School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 03/09/2021

Version 3 – 06/22/2021

Commodore Stockton Skill Elementary

Contents

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 2 – Ver 3 – 05/12/2021	Ver 1 – 06/09/2020 Ver 2 – 02/22/2021 Ver 3 – 06/07/2021	Ver 1 – 07/28/2020 Ver 2 – 03/09/2021 Ver 3 – 06/22/2021

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.
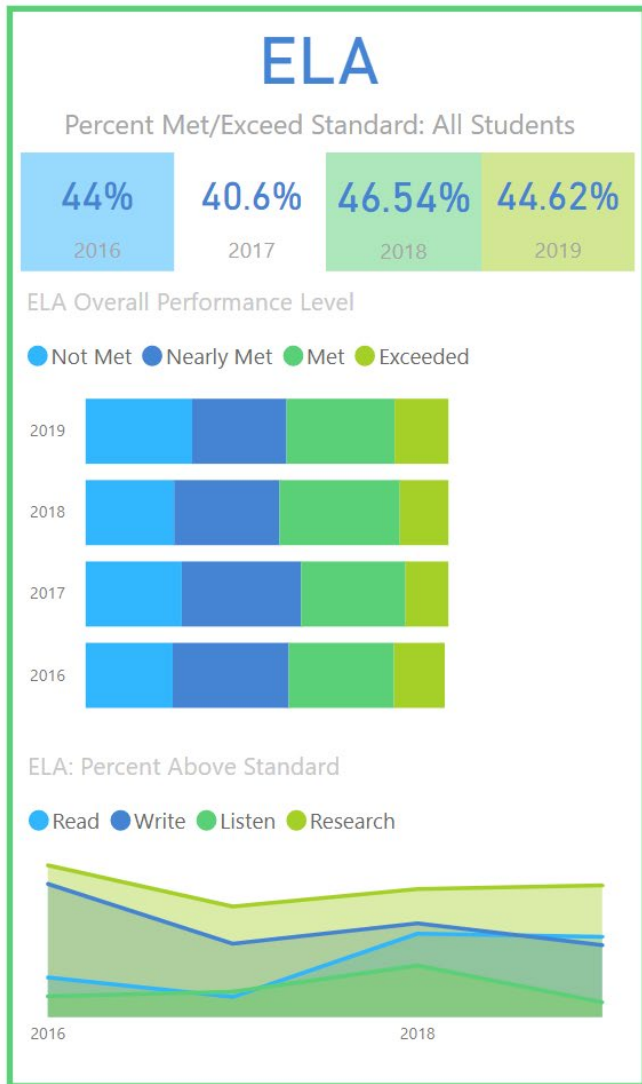
ELA

Percent Met/Exceed Standard: All Students

44%	40.6%	46.54%	44.62%
2016	2017	2018	2019

ELA Overall Performance Level

● Not Met ● Nearly Met ● Met ● Exceeded

ELA: Percent Above Standard

● Read ● Write ● Listen ● Research

ELA CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

ELA CAASPP: Percent Met/Exceed Standard by Grade Level
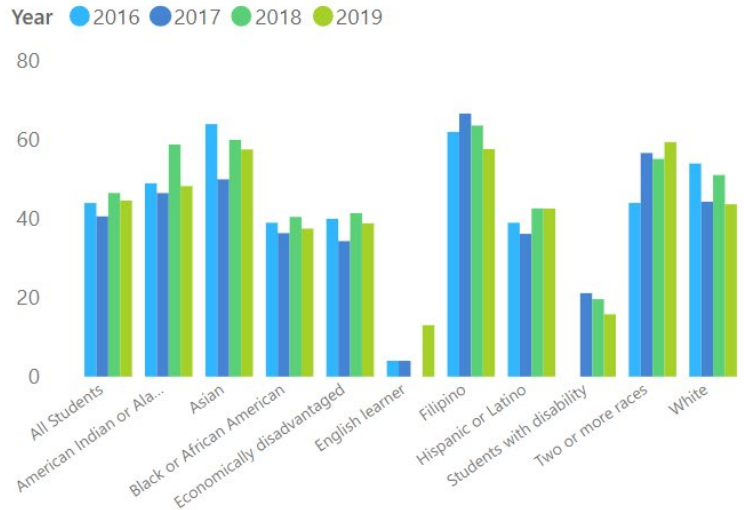
Year ● 2016 ● 2017 ● 2018 ● 2019
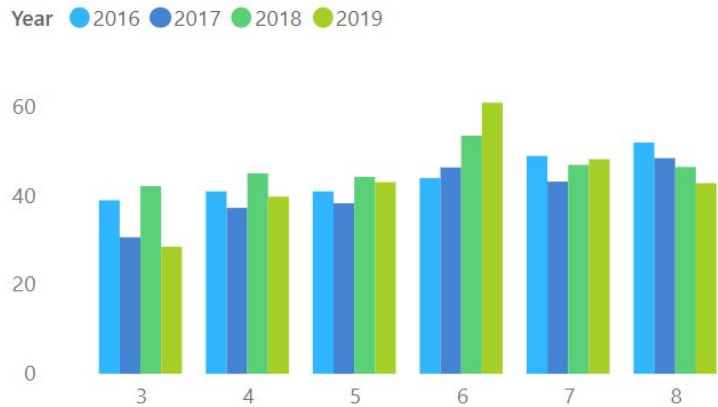
2019 Prelim ELA CAASPP: Area - Percent Above Standard
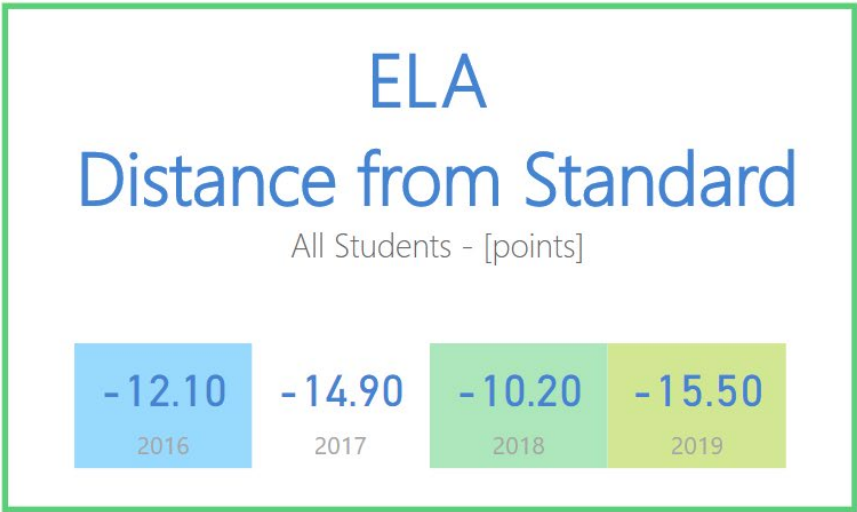
● Read ● Write ● Listen ● Research

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ELA
Distance from Standard
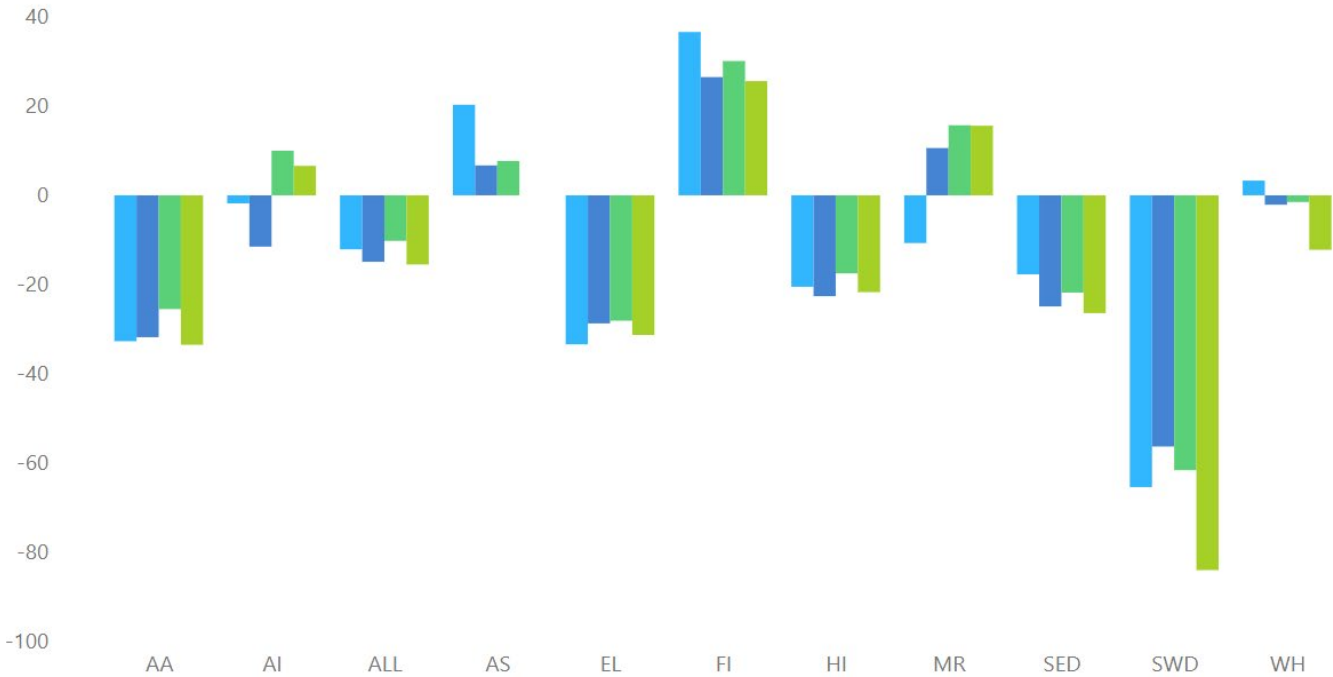
All Students - [points]

-12.10	-14.90	-10.20	-15.50
2016	2017	2018	2019

ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

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2019 Summative ELPAC

ELPAC Overall Performance Level

2.33%	32.56%	41.86%	23.26%
Level 1	Level 2	Level 3	Level 4

Overall Results (grade)

KN

● Level 1 ● Level 2 ● Level 3 ● Level 4

Oral Language Overall Performance Level

| 16% | 44% | 37% |

● Level 1
● Level 2
● Level 3
● Level 4

KN
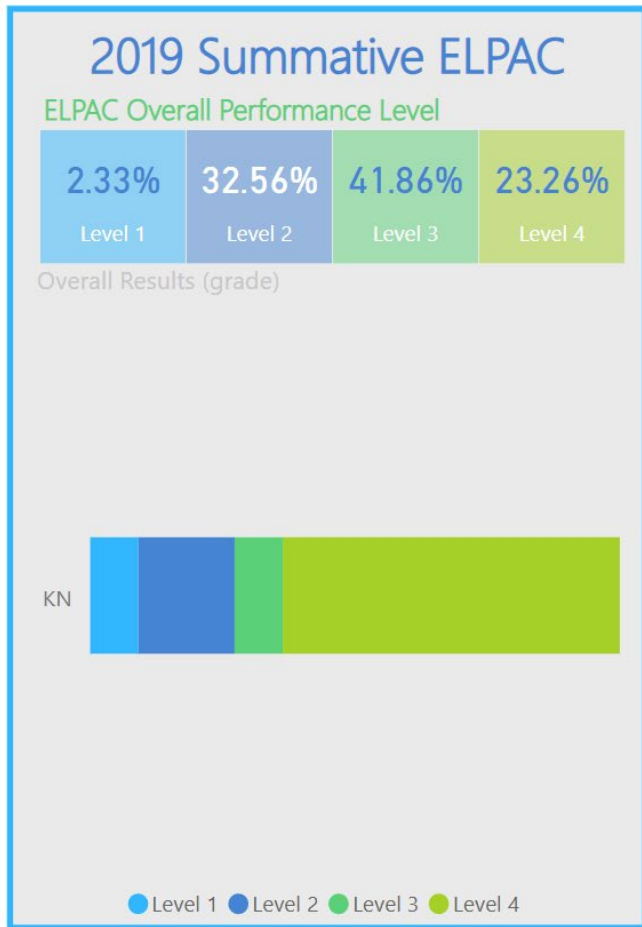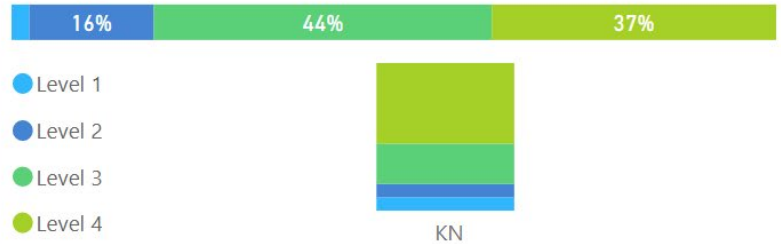
Written Language Overall Performance Level

| 7% | 60% | 16% | 16% |

● Level 1
● Level 2
● Level 3
● Level 4

KN
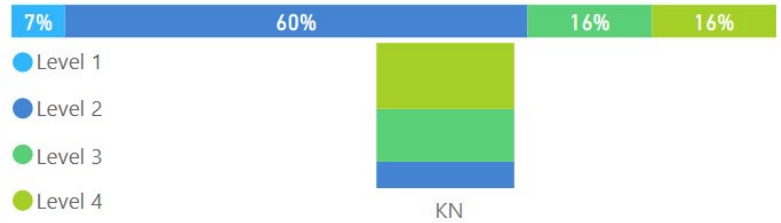
Performance Area: Percent Well Developed

● Listen
● Speak
● Read
● Write

13   KN
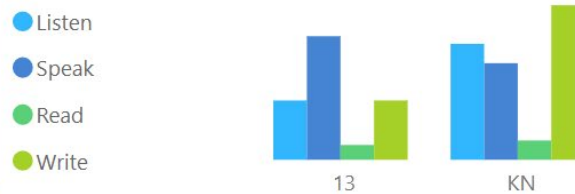
English Learner Progress
Reclassification Rates

23.20%	32.70%	24.20%	56.60%
2015-16	2016-17	2017-18	2018-19

English Learner Progress Indicator (ELPI)

69%

ELPI 2019
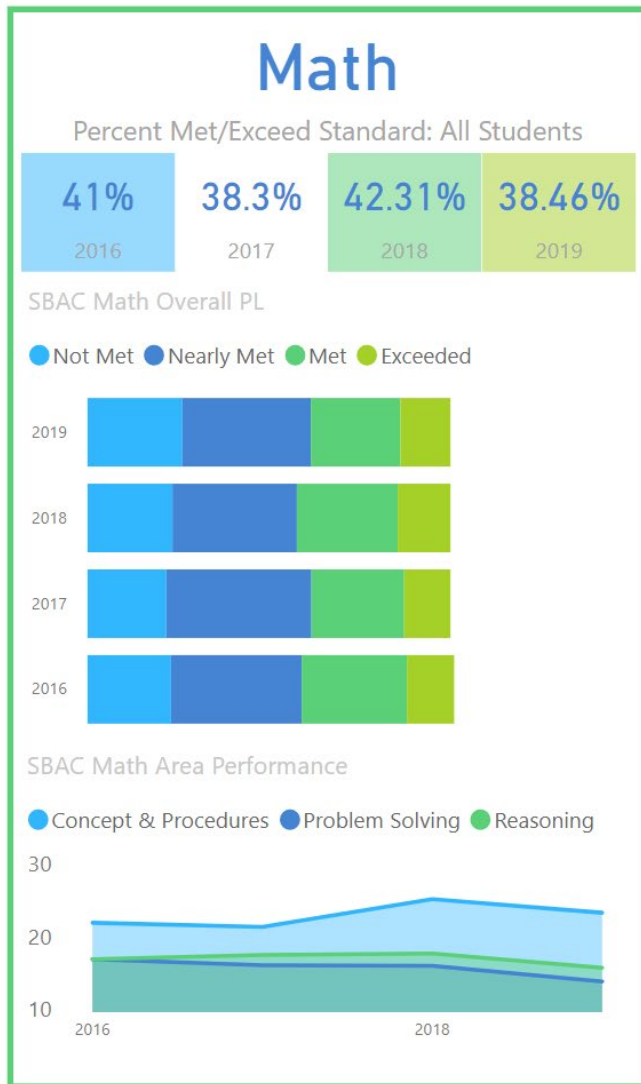
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Math

Percent Met/Exceed Standard: All Students

41%	38.3%	42.31%	38.46%
2016	2017	2018	2019

SBAC Math Overall PL

● Not Met ● Nearly Met ● Met ● Exceeded

SBAC Math Area Performance

● Concept & Procedures ● Problem Solving ● Reasoning
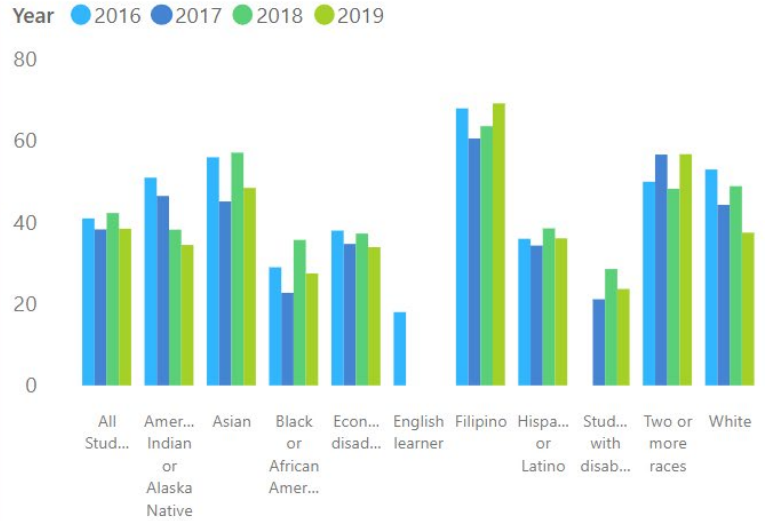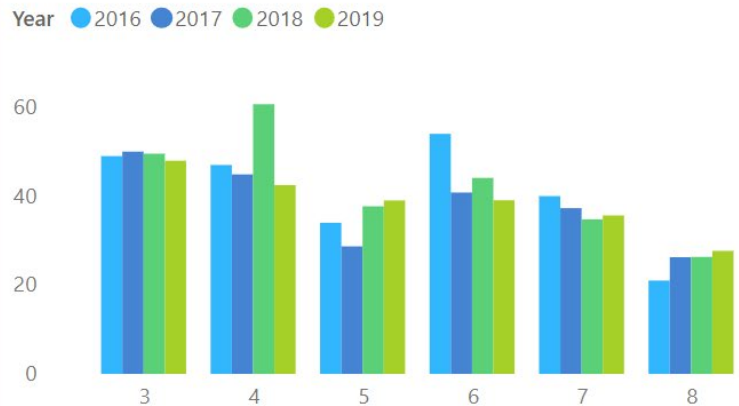
2019 Math CAASPP: Percent Above Standard

● Concepts ● Problem ● Reasoning

Math CAASPP: Percent Met/Exceed Standard

Year ● 2016 ● 2017 ● 2018 ● 2019

Categories: All Stud..., Amer... Indian or Alaska Native, Asian, Black or African Amer..., Econ... disad..., English learner, Filipino, Hispa... or Latino, Stud... with disab..., Two or more races, White

Math CAASPP: Percent Met/Exceed Standard by Grade Level

Year ● 2016 ● 2017 ● 2018 ● 2019

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Math
Distance from Standard

All Students - [points]

