

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Committee

Date of Meeting

Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Commodore Stockton Skills Elementary	39686766098651	05/24/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Commodore Skills Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for Asian Americans and Students with Disabilities (SWD) student groups.

Description

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.

All Commodore Skills goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment.

Resource Inequities

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

Refer to the Comprehensive Needs Assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

California Healthy Kids Survey, ELAC Parent Needs Survey

Classroom Observations

The Leadership Team participated in 2 rounds of classroom walk-throughs looking for student engagement.

Analysis of Current Instructional Program

The process we used was a DMM.

School Site Council dates are:

November 14, 2022

January 23, 2023

March 27, 2023

April 17, 2023

Standards, Assessment, and Accountability

CAASP, iReady, CA Accountability Dashboard, CORE Screeners, CALPADS

Staffing and Professional Development

Staffing and Professional Development Summary

Highly Qualified Staff:

39 of our 44 teachers are fully credentialed. One teacher is an intern and is expected to be fully credentialed by May 2023.

Sufficiency of credentialed teachers:

89% of our teachers are credentialed

Teacher professional development:

Professional development during the 2022-2023 school year was inconsistent from previous years due to changing initiatives at the district level. Starting in 2015 Commodore began working towards becoming a PLC. We continue to implement components of PLC including mission/vision, MTSS, data analysis, common formative assessments, teacher collaboration, priority standard alignment and implementation of focus standards. Teachers meet as collaborative groups on collaboration days but the conversations need to be more focused on data and student achievement. We decided to revisit and enhance our PLCs and started with grade level's updating their meeting norms.

Our PD is geared to support our content standards. Teachers overwhelmingly felt that an area of weakness in the core reading programs was writing. Leadership met and discussed how this could be improved to prepare students to enter their new grade level with necessary writing skills. Thus, it was voted by teachers to adopt the Lucy Calkins Writing Program to support the core content in writing. Teachers continue to work to align writing standards with the program and are creating sample targets and benchmarks to fully implement the program. This endeavor is ongoing and has inconsistent use of this adopted curriculum across all grade levels.

We have had PD on Lucy Calkins Writing Program, Student Behavior Intervention and Discipline Matrix, SEL, science standards and curriculum, REMS, iReady assessment data, PLCs, Responding to Bullying, Equity, Accelerated Reader, Strengthening Student Relationships, grade level collaboration, writing and language standards, Special Education, PBIS.

Ongoing instructional assistance and support for teachers: One instructional coach was utilized this year, her primary focus has been supporting TK and Kinder in developing classroom routines and supporting long-term subs with curriculum. Our instructional coach often substituted for classes for absent teachers, thus was unable to implement a consistent coaching support for teachers.

This section has been reviewed.

Staffing and Professional Development Strengths

Commodore Stockton Skills School has been at full staffing capacity for the 2021/2022 school year. The staffing key positions:

- 89% of teachers are highly qualified and fully credentialed
- Two assistant principals
- 2 full time counselors
- 1 part time counselor
- Full time health care assistant
- Full time music teacher that supports Middle School and Elementary students
- 1.5 RSP teachers
- 2 campus security monitors

Extensive professional development has been provided to give teachers tools to support students with academics and mental well-being

- Lucy Calkins Writing
- Student Behavior Intervention and Discipline Matrix
- Social Emotional Learning
- Science Standards and Curriculum
- REMS
- i-Ready assessment Data
- Professional Learning Communities
- Responding to Bullying
- Equity
- Accelerated Reader
- Strengthening Student Relationships

- Grade Level Collaboration
- Writing and Language Standards
- Special Education
- PBIS
- This section has been updated

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1: Inconsistency of effective instruction in one of the TK classrooms. **Root Cause/Why:** Teacher left after the first day of school and we were unable to find a qualified teacher. We had several substitute teachers and some were more effective at teaching that grade level than others.

Needs Statement 2 (Prioritized): Inconsistency in professional development for staff at staff meetings. **Root Cause/Why:** Poor planning by administration. Need to plan in summer and set a schedule of PD for the school year.

Needs Statement 3 (Prioritized): PD needs to be streamlined and planned with goal progression **Root Cause/Why:** Too much reliance on in-house staff to provide mentioned PD and not outside consultants.

Needs Statement 4: 7th and 8th grade teachers do not collaborate about student achievement. **Root Cause/Why:** Lack of training on how to collaborate when you share students but don't teach the same subject.

Needs Statement 5: Implementation of Accelerated Reader varies by grade level, 1st-6th. **Root Cause/Why:** Lack of teacher training and teachers not making it apart of their instructional program.

Needs Statement 6 (Prioritized): Posting/recording/handbook of clear expectations for all common areas, general duties and staff expectations - training for Noon Duty Staff is needed to reinforce campus common area expectations, general duties and safety protocol. **Root Cause/Why:** Student misbehavior is happening in these common areas and proper practices are not known or being utilized in supervising or handling situations with students.

Needs Statement 7 (Prioritized): Teachers struggled with implementing Next Generation Science Standards. **Root Cause/Why:** Need more trainings for teachers and administrators. New teachers need training in PLTW, supplemental program.

Needs Statement 8 (Prioritized): Struggling with monitoring ELD program, standardized testing organization, distribution and maintenance of technology. Teachers do not have as much support in instructional assistance. **Root Cause/Why:** No Program Specialist hired. District needed to fill classroom vacancies before support staff were hired.

