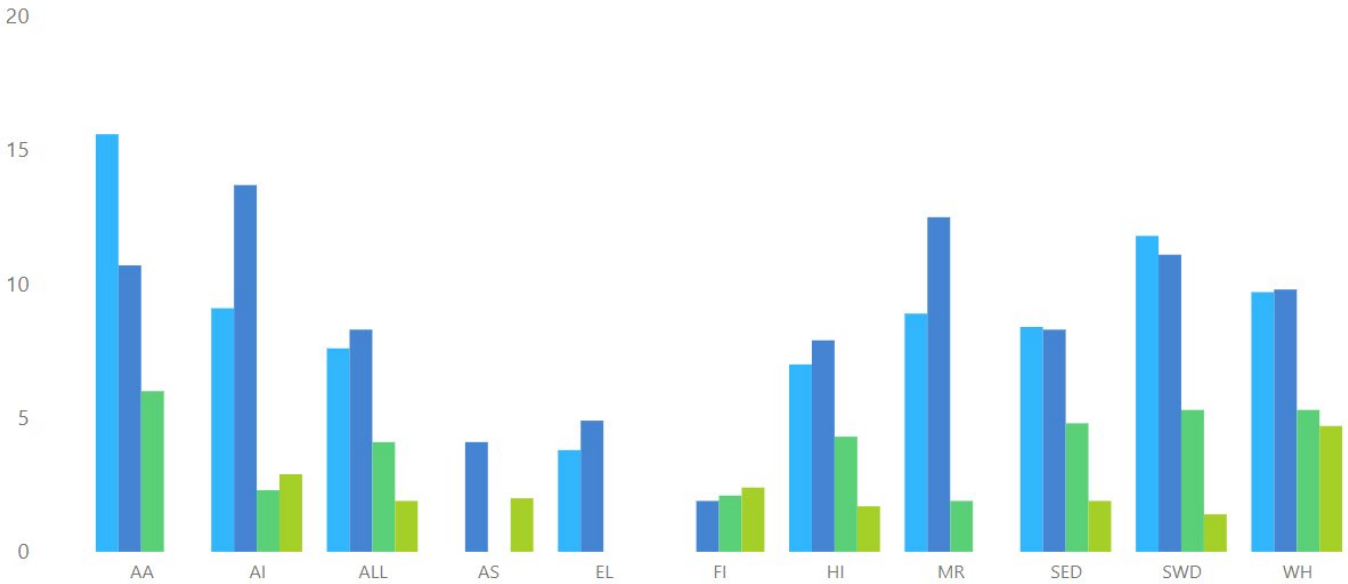


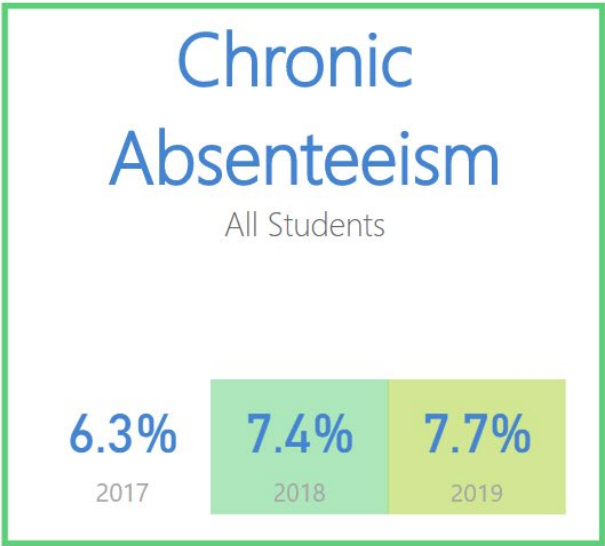
# Expulsion

All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available

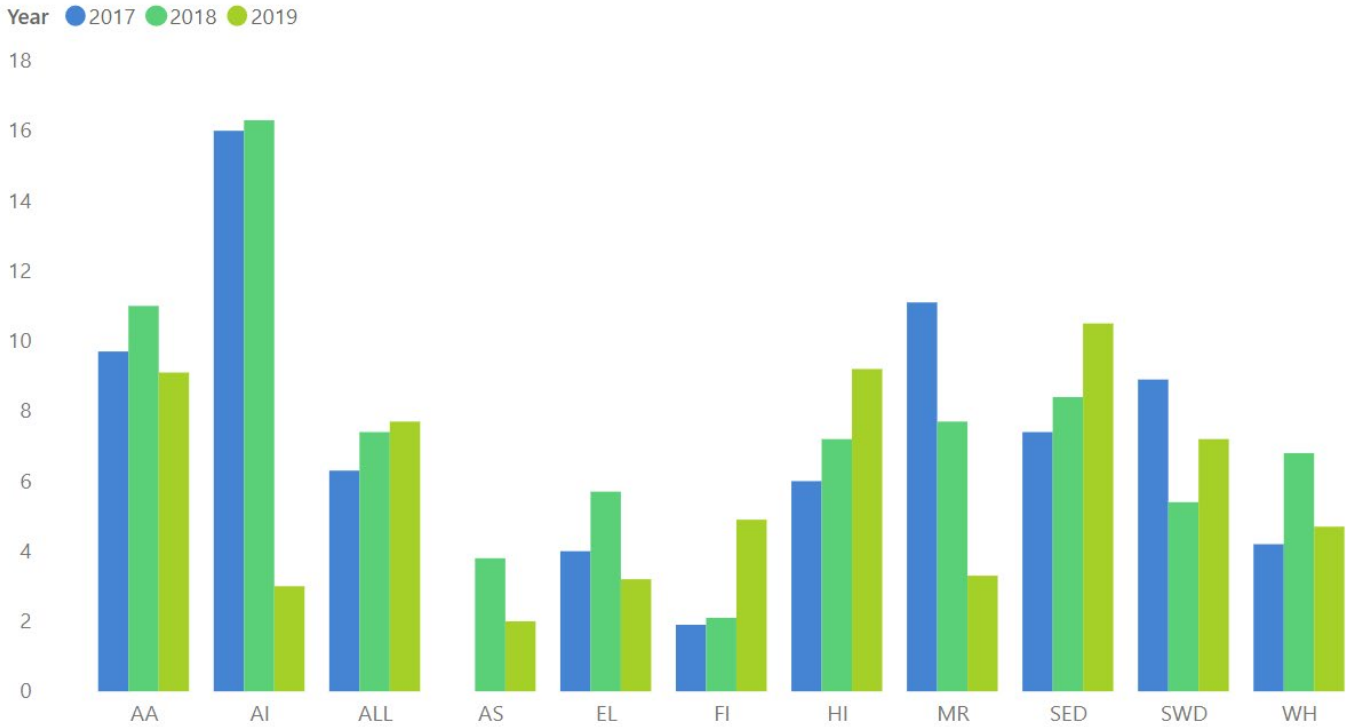
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	1.9% Suspended at least once per CA school dashboard	.5% suspended at least once
Suspensions (Middle School)	59%	30%
Chronic Absenteeism (All Students)	7.7%	5.5%
Chronic Absenteeism (Hispanic/Latino)	9.2%	5.5%
Chronic Absenteeism (Socioeconomically Disadvantaged)	10.5%	5.5%

## 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

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, and Counseling. PLUS elective class will provide forums twice a month, targeting grade levels as needed. Provide restorative circles training for teachers and staff. Provide equity training for staff and teachers. Professional development on PBIS in the classroom. PBIS tiers of support for key students, including “play room” on Friday which provides a structured play time for students to experience and practice positive peer and adult interactions.

Assemblies for students to build self-esteem and promote healthy habits. Counselor Classroom Presentations addressing topics such as social-emotional learning, bullying, and friendship.

Send teachers to conferences on building relationships with students and classroom management. Incentives for positive behavior and attendance

**Social-Emotional Support:** Provide students with a variety of tools to utilize in the classroom to assist with student self-monitoring. Alternative seating such as wiggle chairs, wiggle seats for students with ADHD. Materials and supplies to create “cool-down stations” in the classrooms to support students with self-regulation. Supply teachers with squeeze balls, calming sand, etc. to help with student de-escalation.

**Non-Instructional Supplies (Object Code 43200): \$9,495 - LCFF**

**Student Safety:** The crossing at the back of the school is utilized by a large percentage of students. To increase the safety of students and staff, especially on foggy days we will purchase portable safety equipment for Alpine crossing that lights up such as a handheld or stationary sign that will alert motorists of the students in the area.

**Non-Instructional Supplies (Object Code 43200): \$500 - LCFF**

### Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$9,995	43200	Non-Instructional Materials



## 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

The counselor will provide mentoring and weekly check-ins for students struggling academically and behaviorally. Students will set goals with a mentor on campus and check-in to ensure they are meeting their goals or gain support to meet their goal. Teachers will participate in classroom management training and support offered through site resources. Teachers will attend professional development on utilizing PBIS in the classroom. Middle School Teachers will create behavior expectations that are uniform between classes, teachers, and admin. The school counselor will provide classroom presentations to support the work with the teachers and mentors.

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		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.

Rallies

PBIS tiers of support for key students, including “play room” Friday incentive.

Attendance Incentives such as “super recess” or other preferred activities.

Check-in Systems.