-20.80	-21.60	-20.90	-26.10
2016	2017	2018	2019

Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

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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

56.00%
49.00%
50.00%
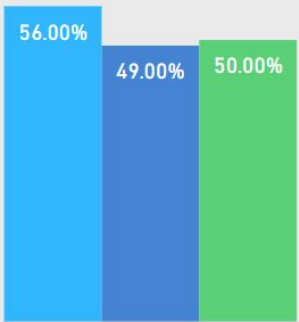
Percent Met Mathematics Benchmark

Year ● 2016 ● 2017 ● 2018

37.00%
40.00%
22.00%

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Percent Met ERW & Math Benchmark

32.00%
31.00%
21.00%

2016   2017   2018
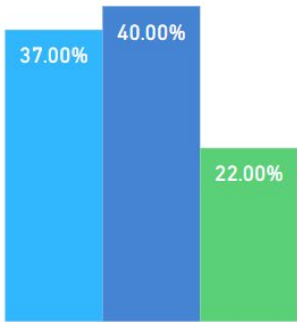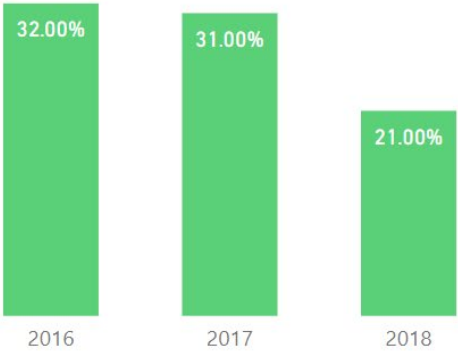
Annual Measurable Outcomes

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

<u>AR:</u> 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

<u>Books:</u> 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

<u>Library Media Assistant:</u> 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

<u>Program Specialist:</u> 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

7.6%	8.3%	4.1%	1.9%
2016	2017	2018	2019

Explusion

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

Suspension Rate: Student Group

Year ●2016 ●2017 ●2018 ●2019

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Chronic Absenteeism

All Students

6.3%	7.4%	7.7%
2017	2018	2019
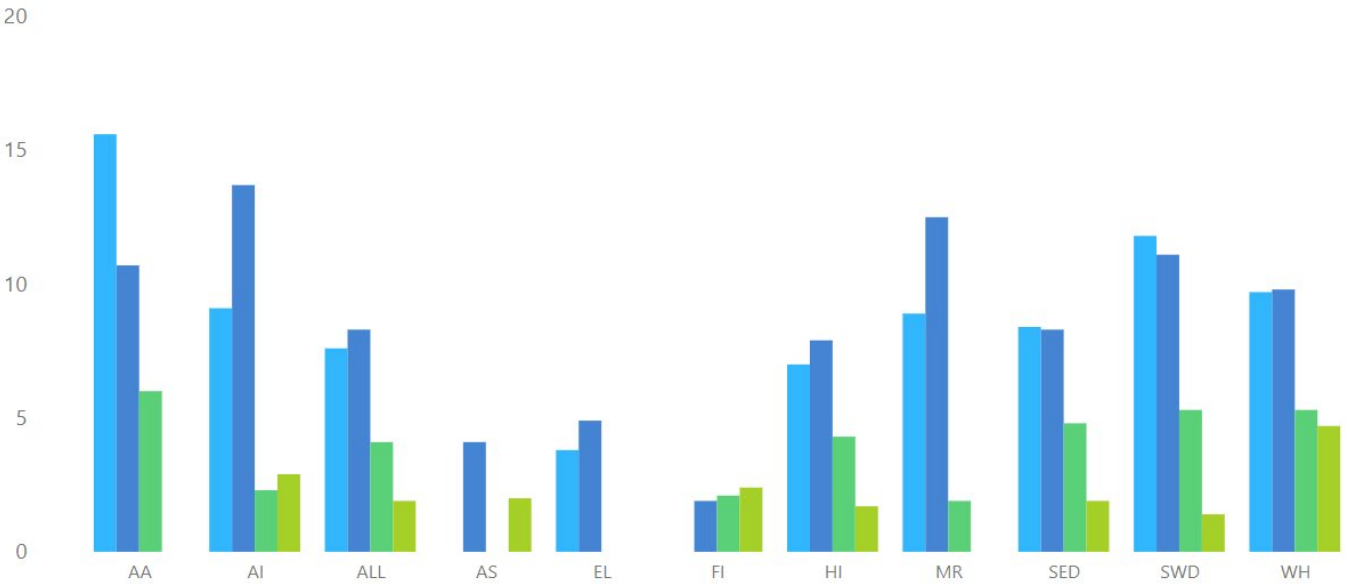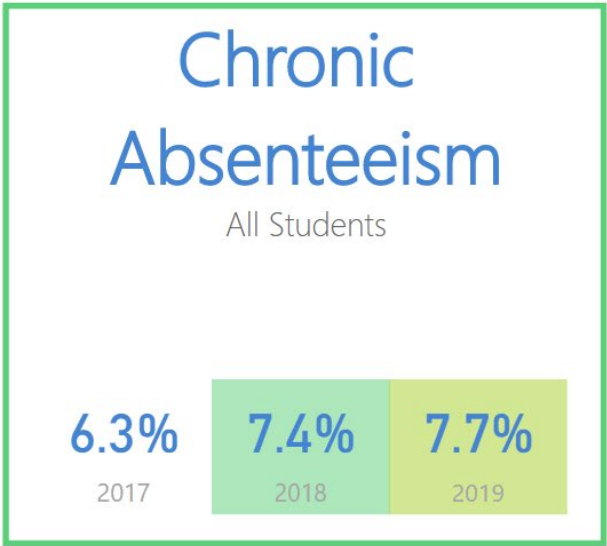
Chronic Absenteeism Rate by Student Group and Year

Year ● 2017 ● 2018 ● 2019

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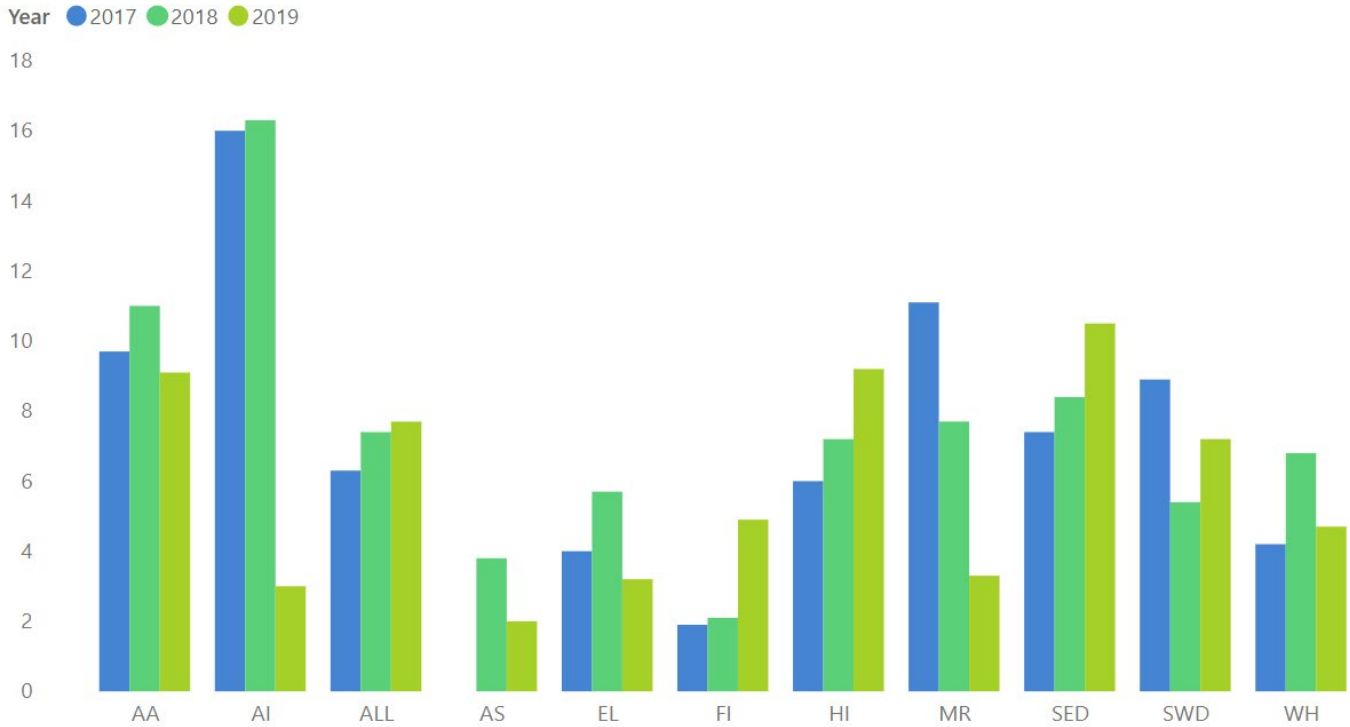
Annual Measurable Outcomes

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
$350	43200	Non-Instructional Materials

$ 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):

<u>Future Changes</u>

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

				TITLE I					
Object	Description	FTE	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		TOTAL BUDGET
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

				LCFF				
			23030 GOAL #1	23020 GOAL #1	23034 GOAL #2	23035 GOAL #3		
Object	Description	FTE	STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	TOTAL BUDGET	
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

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Commodore's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Commodore's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

Title I –

- **$10,000 – 52150 – Conferences:** Due to COVID-19 national and state mandated lockdowns, many professional development opportunities were provided virtually. The cost to attend virtual training was significantly less than the cost to attend the training in person which has allowed us to send more individuals to a wider variety of professional developments at a much lower cost for the school. Therefore, the change is to move funds from conferences to a new strategy for purchasing supplemental writing program.

SPSA: Goal 1, Strategy 7: added new strategy to support a writing initiative at the school site.

Title I –

- **$10,000 – 58100 – Consultant Instructional:** Commodore will establish a Writing Cadre that consists of teachers, administrators, and coaches to guide the school in establishing school-wide writing expectations and evaluate the progress and performance of students' writing. The Writing Cadre in conjunction with Leadership will identify and select a supplemental writing program that will create consistency across all teachers and grade levels. The supplemental writing program will guide the Writing Cadre through the process of setting school-wide standards as well as evaluating student writing samples using a clear and consistent evaluation rubric. Implementation will consist of bi-monthly Writing Cadre meetings that will evaluate various supplemental writing programs. The Cadre will then present to leadership their recommendation for the supplemental writing program. After the selection process, the Writing Cadre will focus on establishing school wide expectations of student writing and evaluate student writing to address the effectiveness of implementation and guide professional development needs. All teachers will be expected to implement the writing strategies identified

by the Writing Cadre. Student writing will be assessed school wide twice per year to evaluate school wide needs and curriculum effectiveness. To implement the Writing Cadre, the school will need funds allocated for purchasing the supplemental writing program selected by the Writing Cadre as well as additional compensation for the teacher members of the Writing Cadre. Teacher additional compensation has already been allocated for teacher collaboration in Goal 1 Strategy 1. The supplemental writing program is estimated to cost approximately 10,000. Student work samples demonstrate a need for support in the area of writing.

The Writing Cadre will require student work samples to be submitted each trimester to evaluate the effectiveness of the supplemental writing strategies that are being implemented and suggest adjustments and interventions for the school and/or teacher to improve writing school wide. Students will complete a timed writing assessment each trimester that will be common across grade levels. Teachers will anonymously assess the writing of students not in their class after grade levels calibrate expectations and score each piece of writing with a common rubric. Scores will be recorded for each student and the information will be provided to the Writing Cadre for review of school wide trends. Data will be retrieved and analyzed each trimester. The students' writing with the rubric will be sent home to be signed by parents. As the Writing Cadre begins the process, there will be sufficient data to show a need and growth via student work samples as well as student scores on writing assignments.

- **$5,000 – 43110 – Instructional Materials/Supplies:** Teachers will use document cameras and projectors to assist with daily classroom instruction. The document cameras will be utilized to visually share worksheets simultaneously with the entire class while the teacher is writing on the document. The projectors will allow that image to be shown on the whiteboard for all students to see. Teachers will receive updated classroom printers for teachers and students to print documents efficiently. Students will be provided their own individual headphones to help them focus on computer programs and videos when in the classroom. The document cameras, projectors, and printers will be purchased as an upgrade to the current technology already being utilized by teachers as well as replace any that become broken or damaged. The headphones will be provided to students based on need. All teachers will have a working document camera, projector, and printer in their classrooms and enhance the capabilities of all teachers. Our school site will need additional document cameras, printers, projectors, and headphones. Document cameras range between $150 and $300 each. Projectors cost under $500 each and headphones are about $10 each. Technology in the classroom assists teachers with providing high quality first instruction. Teachers have proven that utilizing technology in the classroom improves student learning. Due to COVID-19 and the move to distance learning, we have experienced a higher demand for the use of our technology including classroom printers and document cameras. Due to the nature of distance learning, some technology has failed to meet the current need of the classroom. All teachers will be utilizing technology to provide high quality first instruction for all students. Classroom observations will ensure that all teachers are using technology to the greatest extent possible, especially during distance learning. Data will be collected through teacher feedback and classroom observations. Information will be shared with stakeholders via parent coffee hours, back to school nights and parent teacher conferences.

SPSA: Goal 1, Strategy 2: increasing funds to support literacy.

Title I –

- **$4,500 – 42000 – Books:** Goal 1 Strategy 2 focuses on creating a print rich environment for students. Currently, reading is being promoted through the literacy program called Accelerated Reader as described in our SPSA. To support this goal, additional titles and class sets of books are purchased to provide supplemental reading for students. We will be increasing the amount of funding for book purchases to support teacher classroom libraries which includes class sets of books. Accelerated Reader data and school-wide literacy achievement data will be utilized to evaluate effectiveness of this strategy as well as the previously identified data in SPSA Goal 1 Strategy 2.

LCFF –

- **$7,000 – 56590 – Maintenance Agreements:** To cover the cost maintenance to ensure equipment used to support a print rich environment throughout the school is readily available.

SPSA: Goal 1, Strategy 3: reducing funds from field trips.

Title I –

- **$10,000 – 58720 – Field Trips Non-District Transportation:** Due to COVID-19 mandated school closures and strict social distancing/stay at home orders were unable to be implemented. This change along with another will completely replace the field trip transportation costs but is not an addition of another strategy but an enhancement to a strategy that was already identified in the in Goal 1. Funds are reserved for virtual field trips for students.
- **$4,500 – 57520 – Field Trips District Transportation:** Due to COVID-19 mandated school closures and strict social distancing/stay at home orders were unable to be implemented. This change along with another will completely replace the field trip transportation costs but is not an addition of another strategy but an enhancement to a strategy that was already identified in the in Goal 1. Funds are reserved for virtual field trips for students.

SPSA: Goal 1, Strategy 5: increasing funds for teachers substitutes to provide small group intensive intervention.

Title I –

- **$5,000 – 11700 – Teacher Substitutes:** Tier 2 support during school with retired or credentialed substitute teacher to assist underachieving students in ELA and Math. Teachers are using classroom assessments to determine the needs of their students and refer students to Tier 2 support. Students in the support are receiving small group intensive instruction through zoom. Implementation looks like small groups of students receiving targeted support and instruction for reading and math during school hours. This looks like phonics instruction, letter recognition, high frequency words, and comprehension. A retired or substitute teacher

who can provide direct intervention instruction. A Substitute teacher costs about $200 per day. Based on preliminary iRready and classroom assessments, the strategy is being successfully implemented and students who have participated in the tier 2 support are showing academic improvement. We would like to expand upon this intervention strategy already in place in the SPSA. iReady benchmark assessment data and teacher created assessments at regularly scheduled intervals to evaluate the effectiveness of strategies and the growth of students. The data will be collected by the intervention teacher and classroom teachers. Teachers will analyze the data at regularly scheduled collaborations to determine continued participation in the intervention program or alternative strategies to use during intervention. Data will be analyzed every 6 weeks as well as following benchmark iReady assessments. Parents of participating students will receive regular communication from both the intervention teacher as well as the classroom teacher on their child's progress. The data is based on a variety of sources including district benchmark assessments as well as teacher created assessments.

SPSA: Goal 2, Strategy 1:

LCFF –

- **$7,000 – 43200 – Non-Instructional Materials/Supplies:** Reduced allocation to cover the cost of maintenance agreements for equipment ensure it is in good working order to support student achievement.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Commodore is receiving additional monies in Parent Involvement (Cost Center: 50647). Commodore's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student.

School	Enrollment (CalPADS 12/1619)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
STKN SKILLS	1,081	647	59.9%	$ 176,573	$ 3,930	$ 180,503	$ 3,520.00	$ 410.00

- **$1,500 – 43400 – Parent Meeting:** Reduced allocation due to COVID-19 restrictions pertaining to social distancing policies, in-person parent meetings are not being conducted.
- **$1,500 – 43200 – Non-Instructional Materials:** Reallocated funds for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student in the home.

STOCKTON SKILLS COMMODORE #281

					6/23/2020 jls	INITIAL BUDGET/DATE		3/9/2021	REVISED BUDGET/DATE	50647 - inc by $410
TITLE I	TOTAL ALLOCATION	$ 176,573	**LCFF**	TOTAL ALLOCATION	$ 155,280	**TITLE I - PARENT - 50647**	TOTAL ALLOCATION	$ 3,930		
	TOTAL BUDGET DISTRIBUTED BELOW	$ 176,573		TOTAL BUDGET DISTRIBUTED BELOW	$ 155,280		TOTAL BUDGET DISTRIBUTED BELOW	$ 3,930		
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		

		ACHIEVEMENT				LEARNING ENVIRONMENT		PARTNERSHIPS				
Object	Description	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits												
11500	Teacher - Add Comp (incl benefits)	12,268	22,520	15,120				1,440				51,348
11700	Teacher Substitute (incl benefits)	21,732		2,000	6,800							30,532
12151	Counselor											-
30000	Statutory Benefits											
12500	Counselor-add Comp (incl benefits)											
13201	Assistant Principal											-
30000	Statutory Benefits											
19101	Program Specialist	0.451 $ 43,663	0.549 $ 53,151								1.000	96,815
30000	Statutory Benefits	18,693	22,757									41,450
19500	Prog Spec-Add Comp (incl benefits)											
19101	Instructional Coach											-
30000	Statutory Benefits											
19500	Instr Coach-Add Comp (incl benefits)											-
21101	Instructional Asst/CAI											-
30000	Statutory Benefits											
21500	Inst Asst/CAI -Add Comp(incl benefits)											
21101	Bilingual Assistant											-
30000	Statutory Benefits											
21500	Bil Asst-Add Comp (incl benefits)											
22601	Library Media Assistant		0.438 $ 16,623								0.438	16,623
30000	Statutory Benefits		3,244									3,244
22500	Lib Med Asst-Addl Comp (incl benefits)		3,795									
22901	Community Assistant											-
30000	Statutory Benefits											
22500	Comm Asst-Add Comp (incl benefits)											
29101	Parent Liaison											-
30000	Statutory Benefits											
29500	Classified addlt comp									1,000		1,000
	Sub Total - Personnel/Benefits	96,356	122,090	17,120	6,800	-	-	1,440	-	1,000		241,012
Books & Supplies												
42000	Books	9,500								670		10,170
43110	Instructional Materials	24,407	10,745						150			35,302
43200	Non-Instructional Materials						2,995	150		2,260		5,405
43400	Parent Meeting									-		-
44000	Equipment											-
	Sub Total - Books & Supplies	33,907	10,745	-	-	-	2,995	150	150	2,930		50,877
Services												
57150	Duplicating								500			500
57250	Field Trip-District Trans	500										500
56590	Maintenance Agreement		7,000									7,000
52150	Conference	5,000	100									5,100
52170	Webinar Training		4,900									4,900
58450	License Agreement	12,100										12,100
58720	Field Trip-Non-District Trans	-										-
58920	Pupil Fees											-
58100	Consultants-Instructional	10,000										10,000
58320	Consultants-Noninstructional											-
	Sub Total - Services	27,600	12,000	-	-	-	-	-	500	-		40,100
	GRAND TOTAL	157,863	144,835	17,120	6,800	-	2,995	1,590	650	3,930		

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

By June of 2022, Commodore Stockton Skills School will have decreased the number of students not on grade level in ELA by 5% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the number of current English Learners on grade level in ELA by 23% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the number of African American students on grade level in ELA by 3% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the number of students with disabilities on grade level in ELA by 5% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the total number of all students on grade level in Math by 3% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the total number of current English Learners on grade level in math by 5% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the total number of African American Students on grade level in math by 5% based on the district's Spring i-Ready assessment data.