Needs Statement 9: Inconsistency of effective instruction in one of the kindergarten classrooms. **Root Cause/Why:** Teacher went out on leave in mid September. We had several substitute teachers and some were more effective at teaching that grade level than others.

Needs Statement 10 (Prioritized): Teachers struggling with the implementation of SIPPS and Heggerty, supplemental phonics for TK-3rd grades. **Root Cause/Why:** More training needed

Needs Statement 11 (Prioritized): Support is needed for Kinder classrooms due to increased number of students with disabilities, both diagnosed and undiagnosed. Teachers struggle with day to day teaching due to extreme behaviors/disruptions by students. **Root Cause/Why:** Students are young and still developing, parents may be confused as to what is a disability and requires supports, and what are typical and developmentally appropriate behaviors.

Teaching and Learning

Teaching and Learning Summary

Classrooms differ by life level.

Classrooms have a positive learning environment. Systems are in place that ensure students know what to do and abide by teacher expectations. All classrooms have rules posted that support those expectations.

At our K-2 classrooms, grade levels use common shared assessments to determine skills that are lacking and skills mastered. Teachers faithfully implement district adopted curriculum and often evaluate strengths and weaknesses of the curriculum. They collaborate to enhance weaker areas of adopted curriculum with supporting materials. Primary grade teachers were concerned about students who were far below grade level thus it was budgeted to have additional support from an instructional assistant to help with Tier 2 and small group support. This did not occur because of one was not hired.

The 3rd-6th teachers work as grade level teams in planning and pacing instruction in order to make sure students receive instruction with priority standards. In 4th and 5th grades, pairs of teachers share students which enables them to truly discuss students' strengths and weaknesses and address their needs through MTSS. Grade level teams collaborate vertically with other teams.

7th and 8th grade teachers hold single subject credentials. Collaboration has been a challenge for them based on collaboration meeting notes, discussions tend to be about non-academic events.

Data:

Winter iReady 2022/2023 ELA- 59% of all students are not on grade level. This is an increase of 2% compared to 2021/2022

Subgroup Performance in ELA

African American - 68% not on GR Hispanic - 59% not on GR White - 60% not on GR SWD - 84% not on GR SED - 72% not on GR

Winter iReady 2021/2022 Math - 69.5% of all students are not on grade level. This is a increase of 2.5% compared to 2020/2021

Subgroup Performance in Math

African American - 82% not on GR Hispanic - 70% not on GR White - 64% not on GR SWD - 85% not on GR SED - 71% not on GR

Teaching and Learning Strengths

Most teachers are intrigued by the concept and practices of the PLC process.

Teachers appreciate collaboration time

Most teachers build personal rapport with their students.

Most teachers are concerned about the school as a whole and look at students as "our students" rather than "my students".

Teachers are engaged during staff meetings and Professional Development.

Teachers share strategies and materials to enhance student learning.

Teachers collaborate to refine standards and implement focus standard

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in ELA, from Winter 2021 to Winter 2022 **Root Cause/Why:** Lack of engagement in lessons. Not enough reading practice. Low motivation to read.

Needs Statement 2 (Prioritized): There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in Math, from Winter 2021 to Winter 2022 **Root Cause/Why:** Lack of engagement in lessons. Teachers not implementing curriculum with fidelity. Assessments don't fully measure what was taught. Assessment doesn't give a good picture of student need. Curriculum is lacking in student practice. Parents have a difficult time supporting at home because they were taught different strategies when they were students.

Needs Statement 3 (Prioritized): Tier 2 in-school support was not implemented. **Root Cause/Why:** Instructional assist was never hired.

Needs Statement 4: A large number of students are lacking grade level skills prerequisites and content knowledge. **Root Cause/Why:** Learning loss due to the pandemic.

Needs Statement 5 (Prioritized): Teachers struggling with the implementation of SIPPS and Heggerty, supplemental phonics for TK-3rd grades. **Root Cause/Why:** There is a lot of planning time needed and time for preparation of materials to make the lessons successful.

Needs Statement 6 (Prioritized): There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in Math according to SBAC data **Root Cause/Why:** Lack of engagement in lessons. Teachers not implementing curriculum with fidelity. Assessments don't fully measure what was taught. Assessment doesn't give a good picture of student need. Curriculum is lacking in student practice. Parents have a difficult time supporting at home because they were taught different strategies when they were students.

Needs Statement 7 (Prioritized): There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in ELA, according to SBAC data. **Root Cause/Why:** Lack of engagement in lessons. Not enough reading practice. Low motivation to read.

Parental Engagement

Parental Engagement Summary

This section is complete

Parent engagement is an essential part of school engagement for Commodore Stockton Skills. Parent/teacher conferences are held by every teacher at least once a year. This year, there was an increase in parent engagement activities. The Parent Teacher Association held various events with strong parent participation. The annual fall carnival returned in October with a tremendous turnout. PTA also hosted movie nights based on a theme for the season. For example, during Dia de Los Muertos month, they provided pan dulce (sweet bread) and chocolate. Other family nights included dinner nights, where a restaurant would be selected and some portion of sales was donated back to the school. Our music department also hosted several music concerts. Our monthly coffee hour continued monthly and in March, was created into a hybrid, in-person and virtual meeting. ELAC meeting also became hybrid. Awards assemblies are highly attended by parents. For each assembly, nearly one thousand certificates are presented to students for both achievement and character. To get more fathers involved with the school, the committee of "Dads & Dudes" was piloted and will continue to create events open to everyone, but consciously encouraging more fathers to have greater participation with the school. There were no "lunch on the lawn" events held because the weather patterns did not allow it. Parent volunteers also began to have an important impact once many of the covid19 precautionary measures were lifted. For the 2023-2024 school years Commodore will host additional family engagement nights like math and game nights.