**Proposed Expenditures for this Strategy/Activity 3**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
		Funds not allocated

**Fund Source – site LCFF:**

\$ Amount(s)	Object Code	Description
		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 - Hispanic/Latino, Socioeconomically Disadvantaged, and Students with Disabilities

**Strategy/Activity**

Check-in System with a mentor

Attendance Incentives such as “Play Room”

SST's

IEP's

Work with Child Welfare and Attendance to contact families and offer support

**Proposed Expenditures for this Strategy/Activity 4**

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.

**Fund Source - Title I:**

\$ Amount(s)	Object Code	Description
		Funds not allocated

**Fund Source – site LCFF:**

\$ Amount(s)	Object Code	Description
		Funds not allocated

## Annual Review – Goal 2

### SPSA Year Reviewed: 2018-2019 – Year 2

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

##### Year 1:

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

##### Year 2:

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

Rallies for 7th and 8th grade students

Ice cream party for AR Goals met

MAP Testing raffle

SBAC rally and ice cream for good attitude

#### Effectiveness

Year 1:

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

Year 2:

Suspension rates decreased

PLUS students ran forums for 6th grade students

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

Year 1:

Restorative Justice practices being put into practice K-8

Social media assemblies for students

Anti-bullying assembly

Creating more opportunities for PLUS students to make classroom presentations

Year 2:

Restorative 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  
 Rallies for 7th and 8th grade students

### **SPSA Year Reviewed: 2019-2020 (Year 3)**

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.

#### **2019-2020 (Year 3):**

##### Implementation

PBIS meetings at the beginning of the year but then stopped.

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

Regular counseling groups for social or emotional skills. Two full time counselors.

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

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

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

Rallies for 7th and 8th grade students.

Ice cream party for AR Goals met.

iReady Testing raffle.

Social media presentation for 6th-8th graders.

Implementation ended on April 1st due to COVID19 pandemic.

##### Effectiveness

Suspension rates went down for K-6th grades and increased for 7th and 8th grades.

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

**2019-2020 (Year 3):**

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.

**2019-2020 (Year 3):**

Future Changes

Restorative circles being put into practice K-8.

Anti-bullying assembly.

Creating more opportunities for PLUS students to make classroom presentations.

Playroom behavior incentive for TK-4th grades.

Organized activities during unstructured times.

## Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

By June of 2021, Commodore Stockton Skills School will build a partnership with at least one community organization.

By June of 2021, Commodore Stockton Skills School will increase parent volunteers by 10% as measured by the total number of cleared volunteers in Be A Mentor.



## Identified Need

### Meaningful Partnerships:

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 has only one community partnership with The Table who offers our families the after school program which reaches 150 students out of our population of 1080 students.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Community Partnerships	one partnership	at least two partnerships
Parent Volunteers	291	increase by 10% = 320

**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

**Commodore Showcase:** Showcase student work and instructional programs. Provide families and the community with engaging activities to build partnerships between the school, families, and the community. Open to the community, not only Commodore Students. The school will advertise in the community, provide children with “passports” to be stamped at each activity.

**Duplicating (Object Code 57150): \$500 - LCFF**

Engaging activities will include panting, STEM activities, and physical activities. Teachers will be provided time to collaborate and plan the showcase. Materials for parent and student involvement activities. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

**Non-Instructional Supplies (Object Code 43200): \$350 - Title I, 150 LCFF**

Teachers involved in the planning and organizing of the Showcase will receive comp time. During this time teachers and admin will work with the community to organize the various activities that will be offered and share information with the community.

**Teacher Additional Comp Calculations (Object Code 11500):****12 teacher(s) x 2 hours x \$60 per hour = \$1,440 - Title I****Proposed Expenditures for this Strategy/Activity 1**

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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\$350	43200	Non-Instructional Materials
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Commodore Stockton Skills Elementary – Goal 3

\$ Amount(s)	Object Code	Description
\$1,440	11500	Teacher Additional Comp

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$150	43200	Non-Instructional Materials
\$500	57150	Duplicating

## 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 Parent Participation

### Strategy/Activity

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

**Parent Meetings:** Parent Coffee Hours, PTA Meetings and Events, ELAC and SSC, Lunch on the Lawn, with additional staffing to support meetings/events outside regular working hours. Provide light snacks and refreshments, parent training materials such as: chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

#### **Classified Staff Additional Comp Calculations:**

**4 classified staff X 5 hours X \$50 rate of pay = \$1000 - Title I**

**Parent Meetings (Object Code 43400): \$1,500 -Title I**

**Books:** Books will be utilized to provide parents with current strategies around positive parenting, ELA & math strategies to support their children at home. Parents will utilize the books to gain understanding and learn positive parenting skills. These skills will transfer to the parents' ability to help their children at home and provide a positive environment that is conducive to learning.