By June 2022, Commodore Stockton Skills School will have increased the total number of students with disabilities on grade level in math by 5% based on the district's Spring i-Ready assessment data.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Conferences & Workshops: Conferences and workshops to develop teachers' understanding of the reading and writing process. Up to 6 teachers attending the Reading and Writing Project Network Writing Institute which includes 5 days of professional development for 6hrs a day.

TK-3rd grade teachers will also be sent to the Science of Reading Virtual Workshop which is 6 total hours of professional development.   Teachers will receive resources to support students in developing their reading skills. The school will also be funding the cost for a quick start professional development day for the new writing curriculum Units of Study. Teacher registration will be paid and teachers will receive compensation for their attendance on days they are not currently being paid.

Conferences/Trainings/Workshops (Object Code 52150):

Increase funding by $8,000 to total $13,000 Title I

Teacher Additional Comp Calculations (Object Code 11500):

270 hours x $60 rate of pay = $16,200 - Title I

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

Teacher Additional Comp Calculations (Object Code 11500):

Increase funding by $13,747 to total $19,147 Title I

2021-2022 Strategy Update

Teacher Professional Development - Teachers will be provided with professional learning opportunities both during and outside school hours to supplement core instruction. The focus will be on school wide writing, 4-8 math fluency, and k-3 reading strategies and supports. We will be purchasing books for teachers to participate in book studies to improve teaching and learning.

Teacher Additional Comp Calculations (Object Code 11500):

165 hours x $60 rate of pay = $10,000 - Title I

Substitute Pay Calculations (Object Code 11700):

34 subs X $200 rate of pay = $6,800 - Title I

Books (Object Code 42000): $500 - LCFF

Conferences & Workshops: Conference in the Spring focusing on STEM instruction and program implementation. Attendance by Admin and teachers. Workshops and conferences during the school year and summer time focusing on TK-8 Writing, TK-3 Reading, 4-8 Math and student equity. Attendance by Admin, Counselors, and Teachers.

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

Summer Professional Development & Collaboration: - Teachers and administration will meet during the summer months prior to the start of the school year to collaborate on the new writing program, how tier 2 support strategies will be implemented along with the focus and implementation of professional development. The leadership team will focus on sub group data dives and evaluating current systems and establishing new systems to implement. Increase from 90 hours in 2020-2021 to 104 hours.

Teacher Additional Comp Calculations (Object Code 11500):

104 hours x $60 rate of pay = $6,240 - LCFF

SWD Afterschool Collaboration: Resource teachers will monitor Students with disabilities (SWD) for progress towards English Language Arts (ELA) and Math. The resource teachers will work with general education teachers to ensure SWD are receiving high quality first instruction with supports for SWD. The resource teacher and classroom teacher will receive additional comp to collaborate outside normal school hours on a monthly basis to analyze academic, behavioral, and social emotional data for SWD. For 2021-2022, the monthly meetings will be more structured. Funding will continue at 2020-2021 levels.

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, colored overlays, 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 materials. Decrease funding from 2020-2021 levels to $1,500.

Supplies (Object Code: 43100): $1,500 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
18,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
15,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
8,240	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Supplies
5,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. Reduce allocation from the 2020-2021 level by $1,100.

AR licensing agreement for grades 1st-6th (Object Code 58450) -- $11,000 - 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

Library Media Assist. Additional Duties: 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.

<div align="center">

Library Media Assist Additional Comp Calculations:

100 hours x $50 rate of pay = $5,000 - LCFF

</div>

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. Maintenance agreements to cover the cost of maintenance on machines used to support a print rich environment throughout the school year. Decrease is 2020-2021 funding allocations for maintenance agreements by $2,000.

<div align="center">

Instructional Supplies (Object Code 43100) -- $5,658 - LCFF

Maintenance Agreement (Object Code 56590): $5,000 - Title I

</div>

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
5,000	4000 Series	Books & Supplies
16,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
23,207	2000 Series	Classified Personnel Costs (including benefits)
5,658	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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-8th 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. 6 flags discovery kingdom so students can experience physics in motion.

Transportation (Object Code 57250): $15,000 - Title I

STEM Collaboration: 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 rate of pay = $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. 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. Decrease funding from 2020-2021 level by $18,500

Instructional Supplies (object Code 43100): $1,500

After School Clubs: Provide after school enrichment activities for students to participate in and increase connectedness to the school community and their teachers. Clubs will be open for all students through an application process. The clubs will provide students with hands-on learning opportunities in smaller groups to provide them with STEM enrichment, athletic enrichment or leadership opportunities. Teachers will be compensated for their time to run and supervise students in the clubs.

Teacher Additional Comp Calculations (Object Code 11500):

8 teachers x 30 weeks x 1 hour x $60 rate of pay= $14,400 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
6,800	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,500	4000 Series	Books & Supplies
15,000	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
14,440	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
64,334	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
82,679	1000 Series	Certificated Personnel Costs (including benefits)

0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. Tier 2 support will also support the learning loss students experienced last year due to distance learning, we will increase the availability of our tier 2 support for all students in both ELA and Math. Increase funding by 18 weeks.

Substitute Pay Calculation (Object Code 11700):

3 days x 35 weeks x $200 rate of pay = $21,000 -Title I

Tier 2 After School Support: 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. Support will also focus on learning loss students experienced last year due to distance learning.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. In 2020-2021, tutoring was offered for 3 groups; Tk-2nd, 3rd-5th, 6th-8th. For 2021-2022, we will increase the availability of our tier 2 after school supports for all students in both ELA and Math by providing 2 teachers to support each of the 3 groups. Students will participate based on the skills they need as identified by teachers through data dives, academic conferences and collaboration. Teachers will be compensated for the collaboration and prep for learning 1 hour every 2 weeks.

Teacher Additional Comp Calculations (Object Code 11500):

Tutoring: 6 teachers x 3 hours x 24 weeks x $60 rate of pay = $25,920 - LCFF

Tutoring Prep: 6 teachers x 1 hours x 12 weeks x $60 rate of pay = $2,4320 - LCFF

Tier 2 After School Support for 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 for curriculum preparations, collaboration and family communications.

Teacher Additional Comp Calculations (Object Code 11500):

Tutoring: 3 hours x 24 weeks x $60 rate of pay = $12,960 - Title I

Tutoring Prep: 1 hours x 12 weeks x $60 rate of pay = $2,160 - Title I

Homework Hotline: The homework hotline will be a quick access for parents and students to gain support on their homework. Families will be able to communicate with a fully credentialed teacher to provide support to students at home who are struggling with their grade level work. This will be offered in both ELA and Math and available to all students TK-8th grade.

Teacher Additional Comp Calculations (Object Code 11500):

2 teachers x 1 hour x 12 weeks x $60rate of pay = $15,120

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
39,474	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
30,486	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 7

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Technology: Distance learning created a need for new technologies to provide the best possible first instruction. Teachers rely on their doc cameras, projectors, bulbs, student chromebooks, and printers now more than ever. Funding is being allotted to replace, repair or update current technology tools used by students and teachers during high quality first instruction.

Technology (Object Code: 43100): $16,732 - Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
16,732	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

By June of 2022, 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 from 2019-2020 school year.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

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. Increase funding from 2020-2021 levels to purchase safety equipment for noon duties including vests, lighted traffic safety batons, and roadside flashing flares.

Non-Instructional Supplies (Object Code 43200): $1,500 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
1,500	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

By June of 2022, Commodore Stockton Skills School will build a partnership with at least one community organization. By June of 2022, Commodore Stockton Skills School will ensure volunteers return to pre-COVID levels measured by the total number of cleared volunteers in Be A Mentor.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
1,440	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
350	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
150	4000 Series	Books & Supplies
500	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

> Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

> <u>**Parent Meetings:**</u> Increase funding for parent meetings which include Parent Coffee Hours, PTA Meetings and Events, ELAC and SSC, Lunch on the Lawn through duplicating to pay for flyers and parent calendars that are sent home and handed out to families which notify families of upcoming events.
>
> **Duplicating (Object Code: 57150): $67 Title I**
>
> **Total Goal 3 Title I Parent Involvement funds is $3,997**

2021-2022 Strategy Adjustment

> 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
>
> <u>**Parent Meetings:**</u> 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**

Math Nights: Provide parent trainings on math strategies for parents to support their child's learning. Parents will learn new strategies and receive materials and manipulatives to use at home with their students. Teachers, program specialist and admin will collaborate to plan and host parent training nights.

Teacher Additional Comp Calculations (Object Code 11500):

37.7 Hours x $60 rate of pay = $2,262 - Title I

Supplies/Materials (Object Code: 43110): $2,481 - Title I

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
2,262	1000 Series	Certificated Personnel Costs (including benefits)
1,000	2000 Series	Classified Personnel Costs (including benefits)
3,981	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

STOCKTON SKILLS COMMODORE #281

		6/23/2020 jls	INITIAL BUDGET/DATE	
		3/9/2021	REVISED BUDGET/DATE	50647 - inc by $410

TITLE I				LCFF				TITLE I - PARENT - 50647		
TOTAL ALLOCATION	$ 214,520				TOTAL ALLOCATION	$ 155,280		TOTAL ALLOCATION	$ 3,997	
TOTAL BUDGET DISTRIBUTED BELOW	$ 214,520				TOTAL BUDGET DISTRIBUTED BELOW	$ 155,280		TOTAL BUDGET DISTRIBUTED BELOW	$ 3,997	
TO BE BUDGETED (Should be $0.)	0				TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0	

		ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	**Description**	FTE	50643 GOAL #1 STUDENT LOW INCOME	FTE	23030 GOAL #1 STUDENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARENTS	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)		$ 42,215		$ 22,520		$ 15,120								$ 1,440						$ 81,295
11700	Teacher Substitute (incl benefits)		$ 21,732				$ 2,000		$ 6,800												$ 30,532
12151	Counselor																				$ -
30000	Statutory Benefits																				
12500	Counselor-add Comp (incl benefits)																				
13201	Assistant Principal																				$ -
30000	Statutory Benefits																				
19101	Program Specialist	0.451	$ 43,663	0.549	$ 53,151															1.000	$ 96,815
30000	Statutory Benefits		$ 18,693		$ 22,757																$ 41,450
19500	Prog Spec-Add Comp (incl benefits)																				
19101	Instructional Coach																				$ -
30000	Statutory Benefits																				
19500	Instr Coach-Add Comp (incl benefits)																				$ -
21101	Instructional Asst/CAI																				$ -
30000	Statutory Benefits																				
21500	Inst Asst/CAI -Add Comp(incl benefits)																				
21101	Bilingual Assistant																				$ -
30000	Statutory Benefits																				
21500	Bil Asst-Add Comp (incl benefits)																				
22601	Library Media Assistant			0.438	$ 16,623															0.438	$ 16,623
30000	Statutory Benefits				$ 3,244																$ 3,244
22500	Lib Med Asst-Addl Comp (incl benefits)				$ 3,795																
22901	Community Assistant																				$ -
30000	Statutory Benefits																				
22500	Comm Asst-Add Comp (incl benefits)																				
29101	Parent Liaison																				$ -
30000	Statutory Benefits																				
29500	Classified addlt comp																	$ 1,000			$ 1,000
	Sub Total - Personnel/Benefits		$ 126,303		$ 122,090		$ 17,120		$ 6,800		$ -		$ -		$ 1,440		$ -		$ 1,000		$ 270,959
Books & Supplies																					
42000	Books		$ 9,500															$ 670			$ 10,170
43110	Instructional Materials		$ 24,407		$ 10,745																$ 35,302
43200	Non-Instructional Materials												$ 2,995		$ 150				$ 2,260		$ 5,405
43400	Parent Meeting																		$ -		$ -
44000	Equipment																				$ -
	Sub Total - Books & Supplies		$ 33,907		$ 10,745		$ -		$ -		$ -		$ 2,995		$ 150		$ 150		$ 2,930		$ 50,877
Services																					
57150	Duplicating																$ 500		$ 67		$ 567
57250	Field Trip-District Trans		$ 500																		$ 500
56590	Maintenance Agreement				$ 7,000																$ 7,000
52150	Conference		$ 13,000		$ 100																$ 13,100
52170	Webinar Training				$ 4,900																$ 4,900
58450	License Agreement		$ 12,100																		$ 12,100
58720	Field Trip-Non-District Trans		$ -																		$ -
58920	Pupil Fees																				
58100	Consultants-Instructional		$ 10,000																		$ 10,000
58320	Consultants-Noninstructional																				$ -
	Sub Total - Services		$ 35,600		$ 12,000		$ -		$ -		$ -		$ -		$ 500		$ 67			$ 48,167
	GRAND TOTAL		$ 195,810		$ 144,835		$ 17,120		$ 6,800		$ -		$ 2,995		$ 1,590		$ 650		$ 3,997		

2021-2022 Budget Spreadsheet

Commodore Stockton Skills Elementary – Amendments

2021-2022 BUDGET
STKN SKILLS - 281 - S3
PRELIMINARY - 04/16/2021

	TOTAL ALLOCATION			TOTAL ALLOCATION			TOTAL ALLOCATION	
TITLE I	TOTAL ALLOCATION	$ 214,520	**LCFF**	TOTAL ALLOCATION	$ 164,580	**TITLE I - PARENT - 50647**	TOTAL ALLOCATION	$ 3,997
	TOTAL BUDGET DISTRIBUTED BELOW	$ 214,520		TOTAL BUDGET DISTRIBUTED BELOW	$ 164,580		TOTAL BUDGET DISTRIBUTED BELOW	$ 3,997
	TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0		TO BE BUDGETED (Should be $0.)	0

		ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS							
Object	Description	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME FTE	$	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME FTE	$	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS FTE	$	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS FTE	$	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE FTE	$	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE FTE	$	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS FTE	$	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS FTE	$	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS FTE	$	TOTAL FTE	TOTAL BUDGET
Personnel Cost-Including Benefits																					
* 11500	Teacher - Add Comp (incl benefits)	0.000	$ 42,064	0.000	$ 43,886	0.000		0.000		0.000		0.000		0.000	$ 1,440	0.000		0.000		0.000	$ 87,390
11700	Teacher Substitute (incl benefits)	0.000	$ 34,600	0.000	$ 6,800	0.000	$ 2,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ 43,400
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
19101	Program Specialist (incl benefits)	0.000		0.000		0.451	$ 62,334	0.549	$ 75,879	0.000		0.000		0.000		0.000		0.000		1.000	$ 138,213
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
21500	Bil Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	$ -
22601	Library Media Assistant (incl benefits)			0.438	$ 18,207			0.000				0.000				0.000				0.438	$ 18,207
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000	$ 5,000			0.000				0.000				0.000				0.000	$ 5,000
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	$ 1,000	0.000		0.000		0.000		0.000		0.000	$ 1,000
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	$ -
	Sub Total - Personnel/Benefits		$ 76,664		$ 73,893		$ 64,334		$ 75,879		$ -		$ -		$ 2,440		$ -		$ -		$ 293,210
Books & Supplies																					
** 43110	Books/Supplies/Materials (less than $500 per item)		$ 22,132		$ 7,658								$ 1,500		$ 350		$ 150		$ 2,497		$ 34,287
43400	Parent Meeting														$ 1,500				$ 1,500		$ 3,000
44000	Equipment ($500 - $4999.99 per item)																				$ -
	Sub Total - Books & Supplies		$ 22,132		$ 7,658		$ -		$ -		$ -		$ 1,500		$ 1,850		$ 150		$ 3,997		$ 37,287
Services																					
57150	Duplicating														$ 500						$ 500
*** 57250	Field Trip-District/Non-District Trans		$ 15,000																		$ 15,000
56590	Maintenance Agreement		$ 5,000																		$ 5,000
**** 52150	Conference		$ 15,000		$ 5,000																$ 20,000
58450	License Agreement		$ 12,100																		$ 12,100
58920	Pupil Fees																				$ -
***** 58100	Consultants-Instructional/Non-Instructional																				$ -
	Sub Total - Services		$ 47,100		$ 5,000		$ -		$ -		$ -		$ -		$ -		$ 500		$ -		$ 52,600
	GRAND TOTAL		$ 145,896		$ 86,551		$ 64,334		$ 75,879		$ -		$ 1,500		$ 4,290		$ 650		$ 3,997		383,097

Assumptions:

* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

*** State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District
State & Federal Strategic Preliminary Action List

LOCATION: S3   STOCKTON SKILLS K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
X	☐	☐	☐	☐	27201024	PROGRAM SPEC	0090	12303021S3	19101	0.5490	0.5490
X	☐	☐	☐	☐	27201024	PROGRAM SPEC	3010	15064321S3	19101	0.4510	0.4510
X	☐	☐	☐	☐	64167878	LIBRARY MEDIA ASSISTANT	0090	12303024S3	22601	0.4375	1.0000
								TOTALS, THIS LOCATION: 281			1.4375

RETAIN = No changes / Personnel Authorization not needed.
ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.
FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____
Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to asigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On _January 13, 2021_ School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the _2021/2022_ school year.

Site Administrator's Approval: _____ DATE: _1/13/21_

2020-2021 SPSA Evaluation

Goal 1 - Student Achievement:

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.

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.