Included in our SPSA for 2022/23 were parent training nights in math. These trainings did not happen as there was difficulty in recruiting teachers to facilitate the evening trainings.

Parental Engagement Strengths

The majority of parents want to be involved in their child's education here at Commodore Stockton. More than half of our parents attend our lunch on the lawn, where parents are invited to come during their child's lunch and eat with them. Assemblies have to be separated by grade levels in order to accommodate seating for parents. All of our evening family events are well attended. Large events like the Annual Carnival or Jog-a-Thon usually raise substantial funds for classrooms and field trips.

This section is complete

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Low attendance at Parent Coffee Hours and ELAC meetings **Root Cause/Why:** Most meetings were held virtually and did not have the same welcoming feeling as in-person meetings. More information needs to be provided about what each meeting group entails and a more enticing and welcoming feeling needs to be created. Most parents are working and it is impossible to establish a time suitable for all parents. Lack of access to technology or skills to access meetings.

Needs Statement 2 (Prioritized): Did not have Commodore Showcase **Root Cause/Why:** Lack of teacher interest. Administrators not having time to plan due to other work obligations. No Program Specialist.

Needs Statement 3 (Prioritized): Cell phones were a consistent discipline problem throughout the year. **Root Cause/Why:** Poor parental understanding of monitoring student cell phone use and holding accountable to observe school rules regarding cell phone use. Lack of consistency in upholding cell phone use policy, lack of communication between school and home clarifying expectations. More follow through on consequences for misuse.

Needs Statement 4 (Prioritized): Initiative committee to increase father participation "Dads and Dudes" evening family event had low turnout. **Root Cause/Why:** Parents unclear about the event and mission/goal of "Dads and Dudes" committee. It is difficult to establish a time that will work for all families.

School Culture and Climate

School Culture and Climate Summary

2022/2023 Synergy Suspension Rate - 17.6 %: 2021/2022 suspension rate was 2.4%. Factors for the increase could be lack of empathy in students, teachers not utilizing preventative measures, increase in behavioral and mental health issues (lack of training for staff to support these changes), underdeveloped and unutilized Tier 1 supports, more severe behaviors that meet behavior matrix requirements for suspension.

2022/2023 Synergy Attendance Rate of Chronically Absent Students - 35%: Historically our chronically absent attendance rate is around 7%. Socially, accross the board, we've seen a disengagement in people wanting to perform their usual duties, like holding a job, tending to important matters, volunteering, or performing actual duties intended within a position. This disposition possibly has transferred over to parent's attitudes towards students attending school. Illness, mental or emotional health issues, difficulties with housing, food or transportation (we do not offer busses), caring for other family members, bullying, and bad grades (lack of ability, confidnece to learn) could be factors contributing to our chronic absentee numbers.

2022/2023 Climate Survey:

16% of surveyed students stated that they have been bullied on campust in the last 30 days compared to 12% district wide

57% of surveyed students stated that they would report a fight to an adult on campus compared to 63% district wide

65% of surveyed students stated they felt they were a pare of this school compared to 70% district wide

2021/2022 Climate Survey:

8% of surveyed students stated they've been bullied on campus on the last 30 days compared with 9% district wide

70% of students feel like they are a part of the school compared to 76% district wide.

34% of students say there is a lot of tension at school between cultures, races or ethnicities compared to 25% for the district

School Culture and Climate Strengths

Excellent counseling team

Special Ed Team

PBIS Trained Assistant Principal

School Mascot

After School Clubs

Decorated Hallways

Cougar Cash and Student Store

Playground points - winning classes each week

Staff raffles at meetings

Sunshine meals on Friday's

PTA events

Dads and Dudes events

C.A.R.E Captains and Otter pops on Friday's

Weekly - Middle school student of the week: recognition and treats

Common area signage: voice levels in halls and cafeteria, playground, lunchroom, hallway, restroom, and classroom expectations posted

PLUS team - activities/rallies/events

Leadership students - initiatives / activities

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Commodore has had an increase in student misbehavior in the restrooms: Privacy violations, vaping, slap boxing and graffiti. We have an urgent need for increased surveillance around these areas. **Root Cause/Why:** These things are occurring due to large campus, lots of restrooms and a lack of staffing for supervision.

Needs Statement 2 (Prioritized): Our Monthly chronic absenteeism rate was between 28% and 35%, in prior years it has been as low as 5%. **Root Cause/Why:** Possible causes: Illness, mental or emotional health issues, difficulties with food or transportation, caring for a loved one, bullying, bad grades (struggling to comprehend).