**Books (Object Code 42000) - \$670 - Title I**

### Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,500	43400	Parent Meetings
\$1,000	Other Classified	Other Classified Additional Comp

\$ Amount(s)	Object Code	Description
\$670	42000	Books

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

## Annual Review – Goal 3

### SPSA Year Reviewed: 2018-2019 – Year 2

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

##### Year 1:

##### 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

##### Year 2:

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 Concerts

#### Effectiveness

Year 1:

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)

Year 2:

Parent/staff cohesiveness and relationship building  
Provided parent access to grade level student activities and projects in STEM  
Increased Parent Volunteers  
Improved Student morale

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  
Year 1  
Have at least one Multicultural event- school wide  
Multicultural assemblies  
Parent trainings  
Send parents to an educational conference  
Social media assemblies for parents



Community assistant to work with parents and staff

Year 2

Multicultural assemblies

Parent trainings

Send parents to an educational conference

Social media assemblies for parents

Community assistant to work with parents and staff

### **SPSA Year Reviewed: 2019-2020 (Year 3)**

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.

#### **2019-2020 (Year 3):**

##### Implementation

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

Awards Assemblies

Talent Show

Music Concerts

Student performance assemblies

Implementation ended on April 1st due to COVID19 pandemic.

##### Effectiveness

Parent/staff cohesiveness and relationship building

Increased Parent Volunteers  
Improved Student morale

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

**2019-2020 (Year 3):**

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.

**2019-2020 (Year 3):**

Future Changes

Parent trainings  
Send parents to an educational conference  
Social media assemblies for parents  
Community assistant to work with parents and staff  
Commodore Showcase family event

## 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	\$180,093
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	\$335,373

## 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	\$180,093

Subtotal of additional federal funds included for this school: \$180,093

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	\$155,280

Subtotal of state or local funds included for this school: \$155,280

Total of federal, state, and/or local funds for this school: \$335,373

## Budget Spreadsheet Overview – Title I

**STOCKTON SKILLS****Preliminary Budget Allocation - TITLE I****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$	176,573
TOTAL BUDGET DISTRIBUTED BELOW	\$	176,573
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	3,520
	TOTAL BUDGET DISTRIBUTED BELOW	\$	3,520
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT  LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT  ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT  NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS  NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 12,000	\$ 15,120		\$ 1,440		\$ 28,560
11700	Teacher Substitute		\$ 17,000	\$ 2,000				\$ 19,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.4510	\$ 62,334					\$ 62,334
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant							\$ -
	OTHER Classified						\$ 1,000	\$ 1,000
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 91,334	\$ 17,120	\$ -	\$ 1,440	\$ 1,000	\$ 110,894
Books & Supplies								
42000	Books		\$ 5,000				\$ 670	\$ 5,670
43110	Instructional Materials		\$ 19,429					\$ 19,429
43200	Non-Instructional Materials					\$ 150	\$ 350	\$ 500
43400	Parent Meeting						\$ 1,500	\$ 1,500
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 24,429	\$ -	\$ -	\$ 150	\$ 2,520	\$ 27,099
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans		\$ 5,000					\$ 5,000
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference		\$ 15,000					\$ 15,000
58450	License Agreement		\$ 12,100					\$ 12,100
58720	Field Trip-Non-District Trans		\$ 10,000					\$ 10,000
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 42,100	\$ -	\$ -	\$ -	\$ -	\$ 42,100
GRAND TOTAL			\$ 157,863	\$ 17,120	\$ -	\$ 1,590	\$ 3,520	

**Budget Spreadsheet Overview – LCFF****STOCKTON SKILLS****Preliminary Budget Allocation - LCFF****FISCAL YEAR 2020-21**

TOTAL ALLOCATION	\$ 155,280
TOTAL BUDGET DISTRIBUTED BELOW	\$ 155,280
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 22,520				\$ 22,520
11700	Teacher Substitute			\$ 6,800			\$ 6,800
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.5490	\$ 75,879				\$ 75,879
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.4375	\$ 18,662				\$ 18,662
29101	Community Assistant						\$ -
	OTHER Classified		\$ 5,000				\$ 5,000
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 122,061	\$ 6,800	\$ -	\$ -	\$ 128,861
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 10,774		\$ 9,995	\$ 150	\$ 20,919
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 10,774	\$ -	\$ 9,995	\$ 150	\$ 20,919
Services							
57150	Duplicating					\$ 500	\$ 500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 5,000				\$ 5,000
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 5,000	\$ -	\$ -	\$ 500	\$ 5,500
GRAND TOTAL			\$ 137,835	\$ 6,800	\$ 9,995	\$ 650	\$ 155,280