	Actions/Activities (Strategies)	What is working and why?	What is not working and why?	Modification(s) based on evaluation results
	After School Professional Learning	-Teacher volunteering for professional development after school hours -Provided PD on Equity	-Low attendance because training is voluntary. -Not reaching the teachers who need it most. Virtual Training not as powerful for teachers or motivating to attend	-Professional Development both during school hours (SUB) and after school hours (Comp) -Focus on writing, math fluency and K-3 Reading strategies and supports -Include book studies with teachers (purchase the book)
	2020-2021- Object Code 11500 Title I - 165 hrs x $60 = $10,000			2021-2022- Object Code
1	Conferences & Workshops	-Workshops were virtual which allowed more teachers to attend a wider variety of workshops -Focused on providing strategies to support learning through distance learning -Funds were reduced because virtual workshops were cheaper than in-person workshops, more teachers were able to attend due to a reduction in cost	-Information was not regularly shared with the teachers that did not attend, lack of time and willingness	-Focus on writing and K-3 reading -Focus on Math fluency 4-8
	2020-2021- Object Code 52150 Title I - $15,000 LCFF - $5,000			$20,000
	Summer Professional Learning and Collaboration	- Focused on planning for next school	-Loosely planned	-Provide more focus on planning for sub groups such

		year -Established a Tier 2 support for 7th & 8th grade students that consisted of a pull out program		as data dives, evaluating current systems and establishing new systems to implement
	2020-2021- Object Code 11500 LCFF - 90hrs x $60 = $5,400			$6240
	SWD Afterschool Collaboration	-Teachers were more willing to collaborate	-Loosely planned, was not fully utilized	-Increase the structure, monthly meetings with teachers focusing on targeted students with similar disabilities
	2020-2021- Object Code 11500 66hrs x $60 = $4,000 Title I - $2,000 LCFF - $2,000			$4,000
	Resources to Support SWD	-Research was done on the resources	-Decision was not made before the deadlines	-Reduction in funds to $1,500
	2020-2021- Object Code 43100 LCFF - $5,000			$1,500
2	Accelerated Reader	-Used as a tool to evaluate where students are in reading	-Program was not utilized consistently across grades or teachers -Distance learning prevented many students from gaining access to a variety of books to take assessment on	-Continue as previously described $12,100
	Books	-Purchased books to increase titles	-Students had limited access to the titles due to COVID-19 restrictions	-Continue as previously described
	$5,000			$5,000
	Library Media Assistant	-Had a curb-side library book check-out system -ordered books -organized library and other instructional materials -held a virtual book fair	-Due to retirement of previous library media assist, we did not have a library media assist for several months	-continue as previously described $18,207

	Print Rich Environment	-Additional materials to distribute to students for distance learning	-forgot to add maintenance agreement for copy machines	-Include funding for maintenance agreement for copy machines
				$5,000
3	Field Trips	-Students attended virtual field trips	-Due to COVID-19 restrictions, fieldtrip opportunities were limited to virtual activities	-Continue as described in version 1 of the SPSA
				$15,000
	STEM Materials and Supplies	-Additional resources were purchased	-due to distance learning, most materials were not used and can be carried over for next year	-Reduce funding to $1,500
4	Program Specialist	-PS supported tech during distance learning and hybrid learning -PS monitored ELD instruction, held monthly meetings, provided support to teachers of EL students -PS organized and managed CELDT Testing -PS provided data for academic conferences -PS identified students and teacher for after school tutoring, ran the program resulting in student growth especially for EL students		-Continue as described $75,879 - LCFF $62,334 - Title I
	Academic Conferences	-Designated time to meet with teachers and discuss data -Teachers selected focus students to support, majority made significant growth	-No subs needed due to SB77 min, teachers received additional pay -Teachers did not find the time beneficial	-Adjust implementation of academic conferences $6,800
	EL Collaboration	-Teacher collaborated monthly on ELD strategies for students -Students made growth and many reclassified -Teachers found the meetings valuable	-Due to SB77 min teachers received additional pay instead of paying for a sub	-Continue as described $2,000
5	Tier 2 During School Support	-Students who participated made growth	-Attendance to Tier 2 support was poor due to distance learning	-Include math as focus -Increase to 35 weeks of

			-The sub needed extra support -Systems were not in place to monitor student participation and growth	support = $21,000
Tier 2 After School Support for Low Achieving Students		-Targeted populations received support -Students who participated in in-person tutoring showed growth	-virtual tutoring was a struggle for targeted populations -In-person tutoring attendance was not consistent	-Include students who have been adversely impacted by distance learning -Double funding $30,240
Tier 2 After School Support English Learners		-K-2 EL tutoring students showed significant growth	-Virtual participation was a struggle	-Continue as described $15,120

Goal 2 - School Climate:

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

By June 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.

	Actions/Activities (Strategies)	What is working and why?	What is not working and why?	Modification(s) based on evaluation results
1	Social-Emotional Support Tools	-Materials were purchased	-Students were not on campus to experience the tools	-Reallocate funds
	Student Safety	-Research was conducted	-Nothing was purchased due to deadlines, not enough funds	-Increase amount to $1,500
2	7th & 8th Grade Suspensions	-No students on campus to suspend	-Nothing was implemented, due to distant learning	-Continue as described
3	Attendance	-Attendance was monitored	-Distance learning was	-Continue as described

			differently	difficult for many families	
4		Attendance for HispaniclLatino, Socioeconomically Disadvantaged, and Students with Disabilities	-Attendance was monitored differently	-Distance learning was difficult for many families	-Continue as described

Goal 3 - Meaningful Partnerships:

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

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

	Actions/Activities (Strategies)		What is working and why?	What is not working and why?	Modification(s) based on evaluation results
1		Meaningful Partnerships		-Partnerships activities were canceled due to COVID-19 restrictions	-Continue as described
		Commodore Showcase		-Showcase was canceled due to COVID-19 Restrictions	-Continue as described $500 - 57150 $350 - 43200 $1440 - 11500
2		Parent Meetings		Virtual parent meetings had low attendance	-Continue as described $1,000 $1,500 - 43400
		Books		Was not implemented	-Math night for families focusing on specific math skills to help families help their students. Provide materials for families to take home $1,440 - 11500 $1,560

Add:

Goal 2 Strategy 1:
After school clubs such as PLUS, sports, girls who code, robotics.skills usa,art, etc.
8 teachers x 30 weeks x $60 = 14,400

Goal 1 Strategy 5
Homework hotline
2 teachers x 1 hour x 30 weeks x$60 = $3,600

Goal 1 Strategy 7
Technology to support student learning, such as doc cameras, teacher computers, bulbs for projectors and new projectors, replacement printers.
$15,632

Comprehensive School Profile Data:

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

Table of Contents:

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

Overall ELA Performance

Do I know where I am?				
SPSA Year	**Data Set**	**Results**	**Change Yr to Yr**	**Notes about the data**
2016-2017	ELA SBAC 15/16	-12.00 Points Below Standard		New Sup.
2017-2018	ELA SBAC 16/17	-14.90 Points Below Standard	Maintained -2.9 Points	Flood Prep and Potential STA Strike
2018-2019	ELA SBAC 17/18	-10.20 Points Below Standard	Increased 4.8 Points	New Sup.
2019-2020	ELA SBAC 18/19	-14.90 Points Below Standard	Declined 4.8 Points	New Sup.
2020-2021	ELA MAP 18/19	47% of students not on grade level		Change in Site Admin
	ELA SBAC 18/19	-14.9 Points Below Standard		
	i-Ready Winter 19/20	56% of students not on grade level	+9% (Map to i-Ready)	COVID-19 Closure Started
2021-2022	i-Ready 20/21	54% of students not on grade level		Multiple New Sups. Full year closed due to COVID-19

Confirms ELA Why

Data Year	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?
2015-2016		➜ Schoolwide lack of consistency around the definition of rigor. ➜ Year 2 of PLC Process ➜ PLC Visit by Rich Smith ➜ Marzano's Data cycles ➜ MTSS no Platoon 6 week Cycles ➜ STEM Year 1 ➜ Data Folders - Growth Mindset Yr 1 (Teacher Choice) ➜ Accelerated Reader ➜ Intervention Teacher K-6

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

2016-2017	Dashboard: Maintained from previous year -2.9 Points	➔ Schoolwide lack of consistency around the definition of rigor ➔ Year 3 of PLC Process ➔ Accelerated Reader ➔ MTSS Platoon 6 Week Cycles - CFA ➔ Academic Conferences - Calibrate Student Work/SBAC ➔ Starting the Conversation of Rigor ➔ Data Folders - Growth Mindset Yr 2 (I Can Statements) ➔ SBAC - Test Practice Questions Online ➔ Instructional Rounds - Focus on Engagement ➔ STEM Yr 2 - 1 Module Required, All Staff Trained ➔ Accelerated Reader ➔ No Intervention Teacher
2017-2018	Dashboard: Increased 4.8 Points	➔ Schoolwide conversation around the definition of rigor started. ➔ Instructional practices not measured quantitatively ➔ Teachers struggling with Units of Study ➔ PLC Year 3 ➔ STEM Yr 3 ➔ Accelerated Reader ➔ Align Power Standards Vertically ➔ Add Reflection to Data Folders ➔ MTSS Platooning ➔ No Intervention Teacher
2018-2019	Declined 4.8 Points	➔ Schoolwide conversation around the definition of rigor. ➔ Instructional practices not measured quantitatively ➔ Teachers struggling with Units of Study ➔ Continued STEM ➔ Misaligned MTSS, no Platooning ➔ SBAC Interim Assessments ➔ Accelerated Reader ➔ MTSS Tier 2 Pull-Out Sub Teacher 3 days/week
2019-2020	Increased number of students not on grade level by 9%. Not evaluated with the same testing criteria due to school closures. 9% increase in the students NOT on Grade Level	➔ Schoolwide conversation around the definition of rigor. ➔ Continued STEM 2 Modules Required ➔ New ELA Curriculum, lack of support with phonics instruction in higher grades ➔ New Social Studies Curriculum ➔ Accelerated Reader 1-8 ➔ MTSS Tier 2 Pull-Out Sub Teacher 3 days/Week
2020-2021	2% growth in students on Grade Level.	➔ Accelerated Reader 1-6

	Goal: 5% increase of students meeting or exceeding grade level standards in ELA	➔ Distance Learning/COVID-19 ➔ MTSS Tier 2 Pull-Out Sub Teacher (Virtual 5 days/week) ➔ 2, 6-week Sessions of Tier 2 Tutoring, Focused subGroups ➔ After School in-Person cohorts ➔ Modified 7-8 Support with Tier 2 pull outs ➔ iReady Challenge ➔ Monthly Character Awards started January 21 ➔ Dyslexia PD, 3 teachers attended ➔ Equity Training - held during staff meetings and paid time, half did not attend paid training ➔ 2nd Grade - Science of Reading ➔ ELD Collaboration Meetings ➔ Keegan Training ➔ CORE training for principal and instructional coaches

Confirms ELA How and What

SPSA Year	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021	**Professional Development:** ➔ High Quality Teaching Strategies ➔ Academic Conferences ➔ Coaching and support Implementing New Curriculum with fidelity ➔ ELD Instructional Strategies ➔ Increase understanding of Rigor - focused on ELA ➔ Targeted STEM Support ➔ Professional Development around instructing students with disabilities ie., Dyslexia, autism, ADHD ➔ Differentiation strategies ➔ Student Equity ➔ Student data focusing on MTSS Cycles	**Professional Development:** ➔ All teachers instructing EL students will receive training on EL instructional Strategies ➔ Based on admin observations and student data, teachers attend PD targeted towards their relative area needing improvement ➔ Teachers set individualized professional goals and action plans to improve instruction ➔ Teachers will receive training on how best to utilize online components of the curriculum to meet individual students' needs ➔ Teacher training on how to utilize assessment reports to identify student needs	➔ Monitor student data and progress systematically with both grade level teams and instructional team to make adjustments based on results of iReady, SBAC, ELPAC, and other assessments.**(Prin., AP, Program Specialist, Inst. Coach)** ➔ Document teacher PD **(Prin., AP, Program Specialist, Inst. Coach)** ➔ Classroom Observations during designated ELD and MTSS Times **(Prin., AP, Program Specialist)** ➔ Monitor & support Collaboration **(Prin., AP,**

			Program Specialist) ➔ Monitoring Designated ELD time ➔ Monitoring Designated MTSS time ➔ MTSS Tier 2 pull out student groups show improvement on iReady and teacher assessments

2021-2022	➔ Professional Development
	  ◆ Science of Reading PD for Primary(K-3)
		➔ Differentiated for teachers based on needs and skills
		  ◆ Data cycles evaluating teaching strategies learned at PDs
		  ◆ Schedule the Data cycles to hold accountable
			➔ Collect data samples:
			  ◆ Quantitative student data
			  ◆ Qualitative teacher data
			➔ Document the trainings teachers have participated in

	➔ Parent Workshops to teach parents how to "help" their child	➔ Structure collaboration time with teachers to develop parent workshops by grade/life level ➔ Preplan workshops before the start of school ➔ Videos recordings ◆ Comments to answer questions	➔ Collect qualitative data around parent perceptions ➔ Document parent participation

	➔ Tier 2 Pull out
	  ◆ Structured MTSS Cycles
	  ◆ Experienced Reading Teacher
	  ◆ Sub for Class, while Teacher pulls a small group in another room.
	➔ Focused on grade level skills required to go on to next year
	  ◆ Identified by priority standards
		➔ Ensure consistency of sub
		➔ Support teachers through MTSS data cycles
		  ◆ Utilize staff meetings to plan interventions
		➔ Classroom observations during scheduled MTSS time
		➔ Collaboration time to establish grade level skills each student must master before moving on
		➔ Cycles focused on grade level skills
			➔ Collect data samples:
			  ◆ Quantitative student data
			  ◆ Student work samples
			  ◆ Classroom observation data
			➔ Document the students receiving support and in what skill/strategy
			➔ Document identified skills and strategies to be worked on through the year

	➔ Writing Program - Cadre	➔ Ensure that teachers are	➔ Collect student work

		represented by life level ◆ Focus on data and strategies ➔ Provide PD for teachers on the writing program ➔ Create School-wide writing assessment protocols	samples ➔ Utilize and make adjustments to the writing assessment protocols ➔ Document teachers participating in PD ➔ Provide teacher coaching to participate in PD
	➔ Re-Structure Academic Conferences ◆ Meetings should build on one another ◆ Don't spend time working through the data(Data share out) ◆ Strategy/Instructional Focus ◆ Evaluate impact of Tier 2 pull outs using student data	➔ Work with instructional team to create a new layout and process before the start of the school year ➔ Use Staff meeting time for teacher to prep their data	➔ Collect qualitative data from teachers ➔ Collect class data samples and teacher reflections

ELA Student SubGroup Performance

Do I know where I am?									
Data Set	Results By Subgroup								
	African American	American Indian	Hispanic	White	Filipino	SWD	SED	Overall EL	Current EL
ELA SBAC 16/17	31.8 Point Below Standard	11.5 Points Below Standard	22.6 Points Below Standard	2.1 Points Below Standard	26.5 Points Above Standard	56.3 Points Below Standard	24.9 Points Below Standard	28.7 Points Below Standard	103.9 Points Below Standard
	Maintained	Declined	Maintained	Declined	Declined	Increased	Declined	Increased	Declined

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	+0.9 Points 43 Students	9.7 Points 43 students	-2.1 Points 428 students	5.4 Points 88 Students	10.1 Points 33 Students	9 Points 54 Students	7.2 Points 492 Students	4.6 Points 99 Students	12.4 Points 22 Students
ELA SBAC 17/18	25.5 Points Below Standard	10 Points Above Standard	17.5 Points Below Standard	1.5 Points Below Standard	30.1 Points Above Standard	56.9 Points Below Standard	21.8 Points Below Standard	27.3 Points Below Standard	106 Points Below Standard
	Increased 6.3 Points 42 Students	Increased 21.5 Points 34 Students	Increased 5.1 Points 440 Students	Maintained 0.5 Points 91 Students	Increased 3.6 Points 33 Students	Maintained -0.6 Points 61 Students	Increased 3.1 Points 454 Students	Maintained +1.5 Points 102 Students	Maintained -2.1 Points 18 Students
ELA SBAC 18/19	32.6 Points Below Standard	7.7 Points Above Standard	21.1 Points Below Standard	11.8 Points Below Standard	25.6 Points Above Standard	84 Points Below Standard	25.8 Points Below Standard	30.3 Points Below Standard	94.7 Points Below Standard
	Declined 7.1 Points 40 Students	Maintained -2.3 Points 29 Students	Declined 3.6 Points 432 Students	Declined 10.3 Points 87 Students	Declined 4.5 Points 28 Students	Declined 22.4 Points 46 Students	Declined 4 Points 393 Students	Maintained -2.2 Points 86 Students	Increased 11.3 Points 23 Students
ELA iReady W-19/20	59% Not on Grade Level	52% Not on Grade Level	59% Not on Grade Level	54% Not on Grade Level	26% Not on Grade Level	80% Not on Grade Level	61% Not on Grade Level		86% Not on Grade Level
ELA iReady W-20/21	56% Not on Grade Level	63% Not on Grade Level	55% Not on Grade Level	51% Not on Grade Level	54% Not on Grade Level	76% Not on Grade Level	58% Not on Grade Level		73% Not on Grade Level

Confirms ELA SubGroup Why

SPSA Year and Subgroup Focus	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?
2020-2021 EL Students		→ Teachers struggling with new ELA Curriculum → Inconsistency in using integrated EL instructional strategies → Monitoring Designated EL Instruction Time
2020-2021 Current English	There was an increase of 11.3 points towards level 3 though they are still the lowest performing group	→ Teachers struggling with new ELA Curriculum → Inconsistency in using integrated EL instructional strategies

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Learners		→ Possible undiagnosed learning disabilities → New Teachers
2020-2021 African American Students	There was a decline of 7.1 points towards a level 3	→ Teachers struggling with new ELA Curriculum → Instructional practices not measured quantitatively → Misaligned MTSS → Classroom Management/Relationships → Exclusion from Tier 2 due to behavior
2020-2021 Students With Disabilities	There was a slight decrease in 2018 and then a large decreased of 17.2 points in 2019	→ Teachers struggling with differentiation → Teachers lack of understanding around instructional strategies that support specific types of disabilities → SWD teacher Transition/New intern teacher → Large RSP Caseload → Increasing number of students qualifying for Special Education Services
2021-2022 Current English Learners	Increased the number of current ELs on Grade level by 23% Goal: Increase on grade level by 5%	→ ELD Curriculum Structure → Lack of writing support in curriculum → Lack of English Support at home → Struggling with processing the high level questioning ie. inferences → Tier 2 after school tutoring → Monthly ELD Teacher Meetings
2021-2022 African American Students	Increased the number of AA students on grade level by 3% Goal: Increase on grade level by 5%	→ Lack of writing support in the ELA Curriculum → Lack of engagement ◆ Readers Theater Helpful → Parent Involvement/Relationship with Parents → Access to culturally relevant text → Priority for Tier 2 support
2021-2022 Students with Disabilities	Increased the number of SWD on grade level by 4% Goal: Increase on grade level by 5%	→ Lack of writing support in curriculum → Large RSP Caseload → Lack of access to support/Falling through the cracks → Improved CARE/SAP Process → Teacher support for differentiated instruction → Afterschool paid Collaboration ◆ Lack of communication ◆ Lack of Structure → PD on dyslexia

	➔ Priority of Tier 2 Results

Confirms ELA SubGroup How and What

SPSA Year and Subgroup Focus	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021 EL Students Current English Learners African American SWD	➔ Grow Summer School Program to include enrichment activities ➔ After School Tutoring targeting specific students' needs. ◆ Focus on Reading K-3 ➔ Systematic reflection around student data and equity ➔ Systematic monitoring of EL and SWD populations ➔ Instructional walkthroughs ➔ Align new curriculum with previously identified priority standards ➔ MTSS Tier 2 pull out groups with data monitoring focused on priority standards ➔ Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff as needed ➔ Increase access to school psychologist to participate in CARE Meetings ➔ Fully Implemented STEM enrichment that requires students to apply their ELA learning to real work problem solving ➔ Systematic Monitoring of ELA progress for EL Students	➔ Allocate additional funds for Summer School teachers and supplies ➔ Provide preference to subgroups ➔ Equity Training, Focus Student Reflections during Academic Conferences ➔ Monthly EL Meetings ➔ Paid After School Collaboration with RSP Teacher ➔ Send Teachers to UnboundED Conference ➔ Provide a skilled sub for Tier 2 and tighten requirements, establish data requirements ➔ Conferences/Training on Reading and utilizing Supports for students ➔ Streamline the CARE, SST Process, ensure data for parent communication of concerns, SST focused on progress concerns ➔ Tighten expectations for STEM curriculum ➔ Establish a process that is not "extra work" for teachers ➔	➔ Ensure funding in school plan ➔ Admin Directed Tutoring List ➔ Classroom walkthroughs during designated ELD time and MTSS time, update academic conference procedures ➔ Ensure funding and notify individuals ➔ Monitor and support collaboration ➔ Re-evaluate CARE form, update as needed,training for counselors and teachers, monitor the forms being submitted ➔ Provide clear expectations at BOY and monitor **Involve more stakeholders in next years DMM and SPSA**