Needs Statement 3 (Prioritized): Our suspension rates have increased drastically, going from 24 suspensions this time last year, to 60 students this year. We need to develop stronger interventions and train all staff on how to utilize these strategies, utilize more preventative measures. **Root Cause/Why:** Inconsistent practices and expectations across all classrooms/grade levels. Increase in student to student violence, lack of ability to reason or communicate with one another, teachers and students jumping to conclusions - lack of preventative measures or interventions.

Needs Statement 4 (Prioritized): We have a core group of teachers who are willing to help support events, be on committees, or help in any way they can. Most staff are unwilling or unable to help support anything extra beyond their working hours. **Root Cause/Why:** They don't feel valued. Family commitments. Don't see the value in what is being done.

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 Goal

Goal 1: Student Achievement Increase student achievement by providing high quality first instruction supported by a Multi-Tiered System of Supports (MTSS) to graduate every single youth college, career, and community ready.

Goal 1.1

By June of 2024, Commodore Stockton Skills School will have increased the number of students on grade level in ELA by 5% based on the district's Spring of 2024 i-Ready assessment data. By June 2024, Commodore Stockton Skills School will have increased the total number of all students on grade level in Math by 5% based on the district's Spring 2024 i-Ready assessment data. By June 2024, Commodore Stockton Skills School will have increased the number of current Hispanic students on grade level in ELA by 5% based on the district's Spring i-Ready assessment data. By June 2024, Commodore Stockton Skills School will have increased the number of African American students on grade level in ELA by 5% based on the district's Spring i-Ready assessment data. By June 2024, Commodore Stockton Skills School will have increased the number of Asian American students on grade level in ELA by 5% based on the district's Spring i-Ready assessment data. By June 2024, 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 2024, Commodore Stockton Skills School will have increased the total number of current Hispanic Students on grade level in math by 5% based on the district's Spring i-Ready assessment data. By June 2024, 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 2024, Commodore Stockton Skills School will have increased the number of Asian American students on grade level in math by 5% based on the district's Spring i-Ready assessment data. By June 2024, 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.

Identified Need

Inconsistency in professional development for staff at staff meetings.

PD needs to be streamlined and planned with goal progression

Teachers struggled with implementing Next Generation Science Standards.

Struggling with monitoring ELD program, standardized testing organization, distribution and maintenance of technology. Teachers do not have as much support in instructional assistance.

Teachers struggling with the implementation of SIPPS and Heggerty, supplemental phonics for TK-3rd grades.

Support is needed for Kinder classrooms due to increased number of students with disabilities, both diagnosed and undiagnosed. Teachers struggle with day to day teaching due to extreme behaviors/disruptions by students.

There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in ELA, from Winter 2021 to Winter 2022

There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in Math, from Winter 2021 to Winter 2022

There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in Math according to SBAC data

There was a decline in the number of students, including Asian American and Students with Disabilities on grade level in ELA, according to SBAC data.

Low attendance at Parent Coffee Hours and ELAC meetings

Did not have Commodore Showcase

Our Monthly chronic absenteeism rate was between 28% and 35%, in prior years it has been as low as 5%.

We have a core group of teachers who are willing to help support events, be on committees, or help in any way they can. Most staff are unwilling or unable to help support anything extra beyond their working hours.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing at grade level	41% of students are on grade level in ELA 30.5% of students are on grade level in Math	Increase the number of students on grade level in ELA to 46% Increase the number of students on grade level in Math to 35.5%
Number of Hispanic students performing at grade level	ELA 41% Math 30%	ELA 46% Math 35%
Number of students with disabilities performing at grade level	ELA 16% Math 15%	ELA 21% Math 20%

Number of Asian American students performing at grade level	ELA 54% Math 26%	ELA 59% Math 31%
Number of African American students performing at grade level	ELA 32% Math 18%	ELA 37% Math 23%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, will benefit from PD, Collaboration, & Conferences. Teacher Planning and Collaboration time - Teachers, Instructional Coach and Program Specialist will be provided with opportunities for after school planning and collaboration. The focus will be on developing a model of instruction that allows for vertical planning and schoolwide implementation of core science standards and skills. We will be purchasing books to support this goal. Teacher Additional Comp Calculations (Object Code 11500): 288 hours x \$60 rate of pay = \$17,280 - Title I Books (Object Code 42000): \$500 - LCFF Conferences & Workshops: Conference 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-3 Reading, 4-8 Math, PLCs, student equity, trauma informed practices and PBIS. Attendance by Admin, Counselors, Mental Health Clinician, School Psychologist, and Teachers. Conferences/ Trainings/Workshops (Object Code 52150): \$22,000-Title I -- \$5,000-LCFF Summer Professional Development & Collaboration: - Teachers and administration (leadership team) will meet during the summer months prior to the start of the school year to collaborate on the focus and implementation of professional development, how tier 2 support strategies will be implemented and a focus on subgroup data dives and evaluating current systems in order to establish new systems to implement. Teacher Additional Comp Calculations (Object Code 11500): 54 hours x \$60 rate of pay = \$3,240 - 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 teachers and classroom teachers will receive additional comp to collaborate outside normal school hours. The resource teacher will host a meeting for K-4 and a second meeting for 5-8 to analyze academic, behavioral, and social emotional data for SWD. Teacher Additional Comp Pay Calculation (Object Code 11500): Two RSP teachers x 20 hours (each) x \$60 = \$2,400 (\$1,200-Title I, \$1,200-LCFF) 24 (k-8) teachers x 10 hours x \$60 = \$14,400 (\$7,200-Title I, \$7,200-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. Supplies (Object Code: 43100): \$1,500 - LCFF Support Staff Additional Comp.: - Additional compensation for TK assistants (2 hours a week) for afterschool planning and preparation for the implementation of supplemental programs such as SIPPS and Heggerty to increase early literacy. TK Assistants Additional Comp. (Object Code 11500): 160 hours x \$27 = \$4,320(Title1)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$25,680	50643 - Title I
\$500	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$11,640	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$22,000	50643 - Title I
\$4,320	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in 1st through 5th grades will benefit. AR: Provide and promote student reading through literacy programs such as Accelerated Reader(AR). AR is an online program that both promotes reading and comprehension. Teachers use AR to find students' reading levels and monitor student reading through book quizzes. The school rewards students who meet their goals at the end of each trimester. AR licensing agreement for grades 1st-6th (Object Code 58450) -- \$8115.30 - 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. Library Media Assist Additional Comp Calculations: 50 hours x \$50 rate of pay = \$2,500 - 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. A school-wide subscription to Teachers-Pay-Teachers. Maintenance agreements to cover the cost of maintenance on machines used to support a print rich environment throughout the school year. Instructional Supplies (Object Code 43100) -- \$6,000 - Title 1 Maintenance Agreement (Object Code 56590): \$11,000 - Title I Subscription to Teachers-Pay-Teachers (Object Code 58450) : \$9330 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,115.30	50643 - Title I
\$5,000	50643 - Title I
\$18,207	23030 - LCFF (Site)
\$2,500	23030 - LCFF (Site)
\$6,000	50643 - Title I
\$11,000	50643 - Title I
\$9,330	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