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2021-2022 Current EL Student	→ Priority for Tier 2 During and after school supports ◆ Specific ELD After school Tutoring	→ Identify who the ELD students are ◆ Maintain an up to date ELD list on google drive → Notify the parents of current EL students of the availability of tutoring before offering to the remainder of the student population → Recruit a highly qualified teacher to instruct an after school ELA tutoring group	→ Use the list to monitor student progress ◆ ELPAC Assessments ◆ Teacher Assessments → Pre and post assessments for tutoring → Reflect on impact at academic conferences →
	→ Motivational award for most growth in their group ◆ Connect to our groups - "Bravo"	→ Establish and share criteria for the award → Establish routines for submitting names and presenting the awards	→ Document the students receiving the awards on academic monitoring list
	→ Reach out to parents → ELAC → Increase language to families ◆ Not a focus on parents specifically → Decrease phone calls, focus on newsletters, alternative modes of communication	→ Actively invite parents to parent nights, coffee hours and other site events → Provide parents with outside supports from the district and community as needed → Videos of coming events, multiple languages	→ Document parent participation and compare to student progress
	→ Increase effectiveness of designated ELD time → ELD Monthly Meetings and Collaboration ◆ Focus on strategies and data dives ◆ Support for differentiated instruction ◆ Support for integrated ELD	→ Schedule meetings highlighting strategies for ELA ◆ Identify teachers being successful to share out → Classroom observations during designated ELD time	→ Document meeting agendas, notes and attendance → Document successful strategies → Collect qualitative data from classroom observations
2021-2022 African American Students	→ Evaluate our systems ◆ Equity Training ◆ Incorporating Students' Interests → Maintain High Expectations/Rigor ◆ Differentiate Instruction ◆ Cross Curricular Collaboration	→ Mandatory whole school equity training → Differentiated professional development for teachers based on teacher identified and admin identified needs and skills → Classroom Observations → Data dives during staff meetings → Guided collaboration during staff meetings	→ Document professional development provided to whole staff → Reflect on classroom observations →

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	➔ Priority for Tier 2 During and after school supports	➔ Identify who the African American students are
		   ◆ Maintain an up to date list on google drive
		   ◆ Monitor both on grade and below grade level students
		➔ Notify the parents of African American students of the availability of tutoring before offering to the remainder of the student population
		➔ Recruit highly qualified teacher for Tier 2 pull out and after school tutoring
			➔ Use the list to monitor student progress
			   ◆ Document Interventions
			   ◆ Document growth at regular intervals
			➔ Pre- and Post- Assessments for both during and after school
			➔ Reflect on Impact at Academic Conferences

	➔ Motivational award for most growth in their group ◆ Connect to our groups - "Bravo"	➔ Establish and share criteria for the award ➔ Establish routines for submitting names and presenting the awards	➔ Document the students receiving the awards on academic monitoring list

	➔ Create a check-in system
	   ◆ Assign someone to monitor their case manager
	   ◆ Individualized goals and academic reflection
	   ◆ Positive Peer Role Models
		➔ Recruit staff members to check in with students (Caseload)
		➔ Train the staff on relationship building and student goal setting
		➔ Recruit positive peer role models
		➔ Restorative circles to promote relationship building amongst students' peers and teachers
		➔ Identify students in need
			➔ Document check ins
			➔ Document and track student goals
			➔ Reflect on student caseload academic and behavioral growth

	➔ Active Parent Communication and relationship building	➔ Actively invite parents to school events	➔ Document outreach efforts ➔ Document parent participation

2021-2022
Students with Disabilities
	➔ Evaluate our systems
	➔ Priority for Tier 2 During and after school supports
	   ◆ Focusing on Support of grade level learning, not IEP goals
	   ◆ Intensive one on one support for dyslexia
	   ◆ Priority for enrollment
		➔ Identify who the students are
		   ◆ Maintain an up to date list on google drive
		   ◆ Monitor both on grade and below grade level students
		➔ Notify the parents of the availability of tutoring before offering to the remainder of the student population
		➔ Recruit highly qualified teacher for Tier 2 pull out and after school tutoring
			➔ Use the list to monitor student progress
			   ◆ Document Interventions
			   ◆ Document growth at regular intervals
			➔ Pre- and Post- Assessments for both during and after school
			➔ Reflect on Impact at Academic Conferences

→ Motivational award for most growth in their group ◆ Connect to our groups - "Bravo"	→ Establish and share criteria for the award → Establish routines for submitting names and presenting the awards	→ Document the students receiving the awards on academic monitoring list
→ Targeted teacher training focusing on the disabilities students have in their class ◆ Maintain High Expectations/Rigor ◆ Support with study skills ● Organization, Memory, planner etc	→ Prescheduled monthly meetings ◆ Group students by disability ◆ Invite teachers based on collaboration focus → Provide training on how to teach study skills → Collaboration time between teachers and students' case workers ◆ Speech, RSP, etc.	→ Calendar Meetings → Document agendas and participation
→ Create a check-in system ◆ Assign someone to monitor students and support their case manager ◆ Individualized goals and academic reflection	→ Recruit staff members to check in with students (Caseload) → Train the staff on relationship building and student goal setting → Recruit positive peer role models → Restorative circles to promote relationship building amongst students' peers and teachers → Identify students in need	→ Document check ins → Document and track student goals → Reflect on student caseload academic and behavioral growth
→ Parent Communication and relationship building	→ Actively invite parents to school events	→ Document outreach efforts → Document parent participation

Overall Math Performance

Do I know where I am?				
SPSA Year	Data Set	Results	Change Yr to Yr	Notes about the data

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2016-2017	Math SBAC 15/16	20.8 Points Below Standard		New Sup. First Year of Engage NY(k-6)
2017-2018	Math SBAC 16/17	21.6 Points Below Standard	Maintained -.08 Points	Flood Prep and Potential STA Strike
2018-2019	Math SBAC 17/18	20.9 Points Below Standard	Maintained 0.7 Points	New Sup.
2019-2020	Math SBAC 18/19	26.1 Points Below Standard	Declined 5.2 Points	New Sup.
2020-2021	Math MAP 18/19	52% of Students Not on Grade Level		Change in Site Admin
	Math SBAC 18/19	26.1 Points Below Standard	Declined 5.2 Points	
	i-Ready Winter 19/20	62% of Students Not on Grade Level	+20%(Map to i-Ready)	COVID-19 Closure Started
2021-2022	i-Ready 20/21	61% of Students Not on Grade Level		Multiple New Sups. Full year closed due to COVID-19

Confirms Math Why

Data Year	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?
2015-2016		➔ Schoolwide lack of consistency around the definition of rigor. ➔ Year 2 of PLC Process ➔ PLC Visit by Rich Smith ➔ Marzano's Data cycles ➔ MTSS no Platoon 6 week Cycles ➔ STEM Year 1 ➔ Data Folders - Growth Mindset Yr 1 (Teacher Choice) ➔ ST Math ➔ ➔
2016-2017	Maintained -.08 Points	➔ Schoolwide lack of consistency around the definition of rigor ➔ Year 3 of PLC Process ➔ MTSS Platoon 6 Week Cycles - CFA ➔ Academic Conferences - Calibrate Student Work/SBAC ➔ Starting the Conversation of Rigor ➔ Data Folders - Growth Mindset Yr 2 (I Can Statements) ➔ SBAC - Test Practice Questions Online ➔ Instructional Rounds - Focus on Engagement

		→ STEM Yr 2 - 1 Module Required, All Staff Trained → Start Engage New York K-6No Intervention Teacher
2017-2018	Maintained 0.7 Points	→ Schoolwide conversation around the definition of rigor started. → Instructional practices not measured quantitatively → Teachers struggling with Units of Study → PLC Year 3 → STEM Yr 3 → Align Power Standards Vertically → Add Reflection to Data Folders → MTSS Platooning → Engaged New York K-6(Year 2) 7&8(Year 1)
2018-2019	Declined 5.2 Points	→ Schoolwide conversation around the definition of rigor. → Instructional practices not measured quantitatively → Teachers struggling with Units of Study → Continued STEM → Misaligned MTSS, no Platooning → SBAC Interim Assessments → MTSS Tier 2 Pull-Out Sub Teacher 3 Days/Week → Engage New York K-8 → A2Z Consultants
2019-2020	Increased number of students NOT on grade level by 20%. Not evaluated with the same testing criteria due to school closures.	→ Schoolwide conversation around the definition of rigor. → Continued STEM 2 Modules Required → New District Math Curriculum → New Social Studies Curriculum → MTSS Tier 2 Pull-Out Sub Teacher 3 Days/Week → New Math Curriculum
2020-2021	1% Improvement from last year. Goal 3% increase of students on grade level	→ Distance Learning/COVID-19 → MTSS Tier 2 Pull-Out Sub Teacher (Virtual 5 days) → Year 2 of New Math Curriculum → Math PD - BER → After School Math Tutoring 5-6 → iReady Challenge → District PD Days → Monthly Character Trait Awards → Keegan Training → After School Cohorts → CORE training for principal and instructional coaches

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Confirms Math How and What

SPSA Year	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021	**Professional Development:** ➔ High Quality Math Instructional Strategies ➔ Academic Conferences ➔ Coaching and support to Implement the Curriculum with fidelity ➔ Integrated EL Instructional Strategies ➔ Increased understanding of Rigor - Focused on Math ➔ Targeted STEM Support	**Professional Development:** ➔ Based on admin observations and student data, teachers attend PD targeted towards the relative area needing improvement. ➔ Student data focusing on priority standards in the MTSS Cycles ➔ Teachers set individualized professional goals with admin and create an action plan to improve instruction ➔ Fully Implemented STEM enrichment that requires students to apply their Math learning to real world problem solving	➔ Monitor student data and progress systematically with both grade level teams and instructional team to make adjustments based on results of i-Ready, SBAC, ELPAC, and other assessments.*(Prin., AP, Program Specialist, Inst. Coach)* ➔ Document teacher PD *(Prin., AP, Program Specialist, Inst. Coach)* ➔ Classroom Observations during designated ELD and MTSS Times *(Prin., AP, Program Specialist)* ➔ Monitor & support Collaboration **(Prin., AP, Program Specialist)** ➔ Monitoring Designated MTSS time
2021-2022	➔ Identify Essentials Skills by grade level ◆ Ensure students have the Essentials Skills through a Tier 2 System ➔ After School Math Tutoring ➔ Structured MTSS Focus Determined by data	➔ Teachers collaborate around priority standards to identify priority skills for their grade level ◆ Staff Meeting Time ◆ Additional Collaboration in the summer/after school ◆ Additional support materials for the priority skills ➔ Structure MTSS data cycles around the essential skills ◆ Preplan data cycles with teacher expectations and data due dates ◆ Utilize staff meetings to provide teacher PD and support with MTSS cycles ➔ Recruit a high qualified teacher for math focused Tier 2 pull out and tutoring	➔ Calendar dates before school year ➔ Pencil in MTSS cycles in school calendar ◆ Document MTSS cycles ◆ Document identified students and intervention provided ➔ Document identified priority skills

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➔ Math parent nights per grade level or teacher to help parents with the math
➔ Build relationships with parents to increase involvement
	➔ Bi-Monthly Meetings focusing on skills students need
	  ◆ Life level supports
	  ◆ Parent supplies
	➔ Teachers provide the activity/skill
	➔ Actively invite parents of struggle students and focus student groups
	➔ Front load support for skills students will be learning
		➔ Group identified skills to create monthly agendas
		➔ Document agendas
		➔ Pre-order supplies before students return
		➔ Document strategies
		➔ Document Parent participation
		➔ Document outreach activities

➔ A2Z Style PD with Subs for team reflection time
➔ Instructional Rounds - Math Focus
➔ Teachers teaching in other classes.
➔ Teacher Led PD based on a skill
	➔ Calendar PD Days,
	  ◆ Put in for substitute teachers
	➔ Front load PD with staff meeting
	➔ Teacher led training on instructing specific skills based on MTSS cycle data
	  ◆ Classroom observations
	  ◆ Student data
	➔ Scheduled days for teachers to observe/co-teach with another teacher
		➔ Ensure days are placed on the calendar
		➔ Submit for subs well in advance
		➔ Document teacher led training
		➔ Document MTSS cycle through agendas, notes and data reflections
		➔ Document teachers utilizing substitutes for observations and co-teaching

➔ Ensure i-Ready Minutes between 30 & 50 per week	➔ Monitor student activity
	➔ Provide student incentives
	➔ Check-in with students not competing lessons
	  ◆ Set goals with students to build relationships with someone outside the classroom
	➔ Provide PD and support to teachers with low iReady time
	➔ Provide iReady monitoring strategies at return to school PD
		➔ Include in Instructional team agenda
		➔ Document students participating in the check in system
		  ◆ Document students' growth towards their goals
		➔ Identify teachers who need support
		  ◆ Provide differentiated support to teachers
		  ◆ Document teachers utilizing

➔ Re-Structure Academic Conferences
  ◆ Meetings should build on one another
  ◆ Don't spend time working through the data(Data share out)
  ◆ Strategy/Instructional Focus
  ◆ Evaluate impact of Tier 2 pull outs using student data
	➔ Work with instructional team to create a new layout and process before the start of the school year
	➔ Use Staff meeting time for teacher to prep their data
		➔ Collect qualitative data from teachers
		➔ Collect class data samples and teacher reflections

➔ Homework Hotline		

Math Student SubGroup Performance

	Do I know where I am?								
Data Set	**Results By Subgroup**								
	African American	**American Indian**	**Hispanic**	**White**	**Filipino**	**SWD**	**SED**	**Overall EL**	**Current EL**
Math SBAC 16/17	41.2 Points Below Standard	15.8 Points Below Standard	28.7 Points Below Standard	7.1 Points Below Standard	8.9 Points Above Standard	60.6 Points Below Standard	29.2 Points Below Standard	41.2 Points Below Standard	115.1 Points Below Standard
	Increased 9.6 Points 43 students	Maintained +0.9 Points 43 students	Maintained -1 Points 428 students	Maintained -2.6 Points 88 Students	Declined 16.5 Points 33 Students	Increased 3.2 Points 54 Students	Maintained -2.7 Points 492 Students	Declined 11.6 Points 99 Students	Declined 48.2 Points 22 Students
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	Declined 10.6 Points 42 Students	Declined 4.1 Points 34 Students	Maintained 2.4 Points 440 Students	Declined 5.6 Points 91 Students	Increased 15.6 Points 33 Students	Increased 12 Points 61 Students	Maintained -0.1 Points 454 Students	Maintained +1.3 Points 102 Students	Maintained -1.5 Points 18 Students
Math SBAC 18/19	56.9 Points Below Standard	31.1 Points Below Standard	31.8 Points Below Standard	13.2 Points Below Standard	21.8 Points Above Standard	70.7 Points Below Standard	38.2 Points Below Standard	45.1 Points Below Standard	110.1 Points Below Standard
	Declined 5.1 Points 40 Students	Declined 11.1 Points 29 Students	Declined 5.5 Points 432 Students	Maintained -0.5 Points 88 Students	Maintained -2.8 Points 28 Students	Declined 17.2 Points 46 Students	Declined 8.8 Points 393 Students	Declined 3.7 Points 86 Students	Increased 6.5 Points 23 Students

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

Math iReady W-19/20	65% Not on Grade Level	57% Not on Grade Level	66% Not on Grade Level	58% Not on Grade Level	32% Not on Grade Level	83% Not on Grade Level	67% Not on Grade Level		91% Not on Grade Level
Math iReady W-20/21	69% Not on Grade Level	68% Not on Grade Level	62% Not on Grade Level	60% Not on Grade Level	43% Not on Grade Level	87% Not on Grade Level	65% Not on Grade Level		73% Not on Grade Level

Confirms Math SubGroup Why

SPSA Year and Subgroup Focus	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?
2020-2021 EL Students	There was a slight increase of students on grade level in 2018 and a decrease of 5.2 in 2019	➔ Inconsistent implementation of new curriculum ➔ Teachers are inconsistent in using integrated EL instructional strategies
2020-2021 SWD	There was a slight increase of students on grade level in 2018. In 2019, there was a decrease of 8.8 points.	➔ Teachers struggling with differentiation ➔ Lack of teacher understanding around instructional strategies that support specific types of disabilities ➔ SWD teacher Transition/New intern teacher ➔ Large RSP Caseload ➔ Increasing number of students qualifying for Special Education Services
2021-2022 Current EL Students	➔ Decreased the percentage of students not on grade level by 5%	➔ Literacy Heavy Curriculum ➔ Lack of opportunities for repetition ➔ Large quantities of information to process to solve a problem
2021-2022 African American Students		➔ Literacy Heavy Curriculum ➔ Lack of interest to the curriculum/not relatable/engaging ➔ Priority enrollment in after school tutoring ➔ Lack of relationships between staff and families
2021-2022 Students with Disabilities		➔ Literacy Heavy Curriculum ➔ Lack of opportunities for repetition ➔ Large quantities of information to process to solve a problem ➔ Lack of understanding about specific learning disabilities and academic strategies

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

Confirms Math SubGroup How and What

SPSA Year and Subgroup Focus	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021 EL Students SWD	➔ Grow Summer School Program to include enrichment activities ➔ After School Tutoring targeting specific students' needs. ◆ Focus on Reading K-3 ➔ Systematic reflection around student data and equity ➔ Systematic monitoring of EL and SWD populations ➔ Instructional walkthroughs ➔ Align new curriculum with previously identified priority standards ➔ MTSS Tier 2 pull out groups with data monitoring focused on priority standards ➔ Allocate adequate funding to support MTSS implementation, Professional Learning, and additional staff as needed ➔ Increase access to school psychologist to participate in CARE Meetings ➔ Fully Implemented STEM enrichment that requires students to apply their Math learning to real work problem solving ➔ Systematic Monitoring of Math progress for EL Students	➔ Allocate additional funds for Summer School teachers and supplies ➔ Provide preference to subgroups ➔ Equity Training, Focus Student Reflections during Academic Conferences ➔ Monthly EL Meetings ➔ Paid After School Collaboration with RSP Teacher ➔ Send Teachers to UnboundED Conference ➔ Provide a skilled sub for Tier 2 and tighten requirements, establish data requirements ➔ Conferences/Training on Reading and utilizing Supports for students ➔ Streamline the CARE, SST Process, ensure data for parent communication of concerns, SST focused on progress concerns ➔ Tighten expectations for STEM curriculum ➔ Establish a process that is not "extra work" for teachers	➔ Ensure funding in school plan ➔ Admin Directed Tutoring List ➔ Classroom walkthroughs during designated MTSS time, update academic conference procedures ➔ Ensure funding and notify individuals ➔ Monitor and support collaboration ➔ Re-evaluate CARE form, update as needed, training for counselors and teachers, monitor the forms being submitted ➔ Provide clear expectations at BOY and monitor **Involve more stakeholders in next years DMM and SPSA**

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

2021-2022 Current English Learners	→ Scaffolding techniques, how to
	→ Lower affective filter (Growth Mindset)
	→ Group or partner work
	→ Small group instruction
		→ Professional development on scaffolding learning in math
		  ◆ Develop a plan before the school starts
		→ Professional development on growth mindset
		  ◆ Grading practices that support growth mindset
		  ◆ Phrases that support growth mindset
		  ◆ Awards
		→ Classroom observations during math time
		  ◆ Low inference notes
		  ◆ Instructional Coaching
			→ Document professional development
			  ◆ Observe classrooms for utilization of strategies learned
			→ Review and update grading policies
			→ Review and update awards
			→ Document observations to strategically plan professional development

	→ Tier 2 Pull out and tutoring w/ Math emphasis	→ Monitor students' progress towards mastery of essential skills
		→ Provide priority of enrollment
			→ Use the list to monitor student progress
			  ◆ Document Interventions
			  ◆ Document growth at regular intervals
			→ Pre- and Post- Assessments for both during and after school
			→ Reflect on Impact at Academic Conferences

	→ Consistency Across Grade Levels → Streamline grade level standards with assessments	→ Utilize the same instructional strategies and academic language across grade levels → Ensure assessments are aligned to the standards being taught → Classroom observations	→ Qualitative data from classroom observations

2021-2022 African American Students	→ Scaffolding techniques, how to
	→ Small Group Instruction
	→ Explicit instruction on the text in curriculum and tests
		→ Professional development on scaffolding learning in math and teaching the language of math
		  ◆ Develop a plan before the school starts
		→ Classroom observations during math time
		  ◆ Low inference notes
		  ◆ Instructional Coaching
			→ Document professional development
			  ◆ Observe classrooms for utilization of strategies learned
			→ Document observations to strategically plan professional development

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

	➔ Tier 2 Pull out and tutoring w/ Math emphasis	➔ Monitor students' progress towards mastery of essential skills
		➔ Provide priority of enrollment
			➔ Use the list to monitor student progress
			   ◆ Document Interventions
			   ◆ Document growth at regular intervals
			➔ Pre- and Post- Assessments for both during and after school
			➔ Reflect on Impact at Academic Conferences

	➔ Parent Communication and relationship building	➔ Actively invite parents to school events	➔ Document outreach efforts ➔ Document parent participation

	➔ Extracurricular Instruction
	   ◆ Prodigy Chess Club Etc.
	➔ Ability to supplement curriculum
		➔ Recruit teachers and other staff to run extracurricular options for students
		➔ Provide resources for the clubs,
		   ◆ Ie: chess boards, checker boards, etc
			➔ Classroom observations
			➔ Participate in competitions

2021-2022 Students with Disabilities	➔ Use manipulatives
	➔ Scaffolding techniques
		➔ Professional development on scaffolding learning in math and teaching the language of math
		   ◆ Develop a plan before the school starts
		➔ Classroom observations during math time
		   ◆ Low inference notes
		   ◆ Instructional Coaching
			➔ Document professional development
			   ◆ Observe classrooms for utilization of strategies learned
			➔ Document observations to strategically plan professional development

	➔ Tier 2 Pull out and tutoring w/ Math emphasis	➔ Monitor students' progress towards mastery of essential skills
		➔ Provide priority of enrollment
			➔ Use the list to monitor student progress
			   ◆ Document Interventions
			   ◆ Document growth at regular intervals
			➔ Pre- and Post- Assessments for both during and after school
			➔ Reflect on Impact at Academic Conferences

	➔ Curriculum developed for their needs	➔ Research supplemental materials and tools ➔ Provide professional development on modifying instruction and curriculum to meet specific learning needs ➔ Collaboration on modifying instructional	➔ Document teachers participating in PD ➔ Qualitative data from collaboration and classroom observations ➔

		material	

School Climate Suspensions

Do I know where I am?				
SPSA Year	**Data Set**	**Results**	**Change Yr to Yr**	**Notes about the data**
2017-2018	2017 Dashboard Suspension Rate	8.3%		New Sup.
2018-2019	2018 Dashboard Suspension Rate	4.1%		Flood Prep and Potential STA Strike
2019-2020	2019 Dashboard Suspension Rate	1.9%	Decrease 4.2%	New Sup.New Admin
2020-2021	2020 Synergy Suspension Rate	4%		New Sup.
2021-2022	2021 Synergy Suspension Rate	0%, No students on Campus		Multiple New Sups. Full year closed due to COVID-19

Confirms Suspensions Why

SPSA Year	**Do I know the gap between where I am and where I want to be?**	**Do I know what's causing me to be where I am?**
2020-2021	Decrease suspension rate by 1.3%	➔ Due process support ➔ Student Incentives ➔ Student and Family engagement activities and Events ➔ Parent Communication ➔ Classroom Volunteers ➔ Cafeteria and recess supervision and procedures ➔ Noon Duty Training ➔ Relationship building

Commodore Stockton Skills' Continuous Improvement: Decision Making Model 2021-2022 School Year Planning

		➔ 2 full time counselors ➔ PLUS ➔ Both regular assistant principals out due to medical leave
2021-2022	➔ Decrease suspension rate by 1.3% from the 2019-2020 school year	➔ Same as above, except both Ap not out

Confirms Suspensions How and What

SPSA Year	Do I know what I need to do to get where I want to be?	Do I know what I need to to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021	➔ Professional Development on high quality classroom management ➔ Academic conferences ➔ Coaching and support with creating classroom routines and systems ➔ Student engagement strategies ➔ Increased understanding of rigor ➔ Noon duty supervision training ➔	➔ Admin observations and student data ➔ Teachers set individualized professional goals and action plans to improve classroom management ➔ Fully implemented STEM enrichment that requires students to apply their learning to real world problem solving	➔ Monitor student discipline data ◆ Make adjustments based on discipline data ➔ Classroom Observations to collect and share data ➔ Common area observations to collect data and make systems to improve ➔ Hold teachers and other staff accountable for maintaining systems currently in place ➔ Recruit parents to support middle school events ➔ Maintain a list of volunteers for events

2021-2022	➔ Professional Development on high quality classroom management
	➔ Academic conferences
	➔ Coaching and support with creating classroom routines and systems
	➔ Student engagement strategies
	➔ Increased understanding of rigor
	➔ Noon duty supervision training
	➔ SST Interventions for Behaviors
	  ◆ Play Room
		➔ Admin observations and student data
		➔ Teachers set individualized professional goals and action plans to improve classroom management
		➔ Fully implemented STEM enrichment that requires students to apply their learning to real world problem solving
			➔ Monitor student discipline data
			  ◆ Make adjustments based on discipline data
			➔ Classroom Observations to collect and share data
			➔ Common area observations to collect data and make systems to improve
			➔ Hold teachers and other

	➔ Differentiate Instruction ➔ Friday Lunch Gameroom		staff accountable for maintaining systems currently in place ➔ Recruit parents to support middle school events ➔ Maintain a list of volunteers for events

Climate SubGroup Performance

Do I know where I am?				
SPSA Year	**Data Set**	**Results**	**Change Yr to Yr**	**Notes about the data**
2019-2020	2019 Synergy Data	7th Grade MS Students 12 unduplicated suspensions - 33% 8th Grade MS Students 16 unduplicated suspensions - 26% Middle School Total: 28 - 59% of all unduplicated suspensions		Change in Admin
2020-2021	2020 Synergy Data	7th Grade MS Students 17 unduplicated suspensions - 41% Middle School Total - 68%	Increased 5	Both APs out part of the year for medical leave
2021-2022	No new data available			

Confirms Suspensions SubGroup Why

SPSA Year	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?
2020-2021	Decrease suspension rate by 1.3%	➔ Due process support ➔ Student Incentives

		➔ Student and Family engagement activities and Events ➔ Parent Communication ➔ Classroom Volunteers ➔ Cafeteria and recess supervision and procedures ➔ Noon Duty Training ➔ Relationship building ➔ 2 full time counselors ➔ PLUS ➔ Both regular assistant principals out due to medical leave ➔ Teacher Class suspensions ➔ Lack of consistency between teachers
2021-2022	➔ Decrease MS proportion of unduplicated suspension rate by 10% from the 2019-2020 school year	➔ Same as above

Confirms Suspensions SubGroup How and What

SPSA Year	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021	➔ PBIS Middle School sub-committee ➔ Increase middle school supervision ➔ Evaluate and improve current middle school systems ➔ Increase middle school parent involvement ➔ Increase middle school parent communication ➔ Create teacher and parent handbook ➔ Systematic monitoring of student behavior focusing initially on middle school, then expanding to other grades ➔ Incentive activities for behavior ➔ Clarify process to help middle school teachers understand when to refer students ➔ Increase access to mental health clinician ➔ Create a Teacher and Parent Handbook ➔ Change middle school teacher mindsets	➔ Admin observations and student data ➔ Teachers set individualized professional goals and action plans to improve classroom management ➔ Professional Development	➔ Monitor student discipline data ◆ Make adjustments based on discipline data ➔ Classroom Observations to collect and share data ➔ Common area observations to collect data and make systems to improve ➔ Hold teachers and other staff accountable for maintaining systems currently in place ➔ Recruit parents to support middle school events ➔ Maintain a list of volunteers for events

	around students expectations		

2021-2022	→ Check-in/Check-out system
	  ◆ Classified support
	  ◆ Counselors providing training
	→ Recovery Break in another classroom
	  ◆ Space to decompress
	→ Increase access to mental health clinician
		→ Recruit staff members to check in with students (Caseload)
		→ Train the staff on relationship building and student goal setting
		→ Recruit positive peer role models
		→ Restorative circles to promote relationship building amongst students' peers and teachers
		→ Identify students in need
			→ Document check ins
			→ Document and track student goals
			→ Reflect on student caseload academic and behavioral growth

	→ Identify classrooms that behaviors are happening in
	  ◆ Provide support and targeted training for those teachers
		→ Classroom observations
		→ Data dives with teacher around behavior
		  ◆ Provide differentiated PD based on observations and data	

	→ Trauma Informed Learning ◆ Angela Byers	→ Provide PD on trauma informed learning to support students Social Emotional Learning → Potentially a book study group	→ Schedule the training during a staff meeting day → Document teachers who participate
	→ Change middle school teacher mindsets around students expectations → Clarify process to help middle school teachers understand when to refer students → No Go List for events → Increase middle school supervision → Evaluate and improve current middle school systems → Increase middle school parent involvement → Increase middle school parent communication	→ Individual data walks with teachers → Professional development targeted towards specific teachers' needs → Maintain a no-go list for middle school events with clear consistent expectations → Increased supervision during middle school events → Classroom and common area observations → Actively involve middle school parents → Create clear expectations around middle school communication standards →	→ Qualitative observation data → Monitor nogo lists → Include in weekly admin meeting conversations → Monitor students through the CARE meetings → Document data → Share data at staff meetings and academic conferences

	→ Systematic monitoring of student behavior focusing initially on middle school, then expanding to other grades	→ Set goals with students anch check-in regularly to evaluate their progress
		→ Monitor students academics and behavior
		  ◆ Include students in check-in system if
		    ● students are performing below expectations
			→ Monitor students through the CARE meetings

		• Behavior suddenly changes • Behavior becomes a concern ◆ Regular communication with families of students in the check-in system	
	➔ Game Room at lunch ➔ Incentive activities for behavior	➔ Create a positive engaging lunch environment as an incentive for the check-in system ➔ Survey students on what they would like to have in the game room ➔ Support staff to monitor students ➔ Additional incentives at lunch such as basketball competitions, soccer competitions, relay races, etc.	➔ Document student participation ➔ COmmunicate with families about students' participation ➔ Monitor behavior data for increases in negative behavior ◆ Look for and address trends

School Climate Attendance

Do I know where I am?				
SPSA Year	Data Set	Results	Change Yr to Yr	Notes about the data
2018-2019	2017 Dashboard Attendance Rate	6.3% of all students were chronically absent		Flood Prep and Potential STA Strike
2019-2020	2018 Dashboard Attendance Rate	7.4% of all students were chronically absent		New Sup.New Admin
2020-2021	2019 Dashboard Attendance Rate	7.7%		New Sup.
2021-2022	2021 Synergy Suspension Rate	No students on Campus		Multiple New Sups. Full year closed due to COVID-19

Confirms Attendance Why

SPSA Year	Do I know the gap between where I am and where I want	Do I know what's causing me to be where I am?

	to be?	
2020-2021	Decrease chronically absent rate by 1.3%	➔ Lack of bussing ➔ Morning Traffic ➔ Sibling drop off ➔ Lack of consequences for parents/Students ➔ Families leave on vacations out of country or area ➔ Incentives & Competitions ➔ Parent contact by office staff and teachers ➔ Bullying ➔ Increase in SWD ➔ Increase in overflow students from other sites ➔ Families chronically absent every year ➔ Declining application
2021-2022	➔ Decrease chronically absent rate by 1.3% from the 2019-2020 school year	➔ Same as above, except both Ap not out. ➔ Distant Learning

Confirms Attendance How and What

SPSA Year	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021	➔ Systematic response at the school level for absenteeism ➔ Reach out to parents of students before they are classified as "Chronically Absent" ➔ Clarify attendance procedures with admin ➔ Address any underlying issues ei., bullying, academic struggles ➔ Absenteeism addressed at IEP and SST meetings ➔ Individualized incentives for chronically absent students ➔ Collaborate with CWA ➔ Counselor check-ins ➔ SWD goal setting with service provider ➔ Attendance information and data	➔ Systematic monitoring of student attendance through mid-year reports ➔ Meet with parents to establish goals and monitor progress through SST and IEP meetings ➔ Fully Implemented STEM enrichment program ➔ Equity Training ➔ Ensure accurate recording of student absences ➔ Evaluate monthly trends in the data ➔ Build relationships with chronically absent students ➔ Create incentives to encourage attendance ➔	➔ Create systems for monitoring students ➔ Utilize CARE team process effectively

	discussed at IEP meetings ➔	➔	
2021-2022	➔ Implement Previous year plan	➔	➔

Climate Attendance SubGroup Performance

Do I know where I am?				
SPSA Year	Data Set	Results	Change Yr to Yr	Notes about the data
2019-2020	2019 Synergy Data	7th Grade MS Students 12 unduplicated suspensions - 33% 8th Grade MS Students 16 unduplicated suspensions - 26% Middle School Total: 28 - 59% of all unduplicated suspensions		Change in Admin
2020-2021	2020 Synergy Data	7th Grade MS Students 17 unduplicated suspensions - 41% Middle School Total - 68%	Increased 5	Both APs out part of the year for medical leave
2021-2022	No new data available			

Confirms Attendance SubGroup Why

SPSA Year	Do I know the gap between where I am and where I want to be?	Do I know what's causing me to be where I am?
2020-2021		➔ Due Process ➔ Incentives ➔ Student and Family Engagement Activities ➔ Parent Communication

		➔ Parent Classroom Volunteers ➔ Cafeteria and recess procedures ➔ Noon Duty training ➔ Relationship building ➔ 2 full time counselors ➔ 3 teachers attended PD on classroom management ➔ PLUS ➔ Both Assistant Principals out for medical leave, substitutes
2021-2022	➔	➔ Distance Learning

Confirms Attendance SubGroup How and What

SPSA Year	Do I know what I need to do to get where I want to be?	Do I know what I need to do to assure that what I do works?	Do I know what I need to do to confirm what I do works?
2020-2021	➔ PBIS Middle School sub-committee ➔ Increase middle school supervision ➔ Evaluate and improve current middle school systems ➔ Increase middle school parent involvement ➔ Increase middle school parent communication ➔ Increase student access to mental health clinician ➔ Create Teacher and Parent Handbook	➔ Systematic monitoring of student attendance through mid-year reports ➔ Meet with parents to establish goals and monitor progress through SST and IEP meetings ➔ Fully Implemented STEM enrichment program ➔ Equity Training ➔ Ensure accurate recording of student absences ➔ Evaluate monthly trends in the data ➔ Build relationships with chronically absent students ➔ Create incentives to encourage attendance	➔ Create systems for monitoring students ➔ Utilize CARE team process effectively
2021-2022 Parents	➔ Training modules to get tickets for something ➔ Students earn awards for parent participation		

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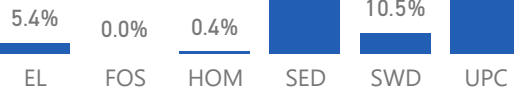| 2021-2022	→ Professional Development on high quality classroom management → Academic conferences → Coaching and support with creating classroom routines and systems	→ Strategically Select teachers to participate in the professional development → Include discipline data with academic conferences and academic data → Strategically select teachers for coaching → Highlight successful classroom routines	→ Monitor discipline data for improvements → Classroom observations focused on strategies learned at professional development → Classroom observations to highlight teachers → Ensure staff meeting time to highlight teachers
	→ SST Interventions for Behaviors ◆ Play Room → Friday Lunch Gameroom	→ Create a menu of options to provide for strategies of intervention → Collect quantitative data before during and after interventions → Target students in need through the SST process	→ Ensure proper documentation of student progress and interventions → Reflect on commonly used interventions and their outcomes
	→ Differentiate Instruction → Student engagement strategies → Increased understanding of rigor	→ Provide support to teachers with differentiation strategies → Ensure STEM is being taught to all students to increase engagement → Continue conversations of rigor and depth of knowledge	→ Require PD and allot staff meeting time for PD → Classroom observation during STEM time → Classroom observations about rigor by both admin and teachers
	→ Noon duty supervision training	→ Follow up after trainings → Common area observations for improvement → Additional paid time to meet with noon duties	→ Measure growth through observations

Progress

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1
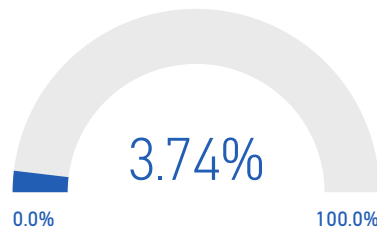
January

1028
Enrollment

- EL: 5.4%
- FOS: 0.0%
- HOM: 0.4%
- SED: 58.5%
- SWD: 10.5%
- UPC: 60.1%

December

CWA

8
Parent Outreach

Engagement

3.74%
0.0% — 100.0%

Chronic Absenteeism

Academics

Winter

Participation	Participation	Participation
99%	**100%**	**(Blank)**
ELA: K-11	Math: K-8	MDTP-Fall
On-Track	On-Track	Nearly + Ready
53%	**40%**	**(Blank)**
Percent	Percent	Percent-Fall

High School: No Credits Earned

English Learners

ELPAC IA	ELPAC IA
85%	**17**
Percent GL Tested	Total Tested

Reclassification

10

RFEP ● Eligible

Curriculum:
Tests Administered Through January

Benchmark	Ready Class
2507	**4077**
Total Test Count	Total Test Count

Saavas

447
Total Test Count

School Climate
Plus Survey

15.5%
84.5%
At my school, there is a teacher or other adult who really cares about me.

18.5%
81.5%
I feel like I am part of this school.