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. All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. 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 Materials and Supplies: Purchase additional resources to support the Project Lead the Way (PLTW) STEM curriculum. This includes items 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 missing or broken parts from the VEX kits. Purchase wireless controllers for the 6th and 7th grade Robotics kits to enhance the curriculum. Additional materials and supplies to support 7th and 8th grade STEM elective classes utilizing the PLTW curriculum, including computers for student use that implement PLTW. Instructional Supplies (Object Code 43110) = \$5,000 - Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000	50643 - Title I
\$0	23030 - LCFF (Site)
\$5,000	50643 - Title I
\$0	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. 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) Targeted Student Groups - The Program Specialist will monitor the progress of students in target groups, including African American, Hispanic, Asian American, and Students with Disabilities. They will prioritize these groups of students for after school support. The PS will meet with teachers of targeted students to help plan interventions and strategies to improve student learning. 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 after school collaboration with Program Specialist and 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. Teacher Additional Comp Pay Calculation (Object Code 11500): 9 Teachers x 10 days x \$60 rate of pay = \$5400 - Title 1 African American Student Support Committee - The Program Specialist will monitor our focus group, African American students who are not on or above grade level. An African American Student Support Committee will be formed. The committee will consist of teacher representatives from each grade level, as well as counselors, program specialist, and administrators. A monitoring form will be created by the team, which will include various data pieces including academic, health, attendance, behavior, and other information the committee deems important in developing a comprehensive achievement plan for each student. This form will be used by teachers to monitor and document the progress of African American students who are performing below grade level. The committee will meet monthly after school 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 SMART Goals that mirror school wide goals and make a plan to meet those goals. Teacher Additional Comp Pay Calculation (Object Code 11500): 9 Teachers x 10 days x \$60 rate of pay = \$5400 - Title 1 1 Program Specialist x 10 days x \$60 rate of pay = \$600

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$75,879	23030 - LCFF (Site)
\$62,334	50643 - Title I
\$6,800	23030 - LCFF (Site)
\$10,800	50643 - Title I

\$600	50643 - Title I
\$10,929	50643 - Title I Salary Contingency
\$11,606	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

We will provide academic support to all students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade with special emphasis on reading and math foundational skills. Tier 2 After School Support for school wide population, focusing on academic support. Priority will be given to our focus groups. 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. The after school teacher will have 1 hour of prep time for every week 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 = \$21,600 - Title I (Five teachers) Tutoring Prep: 1 hours x 24 weeks x \$60 rate of pay = \$7,200 - Title I (Five teachers)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$28,800	50643 - Title I
\$3,600	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide incoming TK and kindergarten students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. Technology: Teachers use technology to deliver high quality first instruction. All district adopted core curriculum have an online component which requires the use of Chromebooks and computers. Teachers assign lessons for ELA and math through google classroom and other platforms. 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) \$3000 Title1, \$3000 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$3,000	50643 - Title I
\$3,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. Technology: Teachers use technology to deliver high quality first instruction. All district adopted core curriculum have an online component which requires the use of Chromebooks and computers. Teachers assign lessons for ELA and math through google classroom and other platforms. Funding is being allotted to replace, repair or update current technology tools used by students and teachers during high quality first instruction. Technology- Funding being allotted to purchase Interactive Display Systems, such as Viewsonic. The use of the Interactive Display Systems will increase student engagement and help teachers deliver high quality first instruction. Document cameras will also be purchased to replace broken units. The cameras work along with the Interactive Display Systems and increase student engagement. Technology (Object Code: 43100): \$5171.70 Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,171.70	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Goal 1 Strategy 1: Teachers received training in the Lucy Calkins' writing program. We did not attend any conferences this year. The Writing Cadre met in July. They developed school-wide writing expectations by grade level, a school-wide SMART goal for writing, and planned out the writing pacing guide. The Leadership Team met in July. They planned tier II intervention, back-to-school night, and parent-teacher conferences. The RSP teachers and SLP met with general education teachers to talk about how to support SWD. The general education teachers have a better understanding of reading an IEP, how to modify student work to support SWD, and Resources for SWD were ordered and distributed to students. Goal 1 Strategy 2: Students and teachers used AR consistently throughout the school year, with the exception of 6th grade. Usage was low in 6th grade. Students who used AR had significant growth in their iReady reading diagnostic. ENTER DATA HERE We had a .4375 FTE Library Media Assist for the entire school year. She did work extra hours to prepare for the book fair. The materials to help create a print-rich environment were ordered and distributed to teachers and students. The maintenance agreement was paid for the copy machines to be maintained. They are used by staff to help create a print-rich environment. Goal 1 Strategy 3: 3rd-8th grade students all went on a field trip this year. K-2nd had at-school experiences such as the Wow Museum and the City of Stockton Water Presentation. STEM collaboration - There was no STEM collaboration. STEM materials were ordered and distributed to classrooms and the STEM labs. After School Clubs - The after school clubs were a big hit with staff and students. Goal 1 Strategy 4: Program Specialist - The program specialist fulfilled all of his duties as we had no instructional coaches for most of the year. Academic Conferences - We were unable to have academic conferences during the school day as we were not allowed to have roving subs due to a shortage of subs. We offered to pay teachers to attend academic conferences after school. Most grade levels participated in them after school. EL Collaboration - EL collaborations were held monthly. The team went over student data and shared strategies. Most EL teachers attended the meetings. Goal 1 Strategy 5: Tier 2 During School Support - We were unable to implement this strategy as there was a shortage of subs and a high demand for subs in classrooms Tier 2 After School Support was fully implemented. ENTER DATA HERE Tier 2 After School Support for English Learners was fully implemented. ENTER DATA HERE Homework Hotline was not implemented due to not having staff available Goal 1 Strategy 6: Summer Bridge was not implemented due to not having a teacher willing to teach it. Goal 1 Strategy 7: Technology was ordered and distributed to classrooms.

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

Goal 1 Strategy 1: We were unable to request roving subs to relieve teachers to attend trainings during the work day. We were planning on having teachers and

program specialist attend the UnboundEd Standards Institute but the board agenda item was denied. Goal 1 Strategy 3: Field trips were more expensive due to the cost of buses. We moved \$15,000 Title 1 and \$5,000 LCFF from Goal 1 Strategy 1, conference, to Goal 1 Strategy 3, field trips We were unable to request roving subs to cover classes so teachers could meet for STEM collaboration. Teachers were offered to be paid to collaborate after school but they declined. The \$6800 of Title 1 money that was budgeted for this was moved to help pay for summer school, equipment, a Teachers Pay Teachers (TPT) subscription, and sets of books and supplemental materials. Goal 1 Strategy 4: Academic Conferences - The LCFF money budgeted for academic conferences, \$6800, was moved to help pay for summer school, equipment, TPT, and class sets of books and supplemental materials. Goal 1 Strategy 5: Tier 2 During School Support - The \$21,000 Title 1 funds budgeted for Tier 2 during school support was moved to help pay for summer school, equipment, TPT and sets of books and supplemental materials. Homework hotline - The money budgeted for homework hotline, \$246 From LCFF and \$3354 from Title 1, was moved to help pay for summer school, equipment, TPT, and sets of books and supplemental materials.

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.

Goal 1 Strategy 1 SWD Afterschool Collaborations: Meetings will be held bi-monthly. Funding will be \$2,000. Teacher Additional Com Pay Calculation (Object Code 11500): 33 hours x \$60 rate of pay = \$2,000 (\$1,000 Title 1, \$2,000 LCFF) Goal 1 Strategy 2 Library Media Assistant, Additional Duties: Reduce to 50 hours Library Media Assistant Additional Comp Calculations: 50 hours x \$50 rate of pay = \$2500 - LCFF Goal 1 Strategy 3 STEM Collaboration: Omit Clubs - ? Goal 1 Strategy 4 Program Specialist - ? Goal 1 Strategy 5 Tier 2 During School Support - Tier 2 Support during school with a full-time Instructional Assistant to assist students in ELA and Math. Struggling African American students will be given priority for tier 2 interventions. .5 FTE Instructional Assistant (salary and benefits): \$31,269 - LCFF .5 FTE Instructional Assistant (salary and benefits): \$31,269 - Title 1 Homework Hotline: Omit

LCAP Goal

Goal 2: Safe and Healthy Learning Environments Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

Goal 2.1

By June of 2024, Commodore Stockton Skills School will increase behaviors that promote learning and positive interactions as evidenced by a 20% decrease in the overall suspension total from 2023-2024 school year.

Identified Need

Commodore has had an increase in student misbehavior in the restrooms: Privacy violations, vaping, slap boxing and graffiti. We have an urgent need for increased surveillance around these areas.