Enrollment

school search
Skills Elementary

Month
All

Student G...
All

2020-2021

Change: All Enrollment
(current-previous month)

-3 ↓

Dec-Jan change

01-Aug	06-Jan
1068 Enrollment	1025 Enrollment

02-Sep
1037
Enrollment

03-Oct
1038
Enrollment

04-Nov
1035
Enrollment

05-Dec
1028
Enrollment

SUSD RA v1.1

Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on displiay, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; Frequency: Reports are updated monthly; Updated: 01-06-2021

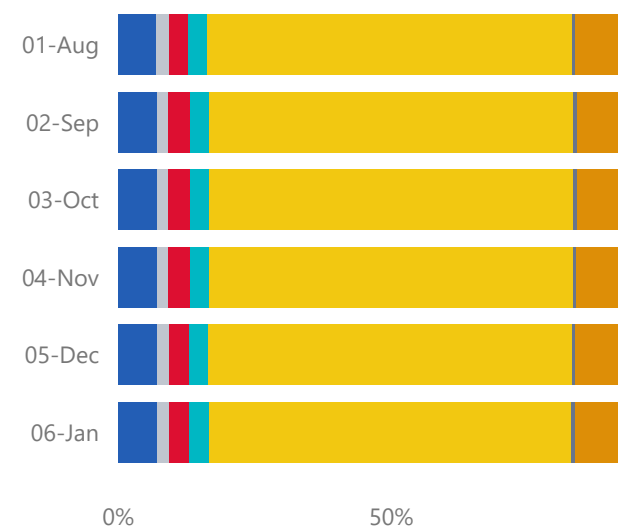### Grade Level: Student Count
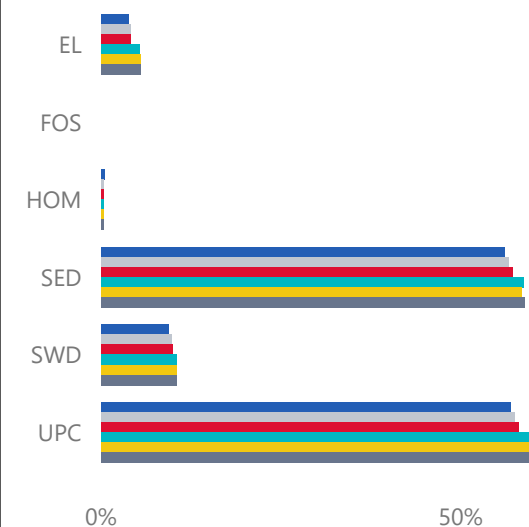
Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec ●06-Jan
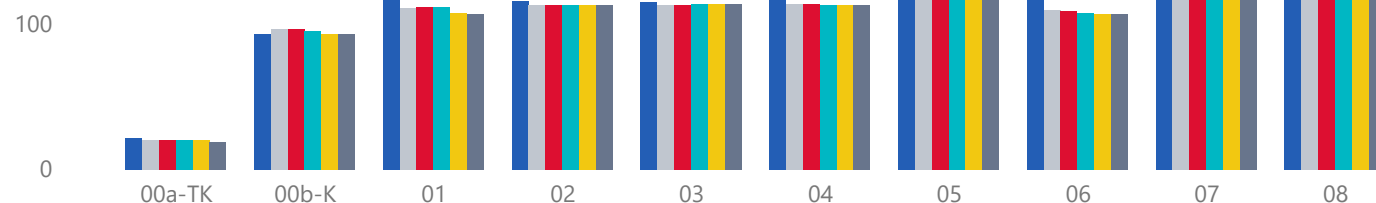
Race/Ethnicity: Percent

Student Group ●AA ●AI ●AS ●FI ●HI ●PI ●WH

Student Groups: Percent

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ▶

Engagement

2020-2021

Connections

Rate Change: Chronic Abs

0

Nov - Dec change

01-Aug	01-Aug
3.56% Rate	**37** Count

02-Sep	02-Sep
2.98% Rate	**31** Count

03-Oct	03-Oct
2.50% Rate	**26** Count

04-Nov	04-Nov
3.45% Rate	**36** Count

05-Dec	05-Dec
3.74% Rate	**39** Count

SUSD RA v1.1

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2**: student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on displiay, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

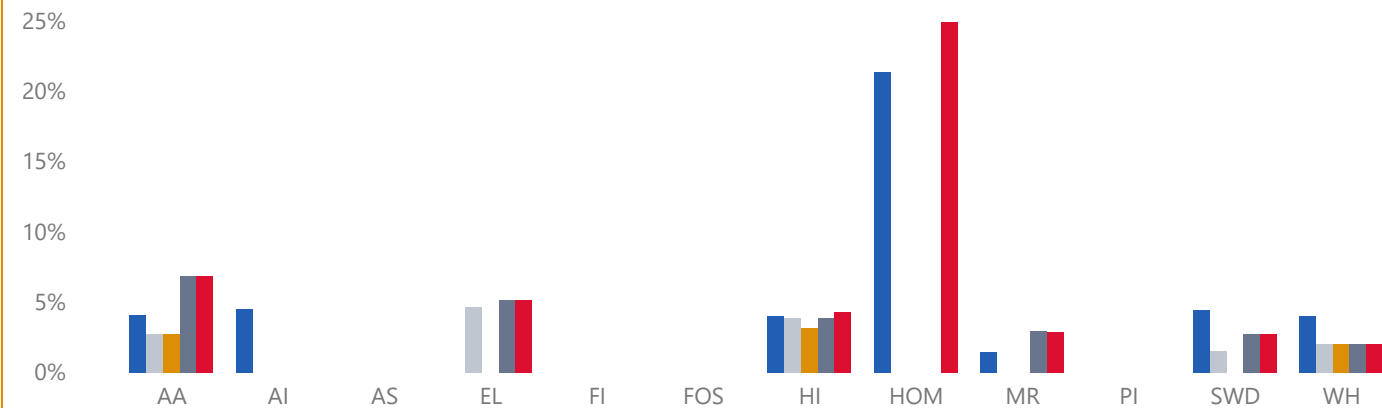### Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec
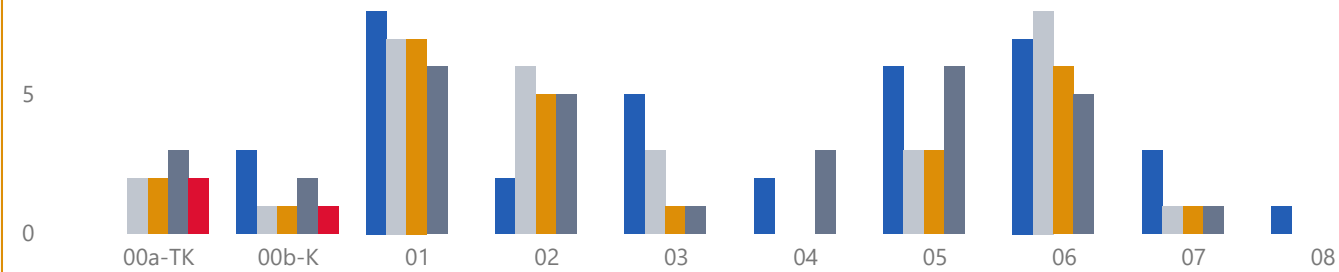
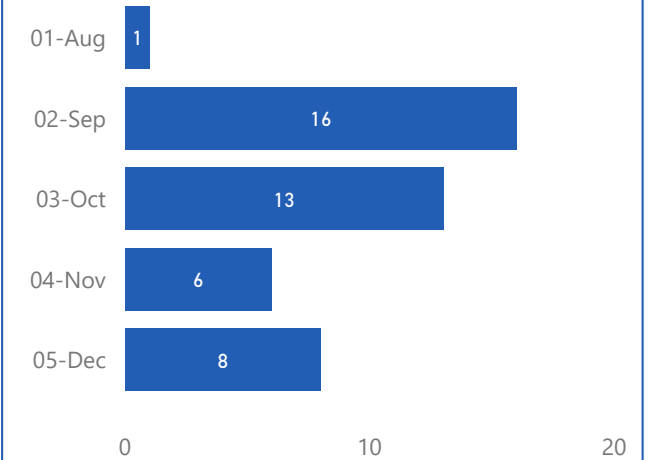### Chronic Absenteeism: Student Group

Month ●01-Aug ●02-Sep ●03-Oct ●04-Nov ●05-Dec

CWA Connections

SubCategory ●Parent Outreach ●Tier 2

01-Aug	1
02-Sep	16
03-Oct	13
04-Nov	6
05-Dec	8

0   10   20

counselors : coming soon!

iReady

Participation

96% Fall	99% Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's intterim/diagnostic assessments:

* iReady (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. On-Track for Grade Level: percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. Two or More Years Below: (2 + Below) percent of students who are 2 or more years below grade level.

3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track
- 53% Fall
- 53% Winter
- Spring

2+ Below
- 29% Fall
- 23% Winter
- Spring

No Gro...
- 36% All
- 28% Winter
- Spring

iReady Percent On-Track

Diagnostic: ● 01-Fall ● 02-Winter

	00	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall	87%	51%	49%	45%	44%	42%	56%	54%	52%	53%	61%	53%	68%	32%	71%	49%	63%	29%	49%	47%		56%
02-Winter	76%	41%	41%	50%	42%	49%	60%	60%	63%	51%	47%	53%	69%	40%	69%	51%	58%	29%	54%	50%	27%	56%

iReady Percent Two or More Years Below Grade Level

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall		16%	35%	25%	55%	40%	40%	46%	30%	22%	29%	13%	54%		32%	19%	57%	40%	29%	49%	31%
02-Winter		21%	21%	26%	45%	27%	33%	36%	24%	42%	23%	18%	40%	22%	23%	22%	43%	32%	26%	51%	20%

iReady Percent No Growth (since Winter 2019)

Diagnostic: ● 01-Fall ● 02-Winter

	01	02	03	04	05	06	07	08	AA	AI	ALL	AS	EL	FI	HI	MR	PI	SBAC	SED	SWD	WH
01-Fall			43%	41%	47%	39%	47%	60%	40%	24%	36%	19%	22%	38%	37%	38%	57%	46%	39%	41%	35%
02-Winter			30%	31%	39%	29%	38%	44%	35%	47%	28%	17%	22%	35%	27%	25%	29%	35%	30%	35%	24%

F-W Growth | F-S Growth
55% All

iReady F-W Typical Growth

00	51%
01	50%
02	53%
03	59%
04	49%
05	57%
06	56%
07	59%
08	62%
AA	52%
AI	44%
ALL	55%
AS	51%
EL	57%
FI	47%
HI	56%
MR	46%
PI	86%
SBAC	57%
SED	54%
SWD	49%
WH	61%

Curriculum

Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* Total Test Count: Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* Average Test Administered: Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* Progress/Proficiency: achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.
* 30 minutes: percent of students averaging 30 minutes per subject per week
* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; Updated: November 2020

January 2021
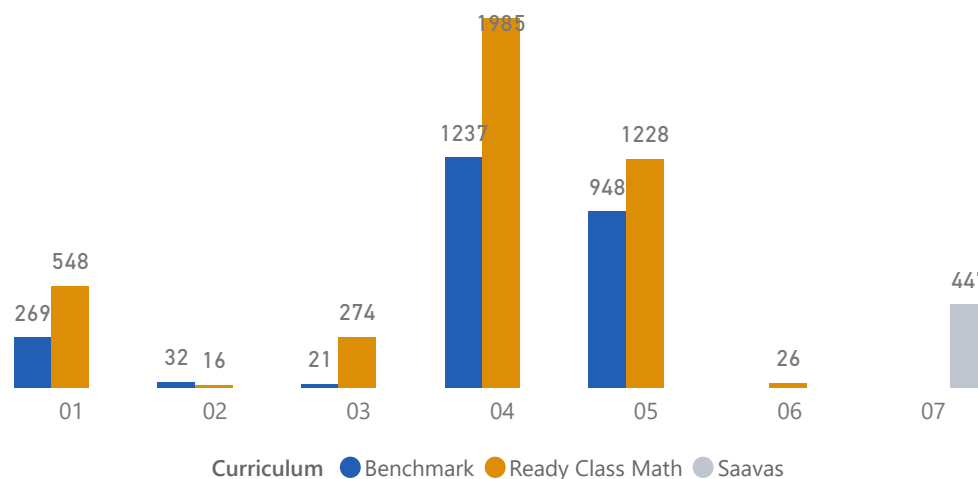### Curriculum Assessments

Ready Class	Saavas	Benchmark
4077	447	2507
Total Test Count	Total Test Count	Total Test Count

Curriculum: Test Count

Grade	Benchmark	Ready Class Math	Saavas
01	269	548	
02	32	16	
03	21	274	
04	1237	1985	
05	948	1228	
06		26	
07			447

Curriculum ● Benchmark ● Ready Class Math ● Saavas

Curriculum: Average Test Count

Grade	Benchmark	Ready Class Math	Saavas
01	3	7	
02	2	3	
03	1	9	
04	11	26	
05	8	15	
06		3	
07			4

Curriculum ● Benchmark ● Ready Class Math ● Saavas
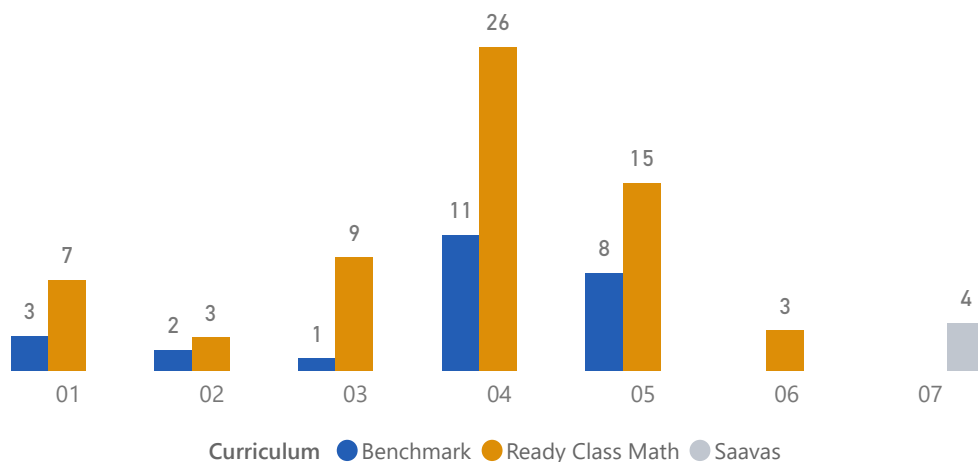
Online Instruction: 30+ minutes

	Sequence 1	Sequence 2	Sequence 3
Math	43.7%	36.0%	37.2%
ELA	25.7%	30.3%	29.5%
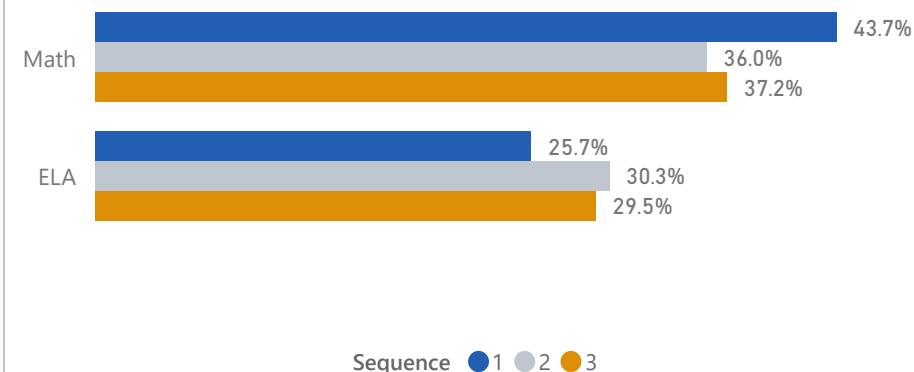
Sequence ●1 ●2 ●3

Online Instruction: Passed Lessons 70%+

	Sequence 1	Sequence 2	Sequence 3
Math	83.0%	83.0%	83.0%
ELA	74.0%	73.0%	73.0%
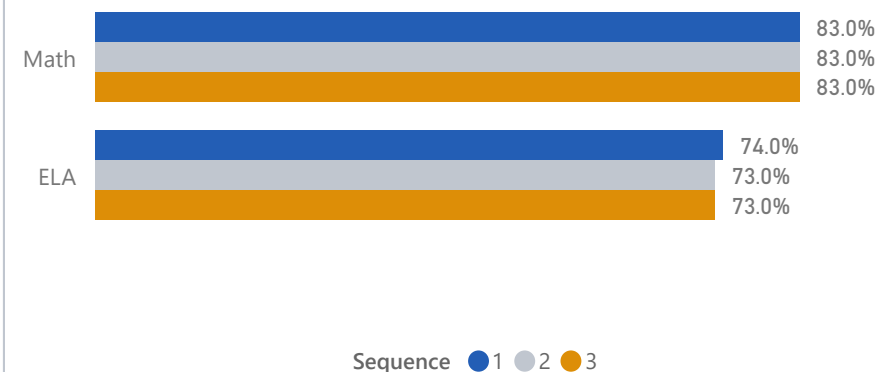
Sequence ●1 ●2 ●3

Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

SUSD RA v1.1

ELs & RFEPs

2020-2021

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* IA ELPAC: THe Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:
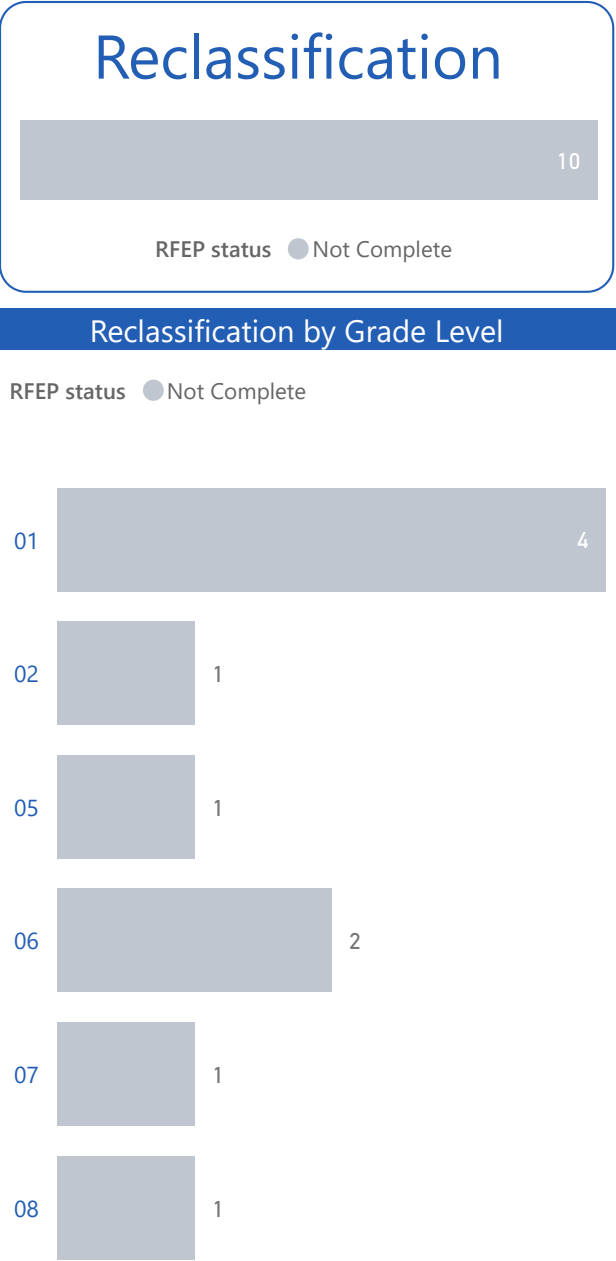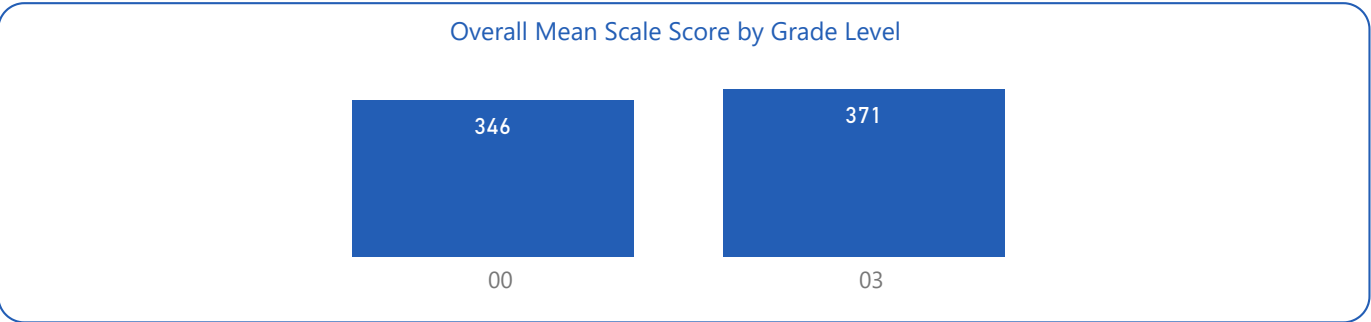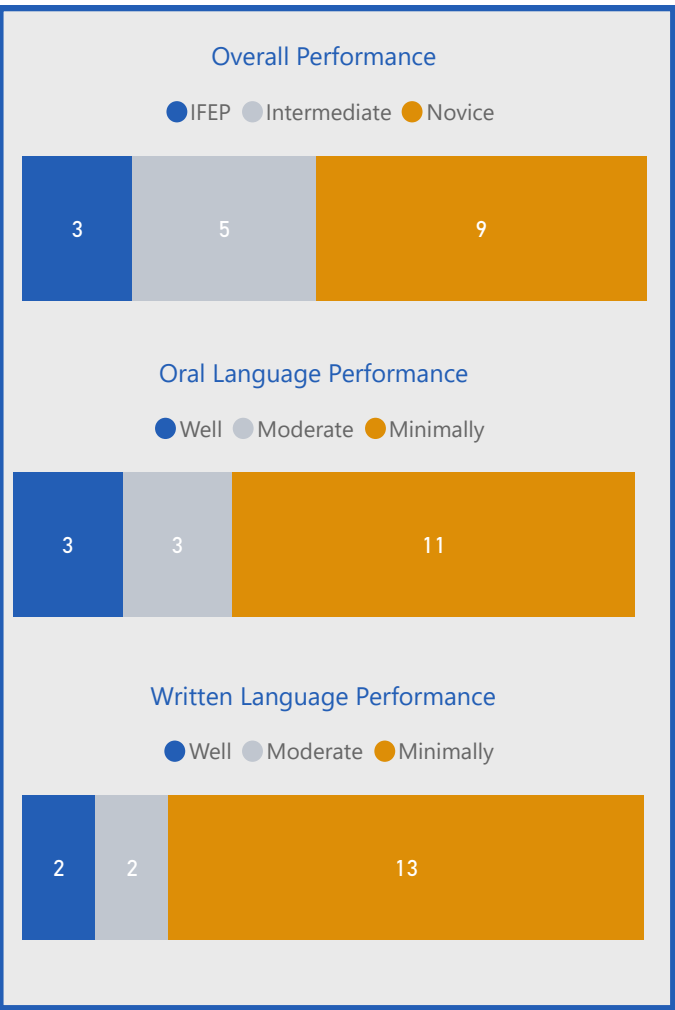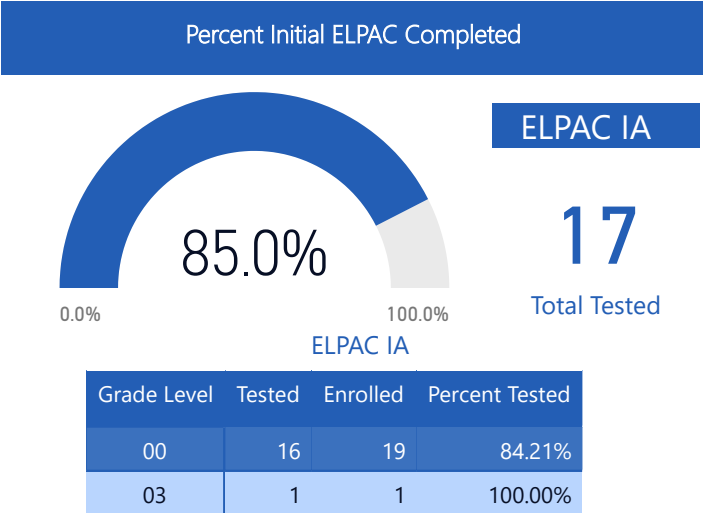
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and Novice English Learner.
Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* RFEP Eligibile: Count of all English Learners eligble for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:
1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

Percent Initial ELPAC Completed

ELPAC IA

85.0%

0.0%   100.0%

ELPAC IA

17
Total Tested

Grade Level	Tested	Enrolled	Percent Tested
00	16	19	84.21%
03	1	1	100.00%

Overall Performance

● IFEP ● Intermediate ● Novice

3	5	9

Oral Language Performance

● Well ● Moderate ● Minimally

3	3	11

Written Language Performance

● Well ● Moderate ● Minimally

2	2	13

Overall Mean Scale Score by Grade Level

346	371
00	03

Reclassification

10

RFEP status ● Not Complete

Reclassification by Grade Level

RFEP status ● Not Complete

01	4
02	1
05	1
06	2
07	1
08	1

SUSD RA v1.1
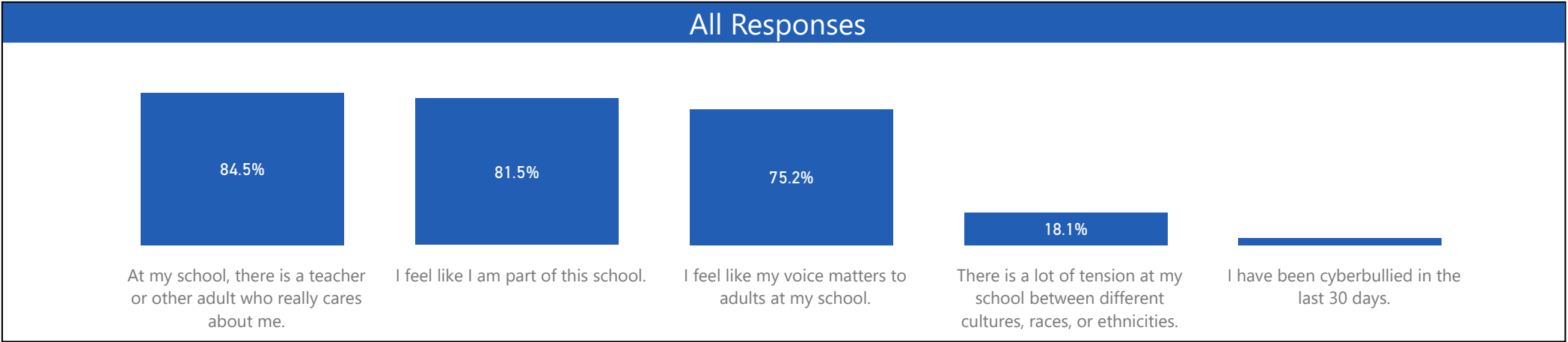
School Climate

2020-2021

Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.
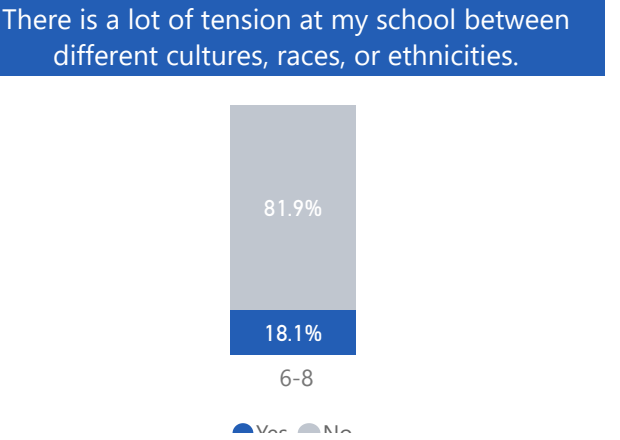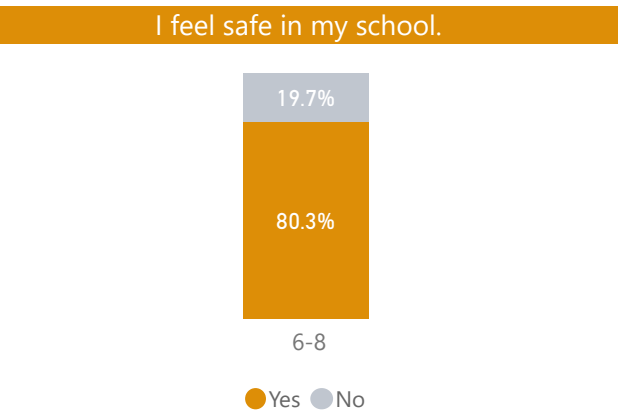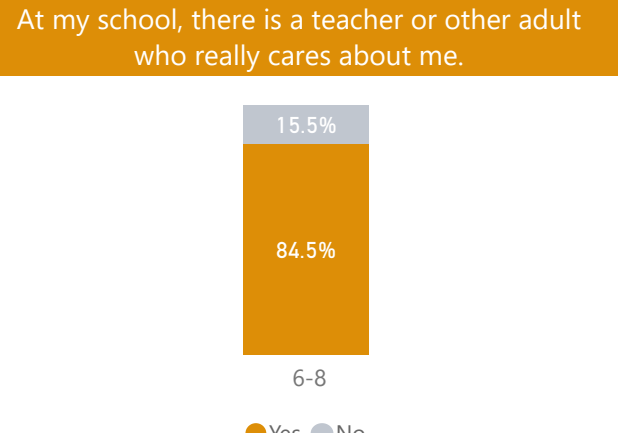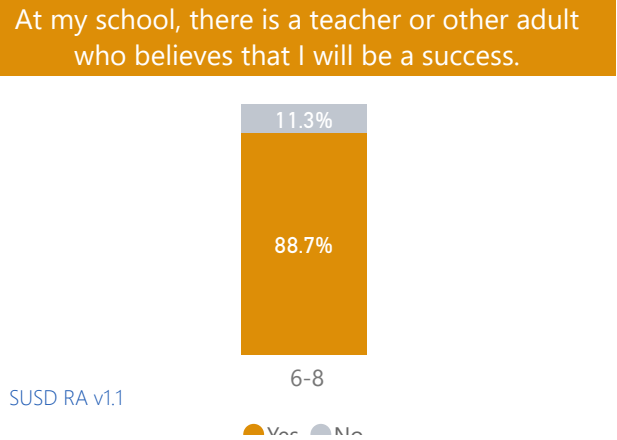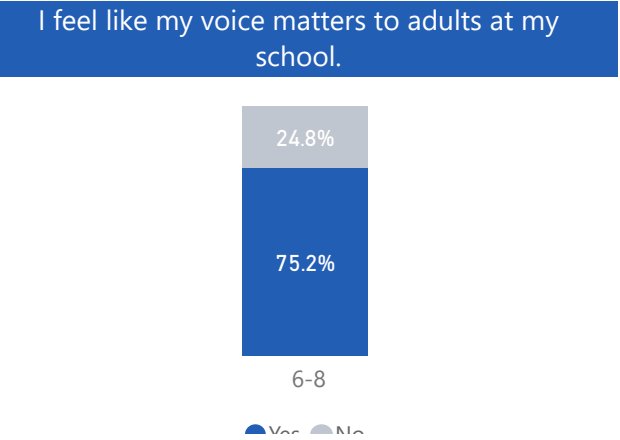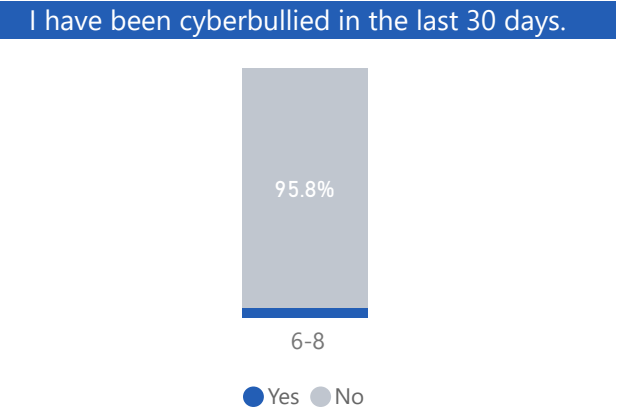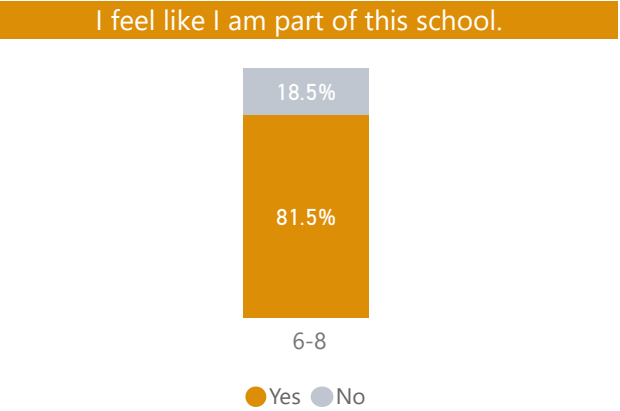
Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); Updated: Fall 2020

All Responses

84.5%	81.5%	75.2%	18.1%	
At my school, there is a teacher or other adult who really cares about me.	I feel like I am part of this school.	I feel like my voice matters to adults at my school.	There is a lot of tension at my school between different cultures, races, or ethnicities.	I have been cyberbullied in the last 30 days.

Count	Count	Count
(Bla...	**238**	**(Bla...**
Grade 4-5	Grades 6-8	Grades 9-12

I feel like I am part of this school.

18.5%
81.5%
6-8
● Yes ● No

I have been cyberbullied in the last 30 days.

95.8%
6-8
● Yes ● No

I feel like my voice matters to adults at my school.

24.8%
75.2%
6-8
● Yes ● No

At my school, there is a teacher or other adult who believes that I will be a success.

11.3%
88.7%
6-8
● Yes ● No

At my school, there is a teacher or other adult who really cares about me.

15.5%
84.5%
6-8
● Yes ● No

I feel safe in my school.

19.7%
80.3%
6-8
● Yes ● No

There is a lot of tension at my school between different cultures, races, or ethnicities.

81.9%
18.1%
6-8
● Yes ● No

SUSD RA v1.1

school search

Skills Elementary

GradePeriod

All

Grade Distribution and Term

Participation Fall	Near/Ready
(Blank)	**(Blank)**
Percent	All

MDTP: Fall Diagnostic

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:
* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)
* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.
* All: all credits attempted were earned
* Half: more than half of credits attemped were earned
* Less than half: less than half of credits atttempted were earned
* None: no attempted credits were earned

*MDTP (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as Near/Ready: Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; Source: Research; IS, Synergy
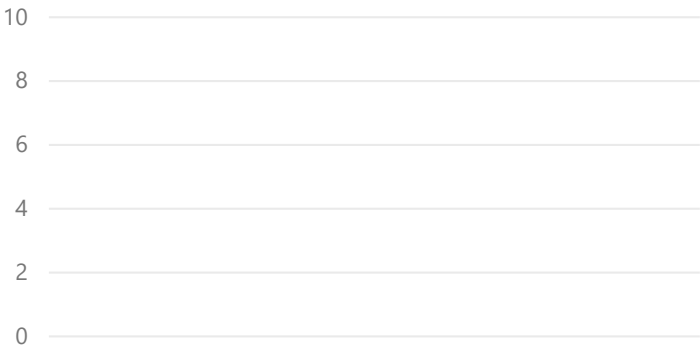Frequency: Reports are updated after at end of term,

Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)

10

8

6

4

2

0

Credits Earned (December)

10

8

6

4

2

0

SUSD RA v1.1

Reference and Updates
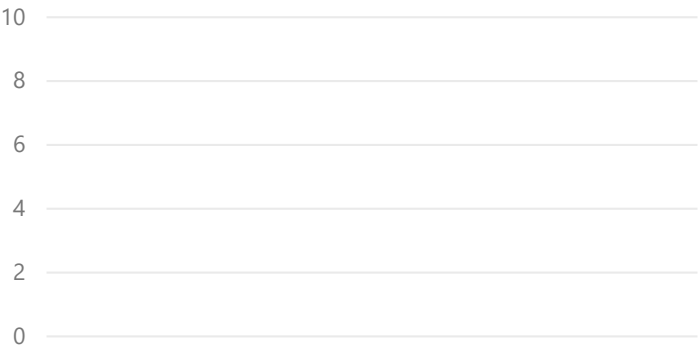
Report Log

* v1 01122021: preliminary review
* v1.1 01212021 administrators - published

**Feedback Suggestions Comments
Questions Ideas**
Share your thoughts with our team!

Report Content

Student Level Reports
* iReady (portal), Student Level (Illuminate)
* RFEP eligibility (Illuminate)
* ELPAC IA testing list
* Benchmark Universe
* MDTP
* Saavas (portal)

Acronyms

Student Groups

ALL – all students

AA – Black/African American

AI-American Indian/Native Alaskan

AS-Asian

FI-Filipino

HI-Hispanic

MR-Two or More

PI-Pacific Islander/Native Hawaiian

WH-White

EL-English Learner

FOS-Foster Youth

HOM-Homeless Youth

SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

iReady

school search: Skills Elementary

Subject: Math

2020-2021

Term: All

Student Group: All

Participation

99% Fall	100... Winter	Spring

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3. No Growth: (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

High School Data Currently Not Reported

SUSD RA v1.1

On Track

44% Fall	40% Winter	Spring

2+ Below

23% Fall	19% Winter	Spring

No Gro...

35% All	25% Winter	Spring

iReady Percent On-Track (Diagnostic: 01-Fall, 02-Winter)

iReady Percent Two or More Years Below Grade Level (Diagnostic: 01-Fall, 02-Winter)

iReady Percent No Growth (since Winter 2019) (Diagnostic: 01-Fall, 02-Winter)

F-W Growth / F-S Growth

51% All

iReady F-W Typical Growth

Group	Growth
00	57%
01	51%
02	50%
03	44%
04	46%
05	41%
06	55%
07	62%
08	56%
AA	44%
AI	50%
ALL	51%
AS	51%
EL	65%
FI	50%
HI	53%
MR	43%
PI	29%
SBAC	51%
SED	53%
SWD	46%
WH	50%

Recommendations and Assurances:

Site Name: **Commodore Stockton Skills School**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

   English Learner Parent Involvement Committee   **May 12, 2021**
                                                          Date of Meeting

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

   This SPSA was adopted by the SSC at a public meeting on **June 7, 2021**
                                                             Date of Meeting

Attested:

Clare Stubblefield   Clare Stubblefield   **June 7, 2021**

Typed Named of School Principal   Signature of School Principal   Date

Digitally signed by Clare Stubblefield
DN: cn=Clare Stubblefield, o, ou=Stockton Unified
School District,
email=cstubblefield@stocktonusd.net, c=US
Date: 2021.06.07 15:00:58 -07'00'