Our suspension rates have increased drastically, going from 24 suspensions this time last year, to 60 students this year. We need to develop stronger interventions and train all staff on how to utilize these strategies, utilize more preventative measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student suspensions	67 suspensions: 22 in school, 45 out of school	Decrease the number of suspensions by 20%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in TK through 8th grade will benefit. 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. Conferences & Workshops - : Conference focusing on building relationships with students, classroom management, PBIS, and growth mindset. Attendance by Admin, teachers, counselors, and CSA's. Conferences/Trainings/Workshops (Object Code 52150): \$15,000 Title1 Additional Comp for CSA's and Noon Duties -: Additional compensation for CSA's, and Noon Duties to work after hours on PBIS planning and implementation. Additional Comp for CSA's, and Noon Duties Additional Comp Calculations: 7 Noon Duties, 2 CSA's X 180 hours X \$25 rate of pay = \$4,500 - Title1 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. Funds will be used to replace needed safety equipment for noon duties including vests, lighted traffic safety batons, and roadside flashing flares. Bullhorns for noon duties/teachers on yard duty in case of emergency situations where they need to be heard over the crowd. Non-Instructional Supplies (Object Code 43200): \$500 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	23030 - LCFF (Site)
\$15,000	50643 - Title I
\$4,500	50643 - Title I

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Goal 2 Strategy 1: PLUS was implemented as an after school club. Equity training and PD on PBIS was provided. PBIS tiers of support for key students were

implemented. Counselors did 37 classroom presentations on SEL, bullying, friendship and other topics as needed. Safety equipment was ordered.

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

Goal 2 Strategy 1 Play room was not implemented Staff did not receive training in restorative circles. No assemblies were provided for students on self-esteem or promoting healthy habits. No teachers were sent to conferences.

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.

Goal 2 Strategy 1 Professional Development for staff in Growth Mindset Summer Collaboration for 7th & 8th Grade Teachers - Align student behavior expectations in all classrooms. Plan out student incentive activities for the school year. Teachers will share their classroom management programs. Teacher Additional Comp Calculations (Object Code 11500): 88 hours x \$60 rate of pay = \$5,280 LCFF

Goal 2.2

By June 2024, Commodore Stockton Skills School will improve staff to student relationships by of 14% in the percentage of students who feel treated fairly by staff according to the climate survey for the 2023-2024 school year.

Identified Need

PD needs to be streamlined and planned with goal progression

Posting/recording/handbook of clear expectations for all common areas, general duties and staff expectations - training for Noon Duty Staff is needed to reinforce campus common area expectations, general duties and safety protocol.

Initiative committee to increase father participation "Dads and Dudes" evening family event had low turnout.

Commodore has had an increase in student misbehavior in the restrooms: Privacy violations, vaping, slap boxing and graffiti. We have an urgent need for increased surveillance around these areas.

Our Monthly chronic absenteeism rate was between 28% and 35%, in prior years it has been as low as 5%.

Our suspension rates have increased drastically, going from 24 suspensions this time last year, to 60 students this year. We need to develop stronger interventions and train all staff on how to utilize these strategies, utilize more preventative measures.

We have a core group of teachers who are willing to help support events, be on committees, or help in any way they can. Most staff are unwilling or unable to help support anything extra beyond their working hours.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Climate Survey	44% of students in grades 6-8 feel the staff do not treat them fairly	Increase the percentage of students who feel that staff do treat them fairly by 14%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.2.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. Ongoing Professional Development for teachers and staff with Restorative Practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

Goal 2.3

By June 2024, Commodore Stockton Skills School will reduce the Chronic Absenteeism rate by 5%.

Identified Need

Our Monthly chronic absenteeism rate was between 28% and 35%, in prior years it has been as low as 5%.

Our suspension rates have increased drastically, going from 24 suspensions this time last year, to 60 students this year. We need to develop stronger interventions and train all staff on how to utilize these strategies, utilize more preventative measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Chronic Absenteeism Data	Currently 28% of students have Chronic Absenteeism	Reduce Chronic Absenteeism by 5%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.3.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. PBIS Committee will establish monthly student rewards for attendance improvement. Each class with perfect attendance after spelling out the word "SKILLS" will receive the choice of different rewards each month, which includes Super Recess, Popcorn Party, Ice-cream party, Student selected Spirit Week, etc. Student rewards (incentives) Student Activities- \$5,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

LCAP Goal

Goal 3: Meaningful Partnerships Create a culture of inclusion and collaboration with families and community stakeholders that builds meaningful partnerships focused on increasing student engagement and family and community participation in support of developing leadership at all levels.

Goal 3.1

By June of 2024, Commodore Stockton Skills School will build a partnership with at least one community organization. By June of 2024, Commodore Stockton Skills School will increase the number of volunteers from 30 to 50. By June of 2024, Commodore Stockton Skills will increase parent participation in workshops, parent coffee hours, and trainings from 5 to 10.

Identified Need

- Low attendance at Parent Coffee Hours and ELAC meetings
- Did not have Commodore Showcase
- Initiative committee to increase father participation "Dads and Dudes" evening family event had low turnout.
- Our Monthly chronic absenteeism rate was between 28% and 35%, in prior years it has been as low as 5%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event with community organization Be-A-Mentor Volunteer list Meeting and training sign-in sheets	0 30 5	1 50 10

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. Community Assistant: Provides parents with support and resources that empowers them, allowing them to be more engaged in their student's learning. Benefits include parent training and workshops (Library Resources, ELD Strategies, Suicide Prevention, Early Childhood Development, Recreational Resources, Family Literacy Project, and Cyber Safety), technology support, translation services, parent social meetings, and volunteer opportunities. The Community Assist serves on the SSC and ELAC committees to help create connections between our school and our parents. .4375 FTE Community Assistant \$27,453 (salary and benefits included): \$11695 - Title I , \$15758 - LCFF 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. 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 painting, 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): \$1,500 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): 8 teacher(s) x 2 hours x \$60 per hour = \$960 - LCFF Commodore will host a science night, where participating students can showcase their projects and community volunteers will be provided with a rubric for scoring/judging a winner. Winning students will be awarded with a certificate and a prize. In addition to the science fair piece, accompanying students will have the opportunity to partake in science/ STEM activities. Each activity center will be run by a teacher leader and any additional volunteers. Students will be able to make and take a variety of projects such as, slime, spinning tops, paper airplanes, stream robots, scientist photo booth and more.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$15,758	23030 - LCFF (Site)

\$11,695	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. 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: 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. Parent Meetings (Object Code 43400): \$500 -Title I Supplies/Materials (Object Code 43110: \$1000 - Title 1 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): 35 Hours x \$60 rate of pay = \$2,100 - LCFF Supplies/Materials (Object Code: 43110): \$1336 - Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent
\$1,336	50647 - Title I - Parent
\$500	50647 - Title I - Parent
\$2,100	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Goal 3 Strategy 1: Partner with Health Services to Provide TB Tests at a Family Event - not implemented, no family events until the end of the school year Host and Event with a Community Partner - not implemented Build Community Partnerships - Not implemented Commodore Showcase - Not implemented due to only staff and students allowed on campus for most of the school year. Goal 3 Strategy 2: Volunteers - Volunteers were not allowed on campus until the end of the school year so we did not actively recruit for more volunteers. Parent Meetings were held virtually this year. Prizes were provided for ELAC and Parent Coffee Hours to encourage attendance at meetings Math Nights - Parent trainings were not held

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

Goal 3 Strategy 1: Partner with Health Services to Provide TB Tests at a Family Event - not implemented, no family events until the end of the school year Host and Event with a Community Partner - not implemented Build Community Partnerships - Not implemented Commodore Showcase - Not implemented due to only staff and students allowed on campus for most of the school year. The \$1790 of Title 1 funds and \$650 LCFF funds budgeted for the Showcase was moved to help pay for summer school, equipment, TPT, and sets of books and supplemental materials. Goal 3 Strategy 2: Math Nights - Parent trainings were not held. The \$4743 of Title 1 funds budgeted for the Math Nights was moved to help pay for summer school, equipment, TPT, and sets of books and supplemental materials.

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.

The goals and strategies will remain the same for 2023/2024 SY as we were unable to implement them in 2022/2023

Goal 3.2

By June 2024, Commodore Stockton Skills will Increase the number of male (Parent or Guardian) volunteers who will participate regularly (minimum once per month month) in either morning supervision, traffic monitor, and/or organizing and leading activities/games during recess times from zero to 5.

Identified Need

Initiative committee to increase father participation "Dads and Dudes" evening family event had low turnout.

Commodore has had an increase in student misbehavior in the restrooms: Privacy violations, vaping, slap boxing and graffiti. We have an urgent need for increased surveillance around these areas.

Our Monthly chronic absenteeism rate was between 28% and 35%, in prior years it has been as low as 5%.

Our suspension rates have increased drastically, going from 24 suspensions this time last year, to 60 students this year. We need to develop stronger interventions and train all staff on how to utilize these strategies, utilize more preventative measures.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Be-a-Mentor Registration List	0 Male Volunteer	5 Male Volunteers

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.2.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in kindergarten through 8th grade will benefit. The school currently does not have any male volunteers that work directly with students in either an academic or student supervisory capacity. In 2022-23 Commodore began a committee/group called "Dads and Dudes". The committee was created to increase male participation in the school. The committee had several meetings to plan out events that would entice families, specifically male parents or guardians, to become a more active participant with their child's school. There was one informational meeting in the fall and one family event with art activities. There will be a committee recruitment in the fall that will spearhead family events for the 2023-2024 school year. The committee will have at least one family event per trimester. The "Dads and Dudes" family events:: Provide light snacks and refreshments, parent activity materials such as: chart paper, markers, paints, paper, etc. to support parent engagement activities. Parent Meetings (Object Code 43400): \$500 -Title I Supplies/Materials (Object Code 43110: \$1000 - Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent
\$500	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

Goal 3.3

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add metric/indicator here]	[Add metric/indicator here]

Strategy/Activity

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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.

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	\$262,881.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$427,201.00

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 (\$)
50643 - Title I	\$247,616.00
50647 - Title I - Parent	\$4,336.00
50643 - Title I Salary Contingency	\$10,929.00

Subtotal of additional federal funds included for this school: \$262,881.00

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 (\$)
23030 - LCFF (Site)	\$152,714.00
23030 - LCFF Salary Contingency	\$11,606.00

Subtotal of state or local funds included for this school: \$164,320.00

Total of federal, state, and/or local funds for this school: \$427,201.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov