



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template 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		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.



The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Commodore's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Commodore staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Commodore's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September October 16, 2023
- November 27, 2023
- February 26th, 2024
- April 8h, 2024
- May 20th, 2024
- September 23rd, 2024
- October 21st, 2024
- November 18th, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- English Language Advisory Committee on September 26th, 2024
- English Language Advisory Committee on November 21th, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- N/A

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Commodore, the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	48.8 points below standard (orange)	74.4 points below standard	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	5.9% suspended at least one day (no performance color)	X	X	N/A
Students with Disabilities	81.4 points below standard (orange)	94.7 points below standard (yellow)	6.7% suspended at least one day (red)	X	N/A	N/A
American Indian/Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

The biggest resource inequity facing our site is the absence of a bilingual assist. When this issue is addressed, we will be better able to serve our English Learners.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	29.3 points below standard (orange)	50.9 points below standard (orange)	5.4% suspended at least one day (red)			
Foster Youth						
English Learner	48.8 points below standard (orange)	74.4 points below standard (orange)	6.7% suspended at least one day (red)	33.3% chronically absent (red)		
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged	36.3 points below standard (orange)	61.8 points below standard (orange)	6.2% suspended at least one day (red)			
Student with Disabilities	81.4 points below standard (orange)		6.7% suspended at least one day (red)	35.6% chronically absent (orange)		
African American	58.3 points below standard (orange)	87.7 points below standard (orange)	2.8% suspended at least one day (orange)	23.6% chronically absent (red)		
American Indian/ Alaskan Native						
Asian			2.4% suspended at least one day (orange)	23.8% chronically absent (orange)		
Filipino						

Hispanic	33 points below standard (orange)	53.5 points below standard (orange)	5.3% suspended at least one day (red)			
Two or More Races			9.1% suspended at least one day (red)	30.9% chronically absent (orange)		
Pacific Islander/ Native Hawaiian						
White	32.9 points below standard (orange)	57.6 points below standard (orange)	6.3% suspended at least one day (red)	29.5% chronically absent (orange)		

When evaluating our data, we noticed that Math is an area of concern for our students. We also noticed the increase in suspension rates for our students. The evaluation brought us to evaluate our teaching practices and schoolwide behavior expectations. Through the Comprehensive Needs Process, we came up with the following strategies to be implemented to meet the overall needs of our students:

- Refine and improve Professional Learning Communities Processes
- Provide teachers with professional development opportunities to build capacity of teachers at the site
- Implement PBIS to better focus on the behavior and expectations for our students

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	By June 2025, Commodore Stockton Skills School will have increased the number of students on grade level in Reading by 3% based on the district's Spring of 2025, I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the total number of all students on grade level in Math by 3% based on the district's Spring 2025, I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the number of current Hispanic students on grade level in Reading by 3% based on the district's Spring I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the number of African American students on grade level in Reading by 3% based on the district's Spring I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the number of students with disabilities on grade level in Reading by 3% based on the district's Spring I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the total number of current Hispanic Students on grade level in Math by 3% based on the district's Spring I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the total number of African American Students on grade level in Math by 3% based on the district's Spring I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the total number of students with disabilities on grade level in Math by 3% based on the district's Spring I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the number of students meeting their I-Ready growth goal in Reading by 5% based on the district's Spring of 2025, I-Ready assessment data.
	By June 2025, Commodore Stockton Skills School will have increased the number of students meeting their I-Ready growth goal in Math by 5% based on the district's Spring of 2025, I-Ready assessment data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students performing at grade level	55% of students are on grade level in Reading 50% of students are on grade level in Math	Increase the number of students on grade level in Reading to 58% Increase the number of students on grade level in Math to 53%
Percentage of African American students performing at grade level	Reading 54% Math 40%	Reading 57% Math 43%
Percentage of Hispanic students performing at grade level	Reading 56% Math 48%	Reading 59% Math 51%
Percentage of students with disabilities performing at grade level	Reading 22% Math 25%	Reading 25% Math 28%
Percentage of students meeting their i-Ready growth target.	Reading 55% Math 52%	Reading 60% Math 57%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.</p>			
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			

1.1.4	<p>Bilingual Instructional Support</p> <p>English Learner Support: Bilingual Assistant- The Bilingual Assistant will be guided by the Program Specialist and classroom teachers to offer direct support to our English Learners. The in class support will include working with small groups, one-on-one and whole class while using ELD strategies to assist students with building proficiency in grade level content and improving English acquisition. Bilingual Assistant (Centralized Funded).</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.</p>			
1.1.5	<p>English Learner Professional Development</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes with an ELD emphasis, analysis of student data, and strengthening collaboration between teachers supporting all student academic achievement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

<p>1.1.6</p>	<p>English Learner Programs and Supports</p> <p>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 this collaboration, teachers will create EL SMART Goals that mirror school wide goals and make a plan to meet those goals.</p> <p>EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices.</p> <p>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)</p> <p>Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners)</p> <p>Title 1 Funding Allocation: Additional Teacher Compensation: \$6750</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	<p>English Learners</p>	<p>\$6,750</p>	<p>3010 - Title I</p>
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1.1.7	Teacher Collaboration, Professional Development, & Academic Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$9,600	3010 - Title I
	Leadership Team Planning and Collaboration time - Leadership Teachers 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.		\$8,000	3010 - Title I
			\$29,308	3010 - Title I
	Teacher PLC Planning and Collaboration - All teachers will have additional planning and collaboration time to examine data and discuss instructional strategies that will help improve student academic outcomes.		\$4,950	0100 - LCFF/S&C (site)
			\$1,500	3010 - Title I
	Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.		\$1,500	3010 - Title I
			\$1,500	0100 - LCFF/S&C (site)
	Conferences & Workshops: The school will seek conferences focusing on STEM instruction and program implementation. Staff will also attend workshops and conferences during the school year and summer months focusing on TK-3 Reading, 4-8 Math, PLCs, student equity, trauma informed practices, customer service, SEL, Restorative Practices and PBIS. Attendance for conferences will include Administration, Counselors, Mental Health Clinician, School Psychologist, Teachers and office personnel.		\$4,500	3010 - Title I
			\$7,200	3010 - Title I
			\$1,200	3010 - Title I
			\$38,700	3010 - Title I
	Consultants: Building efficacy as a Professional Learning Community, refining collaborative practices, and capacity to implement a Multi-Tiered System of Supports is essential to providing students equitable access to high quality instruction and achieving proficiency in Common Core State Standards. On site coaching and training from advisors such as Solution Tree, AVID, CORE, San Joaquin County Office of Education, Next Generation Science Innovations from Jim Clark, and others will be scheduled for development of systems and professional growth.		\$7,000	3010 - Title I
	Summer Leadership 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 focus on subgroup data dives and evaluating current systems in order to establish new systems to implement.			
	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.

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.

Middle School Summer Professional Development & Collaboration: Teachers and administration will meet during the summer months prior to the start of the school year to collaborate and plan implementation of programs and strategies that will be used consistently across all middle school classrooms.

STEM Committee: The STEM Committee holds monthly after school collaboration with Program Specialist, Administration and Teacher representatives to enhance NGSS standards and enrich hands-on science activities school-wide. Activities will include implementation of Science Fair, Science Buddies and participation in the Science Olympiad.

Commodore Skills will enhance the learning opportunities of all student groups through data analysis and the work of our support committees.

Commodore Skills will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for training or collaboration to improve instructional practices and student achievement.

Title I Funding Allocation:

Additional Teachers and Program Specialist Compensation: \$9,600

Additional Teacher PLC Compensation: \$38,700

Conferences/Trainings/Workshops: \$8,000

Consultant: \$29,308

Two RSP Teachers Compensation: \$1,500

Two Counselors Compensation: \$1,500

Additional Teachers Compensation: \$7,000

Additional 7th -8th Grade Teachers Compensation: \$ 4,500

Additional Six STEM Teachers Compensation: \$7,200

Additional Program Specialist Compensation: \$1,200

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support

Additional Teachers and Program Specialist Compensation: \$4,950

	Supplies and Materials: \$1,500			
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<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.</p> <p>Program Specialist (PS) / (Centralized Funded): Program Specialist (PS): 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, I-Pads.</p> <p>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.</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Assessment- Coordinate and execute district and state mandated testing for all qualifying students.</p> <p>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.</p> <p>SIPPS Monitoring- The PS will oversee the SIPPS assessments and creating groups.</p> <p>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, assemblies, and lunch on the lawn.</p>		<p>\$2,000</p>	<p>0100 - LCFF/S&C (site)</p>
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	<p>Instructional Coaching Support- Provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need by need basis.</p> <p>Data- Present and provide summary reports to all teachers from student achievement assessments. This includes I-Ready, 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 evaluates data to support teachers and students with the PLC process.</p> <p>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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: Additional Program Specialist Compensation: \$2,000</p>			
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<p>1.1.9</p>	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>STEM and CTE Development: Provide students with access to hands on project-based learning connecting them to opportunities supporting College and Career Readiness Program. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness Program is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings.</p> <p>Commodore Skills will 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 opportunities, outside of school grounds.</p> <p>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.</p> <p>Title I Funding Allocation: Instructional Supplies and Materials: \$3,000</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>		<p>\$3,000</p>	<p>3010 - Title I</p>
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1.1.10	<p>Data Analysis and Evaluation</p> <p>Data- Present and provide summary reports to all teachers from student achievement assessments. This includes I-Ready, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year and staff meetings, that indicate student progress including academic levels, areas of need, and areas of progress. The Instructional Team also evaluates data to support teachers and students with the PLC process. (Title I)</p> <p>Academic Conferences: Academic conferences will be held three 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 participate in the PLC process by analyzing 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.</p> <p>Title I Funding Allocation: Additional Substitute Teacher Compensation: \$6,000</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>		\$6,000	3010 - Title I
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			
1.1.12	<p>Acceleration of Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>			

1.1.13	<p>Literacy and Library Supports</p> <p>Literacy Support: Accelerated Reader: Commodore Skills uses the literacy program AR to provide and promote student reading. 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.</p> <p>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.</p> <p>Library Media Assistant (.375 FTE - Centralized Funded) : 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:</p> <ul style="list-style-type: none"> * 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 <p>Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.</p> <p>Print Rich Environment: The school will make available 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. Other instructional materials that support students with writing and speaking such as sentence strips, tape, pencils, crayons will be purchased. Students will also be made available personalized whiteboards and markers to support students when</p>		<p>\$8,528</p> <p>\$5,000</p> <p>\$8,000</p> <p>\$15,000</p> <p>\$2,975</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>
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	<p>practicing spelling, writing, and quick checks for understanding and planners to help students stay organized. A school-wide subscription to Teachers-Pay-Teachers will be purchased as a teaching resource. Maintenance agreements also cover the cost of maintenance on machines/copiers used to support a print rich environment throughout the school year.</p> <p>Commodore Skills will seek and utilize materials and programs that will provide a school librarian and print rich environment.</p> <p>Title I Funding Allocation: License and Maintenance Agreements: \$8,528 Books: \$5,000 Instructional Supplies and Materials: \$15,000</p> <p>LCAP 1.13 Literacy and Library Supports Additional Library Media Assistant Compensation: \$8,000 Subscriptions: \$2,975</p>			
1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>Teachers and administrators will be offered the opportunity to participate in the AVID program, on a voluntary basis for this year. For the following year, a specific cohort will receive AVID certification and will apply the program into their instructional program.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>			
1.1.15	<p>Recapturing Learning Loss</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>			

1.1.16	<p>Outdoor Education/Science Camp</p> <p>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend science camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Overview: Of the 10 group and subgroup goals most of achievement data remained similar to 22/23. The Asian subgroup met the 5% increase in Math proficiency goal. 4 of the other 9 data points showed modest growth and not meeting the goal. Only the Asian ELA proficiency data showed a significant drop. Goal 1 Strategy 1: - Teachers were given many opportunities to earn additional compensation by attending staff development, collaborating with colleagues, or providing additional instruction to students. - 14 days of Solution Tree trainings were provided to our site by the district and site. Goal 1 Strategy 2: - A librarian was hired and was able to realize all of the benefits outlined in SPSA including implementation of the Book Fair. - Students in K-5 used AR consistently. Goal 1 Strategy 3: - Field trips were executed as planned. Goal 1 Strategy 4: - Program Specialist was hired and facilitated testing, maintained EL compliance, and supported SIPPS and primary reading testing. Goal 1 Strategy 5: - After school tutoring opportunities were provided through the ELOP Program. - There were 10 - 15 teachers participating at

various times throughout the year. Academic tutoring in Math and Reading were limited. Goal 1 Strategy 6: - Two Summer Bridge classes were provided this year. Goal 1 Strategy 7: - Technology was fully functional, maintained through parts replacement purchases and utilized as intended. Goal 1 Strategy 8: - 8 Interactive display systems (Viewsonics) were purchased and placed in classrooms. Teachers used these systems mostly as projectors and there was minimal enhancement and increased interaction in instructional presentation.

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: - Teachers did not attend STEM due to lack of opportunity, and trauma informed or equity training due to lack of interest. - We did not have any of the consultants provide training in AVID, CORE, SJCOE, NGSS. - The SWD collaboration and TK additional support did not happen due to lack of teacher interest. Goal 1 Strategy 2: - Teachers Pay Teachers was used, but not to the extent planned. There is a deliberate focus to using adopted curriculum to fidelity. This cost can be reduced next year. Goal 1 Strategy 3: - Field trips were expensive and needed to be supplemented through the Raymus Grant and PTA. - Money was not spent on STEM materials as planned. Goal 1 Strategy 4: - Program Specialist did not provide data analysis as planned. This is an area for growth. - The AA Student Support Committee was not executed as planned. - There was no EL collaboration as planned. - Academic conferences were not completed this year. - Instructional coaching support was not provided to most teachers Goal 1 Strategy 5: - Students did not get enough opportunities to participate in after school academic tutoring. This was due to teachers choosing to do enrichment classes instead.

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. _ 3 Additional Teacher Compensation - Program Specialist and Intervention teacher additional planning time will be reduced to 100 hours Goal 1 Strategy 2: - Library Media Assistant, Additional Duties: Increase to full time - Library Media Assistant Compensation. Goal 1 Strategy 3: - STEM Collaboration: This will be included in the Teacher Collaboration Additional Compensation. Goal 1 Strategy 4: - Program Specialist - This will now be paid for by the district Goal 1 Strategy 5: - Tier 2 During School Support - Tier 2 Support during school with a full-time Instructional - 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 - .5 FTE Instructional Assistant - Homework Hotline: Omit

Goal 2.1

Goal #	Description
Goal 2.1	By June of 2025, 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. By June 2025, Commodore Stockton Skills School will improve staff to student relationships by 3% in the percentage of students who responded favorably to the five targeted climate indicators on the Climate Check-In survey for the 2023-2024 school year. By June 2025, Commodore Stockton Skills School will reduce the Chronic Absenteeism rate by 5%.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student suspensions	22 suspensions:	Decrease the number of suspensions by 20%.
Climate Check-in Indicators	78% of students responded favorably to the five targeted climate indicators	Increase the percentage of favorable student response by 3%
Chronic Absenteeism Rate	Currently 21.16% of students have Chronic Absenteeism	Reduce Chronic Absenteeism by 3%

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	<p>Educational Equity, Diversity, and Inclusion</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.</p>			
2.1.2	<p>Ethnic Studies Program</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.</p>			
2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.</p>			

<p>2.1.5</p>	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Conferences & Workshops: Conference focusing on building relationships with students, classroom management, PBIS, and growth mindset. Attendance by Administrators, Teachers, Counselors, and CSA's.</p> <p>Consultants: Building efficacy as a Professional Learning Community, fostering a positive school culture/climate, and refining capacity to implement Positive Behavior Interventions and supports are essential to providing students equitable access to Social Emotional Learning and promote mental health wellness. On site coaching and student services from partners such as Elevo, Playworks, and others will be scheduled to promote healthy school relationships, student engagement, and character building.</p> <p>CSA's and Noon Duties : Additional compensation for CSA's, and Noon Duties to work after hours on PBIS planning and implementation, and attending community building events.</p> <p>Commodore Skills will seek and utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate.</p> <p>Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being.</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>PBIS Committee will establish monthly student rewards for attendance improvement. The school will use the "COUGARS-CARE", and "March Madness" promotions to help increase daily and chronic absenteeism. The choice of different rewards each month, which includes Super Recess, Popcorn Party, Nacho Party, Ice-Cream Party, Student Spirit Week, etc.</p>		<p>\$2,250</p>	<p>3010 - Title I</p>
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	<p>Students receive "Cougar Cash" for positive behavior and attend the student store to use their cougar cash to purchase high interest items.</p> <p>Title I Funding Allocation: Additional CSA's and Noon Duties Compensation: \$2,250</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): No additional site LCFF is being allocated for this strategy.</p>			
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			
2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			

2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>Attendance and Mentoring: Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			
2.1.12	<p>Health and Wellness Services and Supports</p> <p>Assemblies: Presentations for students to build self-esteem and promote healthy habits. Counselor classroom presentations addressing topics such as social-emotional learning, bullying, anti-vaping, and friendship.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			

2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			

2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Social Emotional Learning: Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.</p> <p>Counselors: Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs.</p> <p>Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.</p> <p>Commodore will replace the current intermediate counselor for the 2024-2025 school year because of retirement. However, this process will leave Commodore without an intermediate counselor for the months of August and partially September. The Counselor helps with critical beginning of the year lessons on social emotional behavior and smooth adjustments for student in the start of the year. The funding of the counselor will also support the mentoring and help to transition the new counselor.</p> <p>Title I Funding Allocation: Counselor Salary and Benefits: \$28,566</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>		\$28,566	3010 - Title I

2.1.15	<p>School Connectedness</p> <p>PLUS Leadership: Provide students with social and emotional supportive resources that positively impact 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 practices 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 "calm-down room" to allow students time and space to de-escalate.</p> <p>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures.</p> <p>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Assistant Principal Restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			

2.1.17	<p>Additional School Site Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			

2.1.20	<p>Instructional Technology</p> <p>Classroom Technology: Teachers use technology to deliver and enhance 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.</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices.</p> <p>Title I Funding Allocation: Technology Equipment: \$20,500 Maintenance Agreement: \$10,100</p> <p>LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.</p>		<p>\$20,500</p> <p>\$10,100</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			

2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>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.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: Non-Instructional Supplies: \$500</p>		\$500	0100 - LCFF/S&C (site)

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Overview: All three of our school climate goals were met this year. Our unduplicated suspensions by end of April, fell from 54 to 21. Our chronic absentee rate fell from 27.69% to 20.08%. Our School Climate survey markers improved by an average of 20%, from 58% to 78%. Commodore was received the Silver Recognition from the California PBIS Coalition for excellence in PBIS. Goal 2 Strategy 1: - PBIS team worked to improve scores on the TFI (Tiered Fidelity Inventory), raising scores on the TFI meant the team focused on specific items to improve - which correlated to action taken in supporting students. Items focused on in the TFI: 1.1 Team composition - acquired student and parent members to boost student voice and family engagement. 1.4 Clarifying teaching expectations - creating a common language for all staff and students 1.13 Increase in team data review to develop action plans for students requiring supports - Counselors have provided 37 SEL classroom lessons and continual support for all grade levels throughout the year - Teachers started using Sown to Grow curriculum to run weekly check-ins with students. - Traffic safety equipment for foggy days have been purchased and utilized - Provided assemblies on growth mindset and positive thinking via the NED show, and antibullying BMX assembly. Goal 2 Strategy 2: - 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. Goal 2 Strategy 3: - Schoolwide attendance initiatives have helped improve our chronic absenteeism.

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. - PLUS elective class has been discontinued and after school meetings are no longer happening.

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: - Development of Tier 2 and Tier 3 MTSS - Provide professional development on PBIS in the classroom (formally written) - Summer Collaboration for 7th & 8th Grade Teachers - Align student behavior expectations in all classrooms. Goal 2 Strategy 2: - Consultants / conferences on equity, growth mindset, and restorative practices Goal 2 Strategy 3: - Plan out student incentive activities for the school year.

Goal 3.1

Goal #	Description
Goal 3.1	By June of 2025, Commodore Stockton Skills School will build a partnership with at least one community organization. By June of 2025, Commodore Stockton Skills School will increase the number of volunteers from 118 to 130. By June of 2025, Commodore Stockton Skills will increase parent participation in workshops, parent coffee hours, and trainings from 7 to 12. By June 2025, 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 2 to 5.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event with community organization Be-A-Mentor Volunteer list Meeting and training sign-in sheets	2 118 7	3 130 12
Be-a-Mentor Registration List	2 Male Volunteer	5 Male Volunteers

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.			

3.1.2	<p>Youth Engagement Activities and Athletic Programs</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.</p>			

<p>3.1.3</p>	<p>Arts Programming</p> <p>Visual and Performing Arts: All students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, in Kindergarten through 8th grade will benefit from the Proposition 28 funding for the Arts and Music in Schools Funding.</p> <p>The arts are an important part of the curricular program at Commodore Skills. Music also supports the academic growth of students. The Music teacher will be funded 50% by the school through a grant that supports the Arts in education. The teacher will provide a music program that is open to all students in grades 5-8. The teacher will provide introductory music instruction to primary classrooms.</p> <p>0.5 FTE Music Teacher Salary and Benefits (Proposition 28 Funding)</p> <p>To support Art instruction in the classroom, CSSS will contract with San Joaquin County Arts in the Classroom program that will provide professional art lessons to students in grade K-4.</p> <p>Arts in the Classroom Contract (Proposition 28 Funding)</p> <p>Purchase and replacement of equipment to include recorders, rhythm sticks, tone bells, and other musical and art supplies to support primary music and art instruction lessons.</p> <p>Supplies for Classroom instruction of Arts (Proposition 28 Funding)</p> <p>Other funds will be used to promote other art programs that may include theatre, dance, visual arts, graphic design, animation, or filmmaking at Commodore.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			
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<p>3.1.4</p>	<p>Expanded Learning and Enrichment Opportunities</p> <p>Commodore Skills will 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 opportunities, outside of school grounds.</p> <p>Field trips K-2 opportunities for students will include: Fog Willow Farms in the fall where students 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, San Jose Tech Museum, and Mosaic Science Museum offer students Science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's Fort and Sacramento Train Museum offers a wealth of information and history of California. 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. Six Flags Discovery Kingdom so students can experience physics in motion.</p> <p>Extended Learning Opportunities: Extended Day / Year Programs to increase and / or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students.</p> <p>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</p>		<p>\$36,000</p>	<p>0100 - LCFF/S&C (site)</p>
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time for every week of tutoring for curriculum preparations, collaboration and family communications. This support will be primarily funded by the district's ELOP program, with any additional extended learning opportunities that are needed being provided by the site.			
Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.			
LCAP 3.4Expanded Learning and Enrichment Opportunities: Transportation: \$36,000			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Goal 3 Strategy 1: Community Assistant: The position was filled in November and the Community Assistant has direct communication with all Commodore Families, dissemination of district trainings and workshops for parents, informs families of Commodore happenings, and supports all parent meetings and events. The school partnered with Safe Routes to School Program which donated money and prizes to encourage walking and bicycling. Host an event with a Community Partner - During one of the Science Stem Nights, the Stockton Telescope Society brought their high powered telescopes and expertise for students to view stars and planets. Build Community Partnerships - Commodore partnered with the Raymus Foundation which funded many of our STEM fieldtrips. The grant program will be renewed next year. An event was hosted to increase awareness on health and fitness called the CARE Fun Run. This was in partnership with a local running organization. Partner with Health Services to provide TB tests: Not implemented as events did not lend to this type of service. Commodore Showcase - Not implemented due to other events taking priority and less need for a showcase, as the objectives were met through other parent opportunities, specifically the Science Nights. Three Science Nights were held. Commodore hosted a Science Night, where participating students showcased their projects and volunteers judged projects. Goal 3 Strategy 2: Parent Meetings- Commodore held various parent meetings to inform and engage families. Coffee hours were held monthly. There were four ELAC meetings held. There were 6 School Site Council meetings held. Math Nights - Not implemented because the night activities were focused on the specialty of the school- STEM. Goal 3 Strategy 3: Dads and Dudes to increase male volunteers/participation: There were two zoom meetings held for this strategy. The group had one event off campus where 15 families attended, mostly male parents. The intent to increase male volunteers throughout the school year was not accomplished as intended.

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: Community Assistant: Because position was not filled at beginning of year budgeted money was moved to purchase STEM materials. Build Community Partnerships - The Raymus Foundation grant allowed us to fund more STEM fieldtrips. Commodore Showcase - Not implemented due to other events taking priority and less need for a showcase, as the objectives were met through other parent opportunities, specifically the Science Nights. Three Science Nights were held. Goal 3 Strategy 2: Parent Meetings- Commodore Coffee hours are not well attended in person, averaging 3 parents per meeting. More parents attended

through zoom, averaging 6 parents per meeting. Various reasons parents don't attend, including scheduling, parents working and difficulty in motivating parents to be involved. Math Nights - Not implemented- funds used to implement STEM nights. Goal 3 Strategy 3: Dads and Dudes: Did not meet intent to increase parent volunteers. Zero male volunteers resulted. Budgeted money was used to support bowling event.

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.

Commodore will increase focus and spending on STEM. The goals and strategies will remain the same for 2024/2025 with implementation facilitated through the Community Assistant.

Goal 4.1

Goal #	Description
Goal 4.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Community Assistant (CA): The CA provides parents with support and resources that informs and empowers them to increase engagement in their student's learning and school activities. 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, facilitates volunteer opportunities, disseminates monthly parent newsletter and calendar, and communicates all pertinent school information to parents via Class Dojo. The Community Assist serves on the SSC and ELAC committees to help create connections between our school and our parents. 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		\$22,471 \$1,500 \$2,556 \$500 \$1,260 \$3,600 \$2,000	0100 - LCFF/S&C (site) 3010 - Title I - Parent 3010 - Title I - Parent 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 3010 - Title I

	<p>sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.</p> <p>Dads and Dudes: 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 2024-2025 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.</p> <p>Family Nights: Commodore Family Nights: Commodore will host three events after school hours that will showcase student work and academic enrichment. These events provide families with engaging activities to build partnerships between the school, families, and community. These events will have an emphasis on STEM but will tie in other core areas to include Art, History, and music. The events will have take-and-make activities, community partners with exhibits, and students will receive a "goodie bag" for visiting all stations in the event. 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. 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. Teachers involved in the planning and organizing of the Family Nights will receive comp time.</p> <p>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.</p> <p>Commodore will make deliberate efforts to involve families and the community to increase students' success in school, both academic and social development.</p>		\$8,000	3010 - Title I
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	<p>Title I Funding Allocation: Additional Community Assistant Compensation: \$8,000 Parent Meeting & Supplies and Materials: \$2,556 - Title 1 Parent Dudes & Dad Parent Meeting & Supplies and Materials: \$1, 500 - Title 1 Parent Math Supplies/Materials: \$2,000</p> <p>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: Community Assistant Salary & Benefits: \$22,471 Family Night Duplicating: \$500 Family Night Non-Instructional Supplies: \$1,260 Additional Teachers Compensation: \$3,600</p>			
4.1.2	<p>District Strategic Planning and Communication</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.</p>			
4.1.3	<p>Community Schools Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

4.1.4	<p>Parent Advisory Committee Supports and Resources</p> <p>Engaging Educational Partners: Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community. Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 5.1

Goal #	Description
Goal 5.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	<p>Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap</p> <p>Preschool Transition: All Kindergarten students, including targeted student groups: African American, Hispanic, Asian American, and Students with Disabilities, will benefit from the opportunity to attend the Kinder Summer Bridge program.</p> <p>Kinder Bridge will provide incoming TK and Kindergarten students opportunities to interact with their peers. Students attending will build their 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. Preschool parents will be provided the opportunity to participate in classroom and school events and learn about school readiness and early literacy activities.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.</p>			
5.1.2	<p>Developing Student Individual Transition Plans</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.</p>			
5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>			

5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			

5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Tier 2 Intervention: Intervention Teacher: Students who are not meeting grade level standards will be provided direct academic support in Reading and Mathematics. The IT will use data to monitor student progress and create strategic small groups to target student deficiencies and needs. The IT will collaborate with teachers to discuss student needs and supports.</p> <p>Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement.</p> <p>Instructional Assistants: Under the guidance of the Intervention teacher, the instructional assistants will support small group instruction. The IAs will be trained to use foundational skills programs and administer core assessments. Programs and assessments may include SIPPS, Haggerty, SPIRE, CORE, I-Ready.</p> <p>Title I Funding Allocation: Instructional Assistant (.44 FTE Salary and Benefits /prorated to reflect a start date of 10/14/24)): \$16,978 Instructional Assistant (.44 FTE Salary and Benefits / prorated to reflect an approximate start date of 11/18/24): \$14,107 Additional Instructional Assistant Compensation \$6,000</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>		<p>\$16,978</p> <p>\$14,107</p> <p>\$6,000</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

Describe the overall implementation and 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 6.1

Goal #	Description
Goal 6.1	.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			

6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>African American Student Support Committee - An African American Student Support Committee will be formed to monitor African American students who are not on or above grade level. The group will consist of Program Specialist, Administration, Counselor, and Teachers. A monitoring form, such as the Student Success form, will be utilized by the team, and 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 set SMART goals, and monitor 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.</p> <p>Title I Funding Allocation: Additional Teacher Compensation: \$3,750</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>		\$3,750	3010 - Title I
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			

6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			
6.1.7	<p>BSAP School Climate & Wellness Personnel Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.</p>			
6.1.8	<p>BSAP Community -Based Safety Pilots</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.</p>			

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

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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 Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$269,093.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$352,849.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
3010 - Title I	\$265,037.00
3010 - Title I - Parent	\$4,056.00

Subtotal of additional federal funds included for this school: \$269,093.00

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 (\$)
0100 - LCFF/S&C (site)	\$83,756.00

Subtotal of state or local funds included for this school: \$83,756.00

Total of federal, state, and/or local funds for this school: \$352,849.00

Addendums

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Commodore Stockton Skills School

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

4/8/24

Date of Meeting

4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

English Learner Advisory Committee

4/12/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/21/24

Date of Meeting

(Optional)

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

Attested: Committee

J.P. Wheeler

Typed Name of School Principal

Date of Meeting

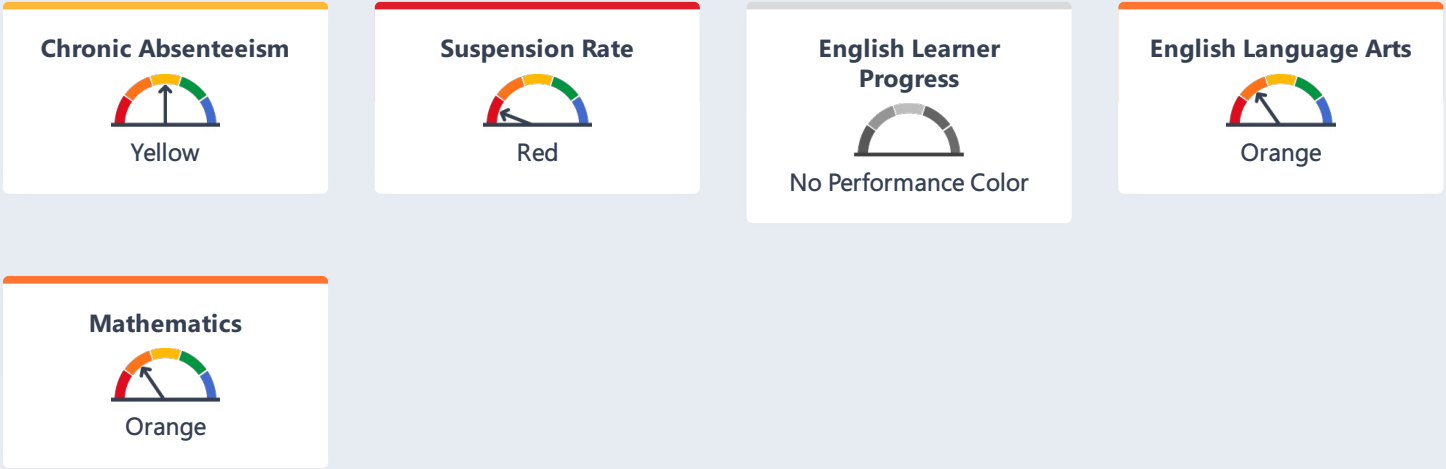
12/6/24

Date


Signature of School Principal

Commodore Stockton Skills

Explore the performance of Commodore Stockton Skills under California's Accountability System.

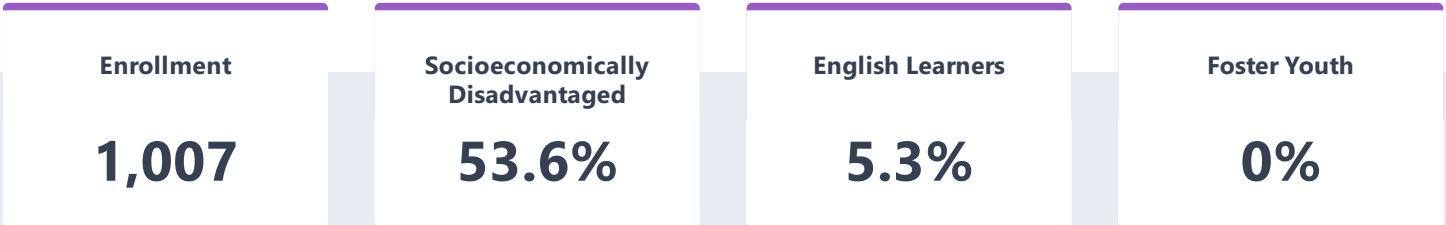


School Details

<div>NAME</div> Commodore Stockton Skills	<div>ADDRESS</div> 2725 Michigan Avenue Stockton, CA 95204-2636	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

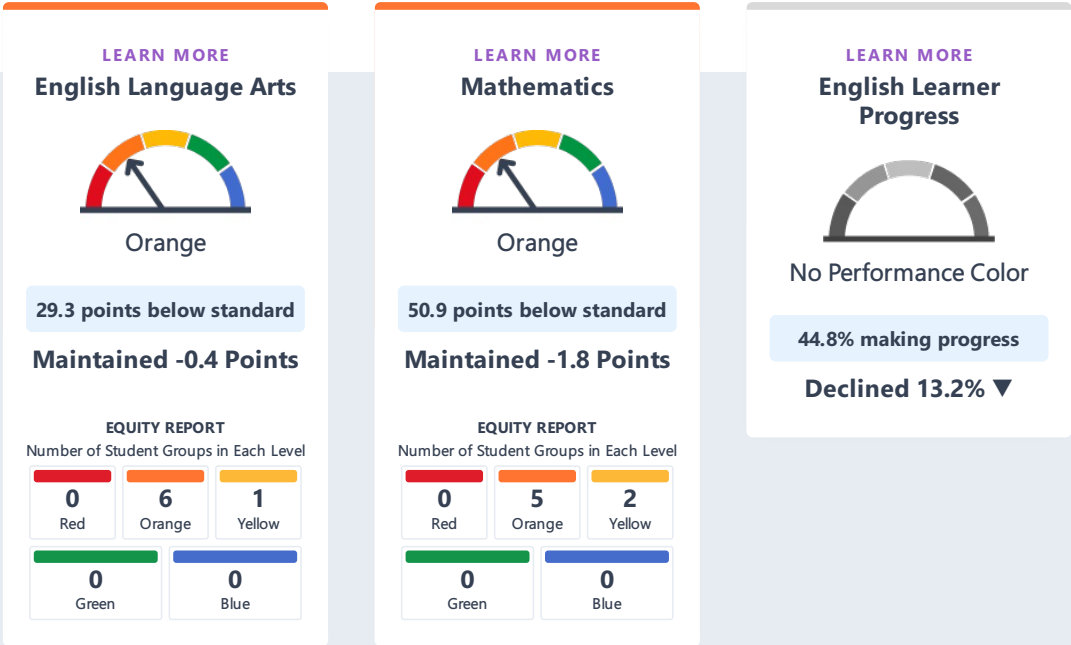
Student Population

Explore information about this school's student population.



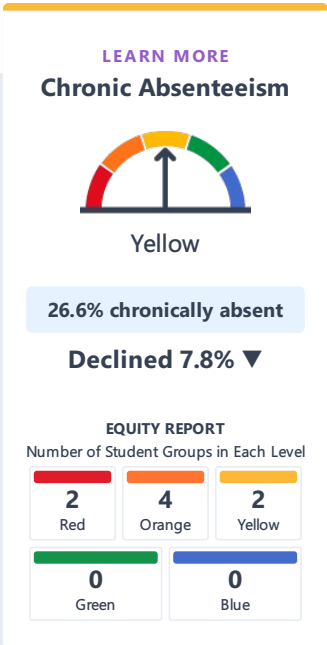
Academic Performance

View Student Assessment Results and other aspects of school performance.



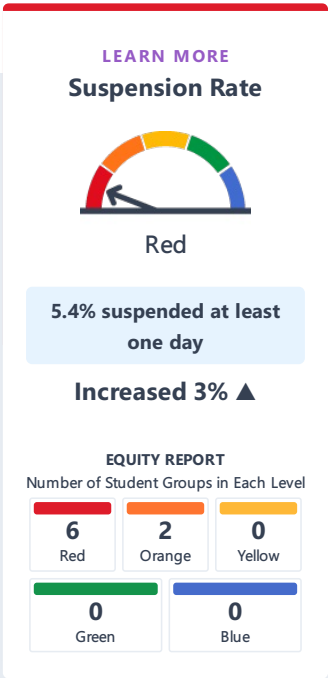
Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students



Orange

29.3 points below standard


Maintained -0.4 Points

Number of Students: 635

Student Group Details


All Student Groups by Performance Level

13 Total Student Groups



Red

No Student Groups



Orange

African American


English Learners

Hispanic

Socioeconomically Disadvantaged


Students with Disabilities

White




Yellow

Two or More Races




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander

○ ● ○ ○ ○ ○ ○

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

19.6 points above standard

Increased 7.1 Points ▲

Number of Students: 28

Filipino



No Performance Color

12.5 points above standard

Increased 10 Points ▲

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

African American



Orange

58.3 points below standard

Declined 18.3 Points ▼

Number of Students: 46

English Learners



Orange

48.8 points below standard

Maintained 2.5 Points

Number of Students: 44

Hispanic



Orange

33 points below standard

Maintained -0.1 Points

Number of Students: 437

Socioeconomically Disadvantaged



Orange

36.3 points below standard

Maintained 0 Points

Number of Students: 335

Students with Disabilities



Orange

81.4 points below standard

Increased 31.6 Points ▲

Number of Students: 65

White



Orange

32.9 points below standard

Declined 4.1 Points ▼

Number of Students: 62

Two or More Races



Yellow

8.9 points below standard

Increased 7.4 Points ▲

Number of Students: 35

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	29 points below standard	29.3 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

90.3 points below standard

Increased 46 Points ▲

Number of Students: 18

Recently Reclassified English Learners

20 points below standard

Declined 4.9 Points ▼

Number of Students: 26

English Only

31.9 points below standard

Maintained -0.9 Points


Number of Students: 527

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students


Orange

50.9 points below standard


Maintained -1.8 Points


Number of Students: 633


Student Group Details

All Student Groups by Performance Level

13 Total Student Groups


Red


Orange


Yellow

No Student Groups

African American

Two or More Races

English Learners

Students with Disabilities

Hispanic

Socioeconomically Disadvantaged

White



Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Asian

Filipino

Foster Youth

Homeless

Pacific Islander



American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Asian



No Performance Color

14.8 points below standard

Increased 15.4 Points ▲

Number of Students: 28

Filipino



No Performance Color

12.2 points above standard

Increased 25.1 Points ▲

Number of Students: 17

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

African American



Orange

87.7 points below standard

Declined 22.2 Points ▼

Number of Students: 46

English Learners



Orange

74.4 points below standard

Declined 5.8 Points ▼

Number of Students: 44

Hispanic



Orange

53.5 points below standard

Maintained -2 Points

Number of Students: 436

Socioeconomically Disadvantaged



Orange

61.8 points below standard

Declined 3.3 Points ▼

Number of Students: 333

White



Orange

57.6 points below standard

Maintained -1.9 Points

Number of Students: 61

Two or More Races



Yellow

23.7 points below standard

Maintained 2.9 Points

Number of Students: 35

Students with Disabilities



Yellow

94.7 points below standard

Increased 31.7 Points ▲

Number of Students: 63

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	49.1 points below standard	50.9 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
116.8 points below standard Increased 52.9 Points ▲ Number of Students: 18	45 points below standard Declined 19.4 Points ▼ Number of Students: 26	50.6 points below standard Maintained -0.3 Points Number of Students: 525


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

[LEARN MORE](#)

English Learner Progress



No Performance Color

44.8% making progress towards English language proficiency

Declined 13.2% ▼

Number of EL Students: 29

Student English Language Acquisition Results Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=39686766098651&year=2022-23>

All Students



Yellow

26.6% chronically absent


Declined 7.8% ▼

Number of Students: 1,015

Student Group Details

All Student Groups by Performance Level


13 Total Student Groups



Red

African American

English Learners




Orange

Asian

Two or More Races

Students with Disabilities


White



Yellow


Hispanic

Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

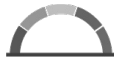


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

8% chronically absent

Declined 9.6% ▼

Number of Students: 25

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

76.5% chronically absent

Declined 0.5% ▼

Number of Students: 17

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

African American



Red

23.6% chronically absent

Maintained 0%

Number of Students: 72

English Learners



Red

33.3% chronically absent

Increased 0.6% ▲

Number of Students: 60

Asian



Orange

23.8% chronically absent

Declined 5.9% ▼

Number of Students: 42

Two or More Races



Orange

30.9% chronically absent

Declined 5.3% ▼

Number of Students: 55

Students with Disabilities



Orange

35.6% chronically absent

Declined 8.9% ▼

Number of Students: 104

White



Orange

29.5% chronically absent

Declined 4.6% ▼

Number of Students: 95

Hispanic



Yellow

26.9% chronically absent

Declined 9.5% ▼

Number of Students: 713

Socioeconomically Disadvantaged



Yellow

32.1% chronically absent

Declined 6.2% ▼

Number of Students: 561

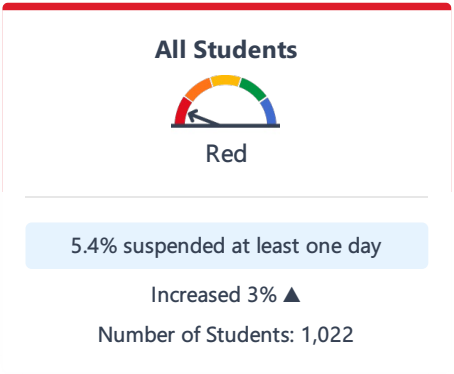
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

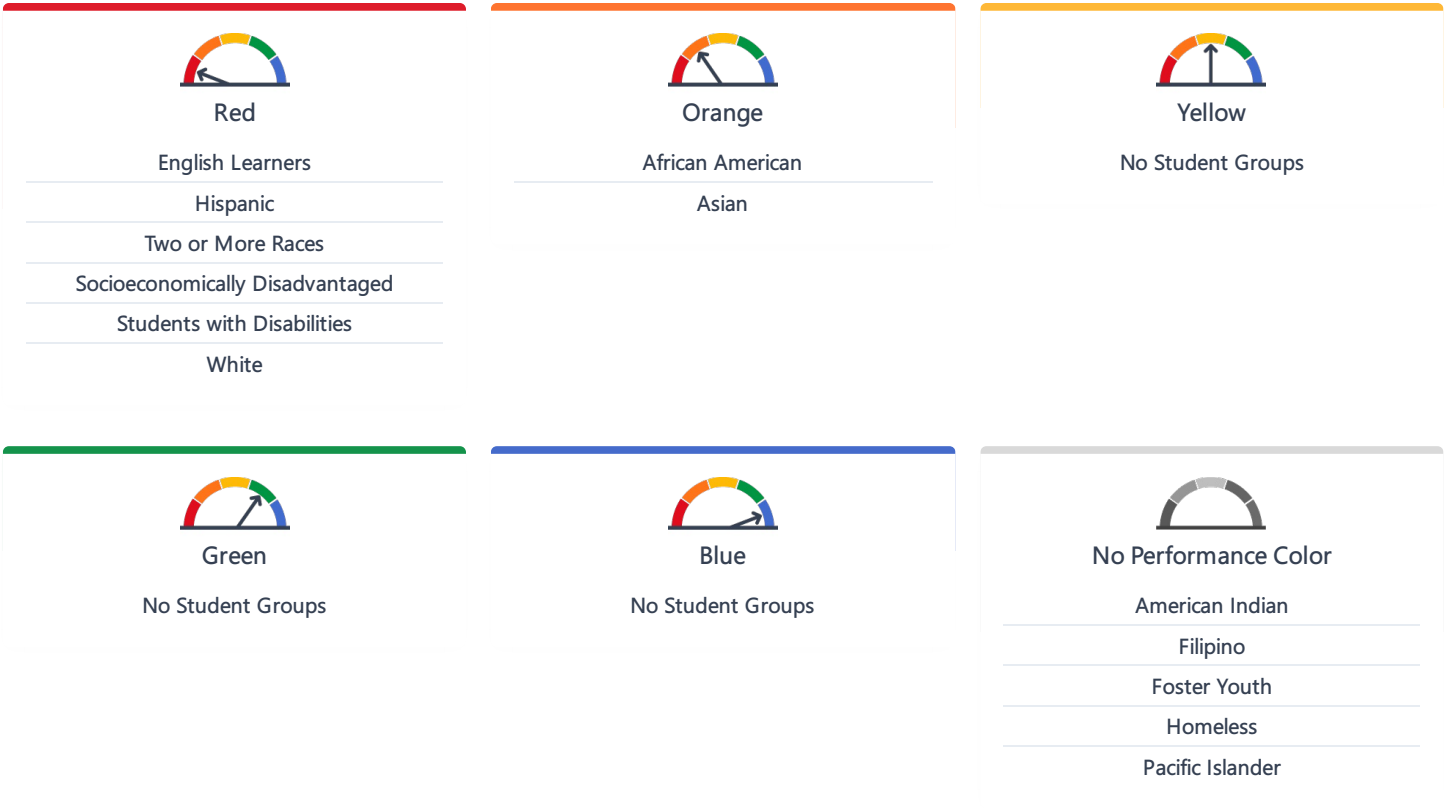
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



American Indian

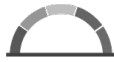


No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Filipino



No Performance Color

8% suspended at least one day

Increased 8% ▲

Number of Students: 25

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Homeless



No Performance Color

5.9% suspended at least one day

Increased 5.9% ▲

Number of Students: 17

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners



Red

6.7% suspended at least one day

Increased 0.9% ▲

Number of Students: 60

Hispanic



Red

5.3% suspended at least one day

Increased 2.7% ▲

Number of Students: 719

Two or More Races



Red

9.1% suspended at least one day

Increased 5.6% ▲

Number of Students: 55

Socioeconomically Disadvantaged



Red

6.2% suspended at least one day

Increased 3% ▲

Number of Students: 565

Students with Disabilities



Red

6.7% suspended at least one day

Increased 3.4% ▲

Number of Students: 105

White



Red

6.3% suspended at least one day

Increased 3.9% ▲

Number of Students: 96

African American



Orange

2.8% suspended at least one day

Increased 1.4% ▲

Number of Students: 72

Asian



Orange

2.4% suspended at least one day

Increased 2.4% ▲

Number of Students: 42

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	2.4%	5.4%

Commodore Data Review

April 2024

Summary

Accountability

- Current ESSA Status is **No Status**, exiting ATSI for the most current year ([slide 10](#))
- **Suspension** was the only area identified as “Red” and was lower than the district ([slide 10](#))
- State Indicators for **Chronic Absenteeism, ELA, and Math** were the same as the district ([slide 11](#))
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 26.6% ([slides 12](#))

Demographics

- Demographics are majority **Hispanic** at 70.1% of the student population ([slide 5](#))
- 5.3% of students were English Learners in the latest school year available (2022-23) ([slide 6](#))

State Assessments

- Percent of students meeting or exceeding standards on **ELA** decreased 1% from prior year to 36.37% ([slide 14](#))
- Percent of students meeting or exceeding standards on **Math** increased 1% from prior year to 30.76% ([slide 16](#))
- Number of **students tested with ELPAC** increased from 2022 to 2023 by 11 students to 51 ([slide 18](#))
- Percent of students scoring at **Level 4** decreased by 1% ([slide 18](#))

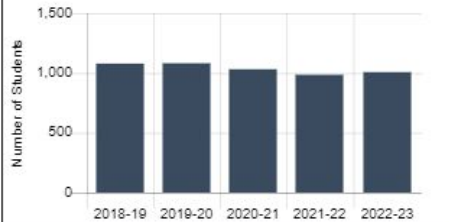
Local Assessments

- i-Ready (starting on [slide 20](#)): At the end of 2022-23, **Reading on grade level** increased 3% to 55% and **Math** decreased 1% to 50%
- i-Ready Lessons: Students have spent on average 11 minutes in reading and 29 minutes in math for i-Ready lessons ([slide 32](#))
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels (starting on [slide 26](#))

Demographics

Enrollment

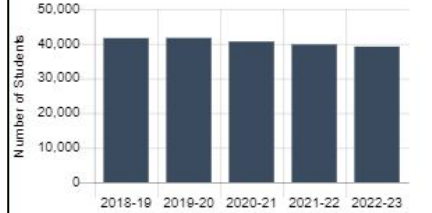
Commodore



View Table Data

Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	1,078	1,081	1,031	985	1,007

SUSD



View Table Data

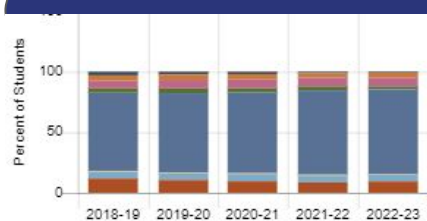
Census Day Enrollment	2018-19	2019-20	2020-21	2021-22	2022-23
Total	41,634	41,679	40,627	39,803	39,169

- Commodore's enrollment increased by 22 students from 2021-22 to 2022-23
- Commodore's **stability rate** (percent of students who start and end the school year at the school) is 95.8%, nearly 9% higher than the district (87%)

Sources: Enrollment: EdData, [Commodore](#)
Stability Rate: [DataQuest](#)

Demographics

Commodore



Census Day Enrollment by Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
American Indian or Alaska Native	3.1 %	2.4 %	2 %	1.3 %	0.9 %
Asian	4.6 %	4.5 %	4.5 %	3.8 %	4.2 %
Black or African American	6 %	6.9 %	7.1 %	7 %	7.1 %
Filipino	3.8 %	4 %	3.7 %	3.4 %	2.5 %
Hispanic or Latino	64.5 %	65.4 %	66.5 %	69.6 %	70.1 %
Native Hawaiian or Pacific Islander	0.7 %	0.7 %	0.7 %	0.6 %	0.4 %
None Reported	0 %	0 %	0 %	0.2 %	0.2 %
Two or More Races	5.5 %	5.6 %	6 %	5.5 %	5.3 %
White	11.8 %	10.5 %	9.5 %	8.6 %	9.4 %

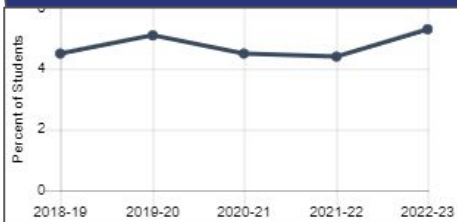
SUSD

2022-23
0.7 %
8.8 %
9.2 %
3.3 %
69.6 %
0.5 %
0.3 %
3.5 %
4.1 %

- Commodore's population is majority **Hispanic**, with 70.1% of the student population
- This is in line with the district (69.6% Hispanic)

English Learners

Commodore



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	4.5 %	5.1 %	4.5 %	4.4 %	5.3 %

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	48	55	46	43	53

SUSD



View Table Data

English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
Total	22.8 %	22.8 %	21.7 %	24.1 %	24.4 %

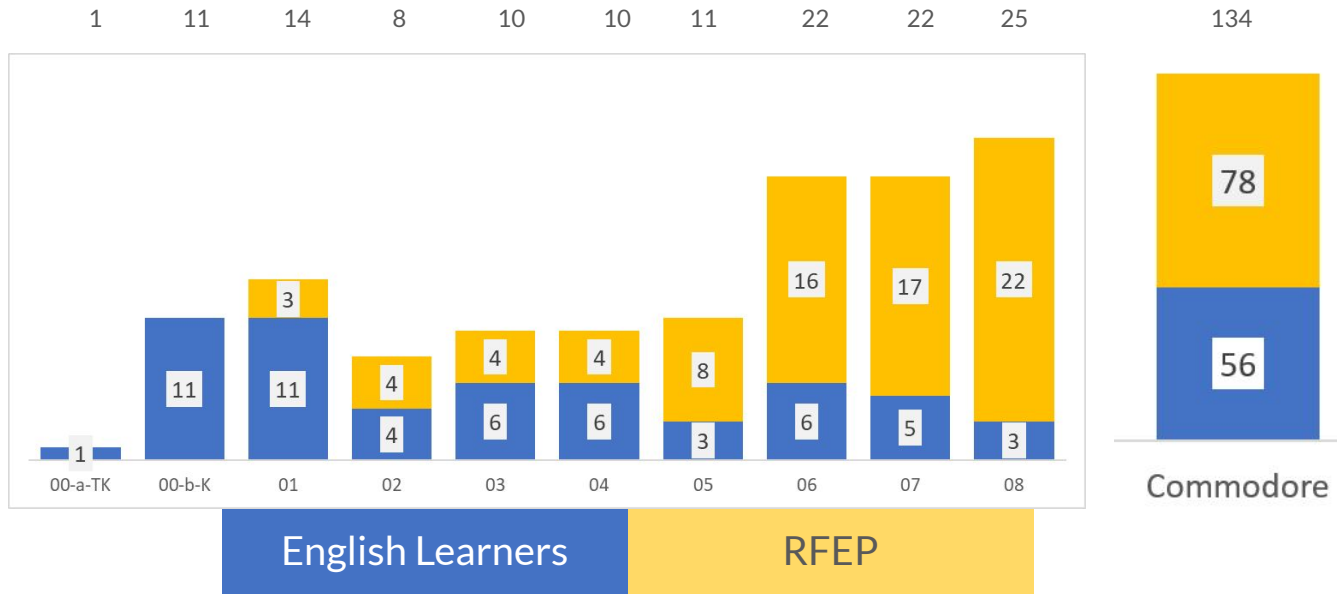
- **Commodore** averaged 4.76% English Learners over the last 5 years
- Most current data is **5.3%** of the student population are English Learners
- The percent of English Learners is **lower** than the district (between 21% and 25% over the last 5 years)

English Learners' Language

Commodore						SUSD					
Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23	Languages of English Learners	2018-19	2019-20	2020-21	2021-22	2022-23
All Other	0 %	0.1 %	0.2 %		0 %	All Other	1.2 %	1.3 %	1.2 %	1.4 %	1.4 %
Cantonese					0.1 %	Arabic	0.3 %	0.2 %	0.2 %	0.3 %	0.3 %
Farsi (Persian)	0.1 %	0.1 %	0.3 %		0.1 %	Filipino (Pilipino or Tagalog)	0.3 %	0.3 %	0.3 %	0.3 %	
Filipino (Pilipino or Tagalog)		0.2 %	0.2 %			Hmong	0.6 %	0.5 %	0.5 %	0.5 %	0.5 %
Hmong	0.2 %	0.1 %	0.1 %	0.1 %	0.1 %	Khmer (Cambodian)	0.5 %	0.5 %	0.4 %	0.4 %	0.4 %
Punjabi					0.1 %	Punjabi					0.2 %
Samoan	0.1 %					Spanish	19.9 %	20.1 %	19.1 %	21.2 %	21.7 %
Spanish	3.9 %	4.4 %	3.6 %	4.2 %	4.9 %						
Urdu	0.2 %	0.2 %	0.1 %								
Vietnamese					0.1 %						

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Current ELs and RFEPs by Grade Level



- Commodore has 56 English Learners and 78 RFEP students*
- **Kinder and 1st grade** have the highest number of English Learners at 11

**Source: Synergy, local data as of 4/14/24*

State Assistance & Indicators

2023 ESSA Support



Research and Accountability Department
Empowering with data.

- Commodore exited ATSI this year and currently has “No Status”
- Commodore **improved**:
 - Absenteeism
- Commodore **declined**:
 - Suspension
- ELA and Math **remained** unchanged
- ELPI had no performance color

Year	Status	Area	Current Indicator	Previous Indicator
Current (2023)	No Status	ELA	2 - Orange	2 - Orange
2022	ATSI	Math	2 - Orange	2 - Orange
2021	No Status	Absenteeism	3 - Yellow	1 - Red
2020	No Status	Suspension	1 - Red	3 - Yellow
2019	No Status	ELPI	NA (not enough students)	4 - Green
2018	No Status			



Note: These are the color indicators on the California School Dashboard (see next slide)

Source: [ESSA 2023](#), visually on [2023 Indicator Dashboard](#)

California School Dashboard

Stockton Unified



Commodore



- Absenteeism was the same as the district (Yellow)
- Suspension was lower than the district (Red)
- ELA and Math were the same as the the district, both Orange

Source: [California School Dashboard](#)



Higher than the district



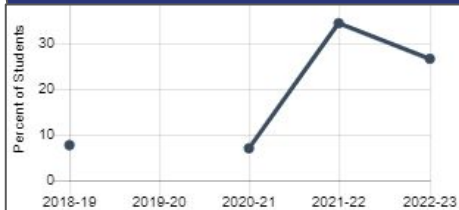
Lower than the district



Same as the district

Chronic Absenteeism Historical

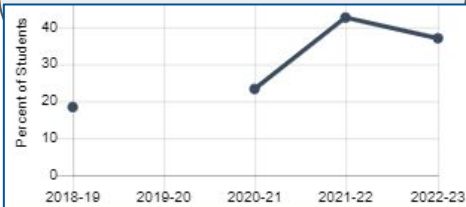
Commodore



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	7.7 %	N/A	7 %	34.4 %	26.6 %

SUSD



[View Table Data](#)

Chronic Absenteeism Rate	2018-19	2019-20	2020-21	2021-22	2022-23
All Students	18.4 %	N/A	23.3 %	42.6 %	37 %

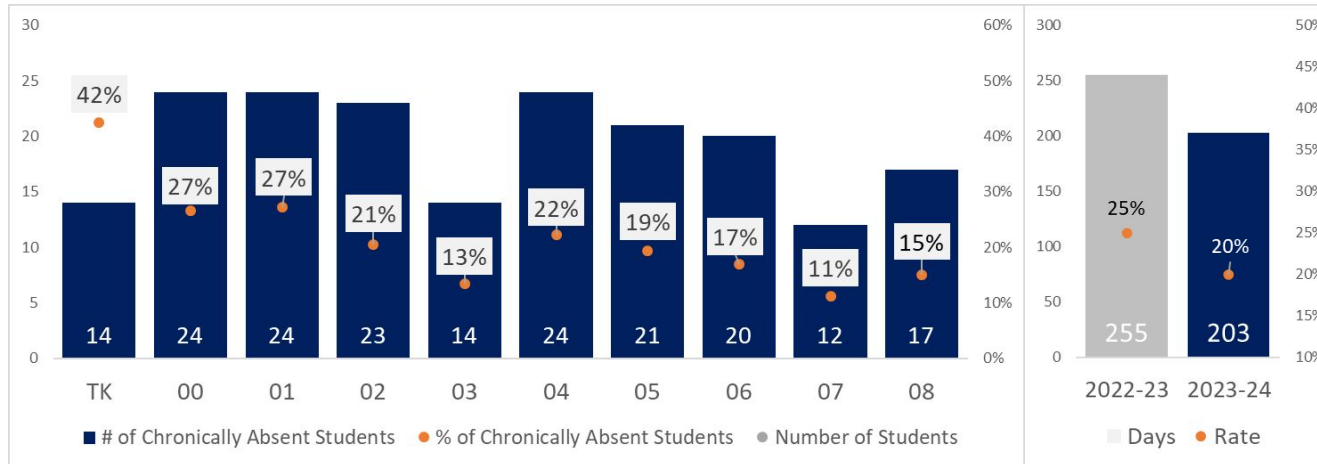
- Last year, Commodore decreased the percent of Chronic Absenteeism from 34.4% to 26.6%
- This was lower than the district's absenteeism rate at 37%

Chronic Absenteeism

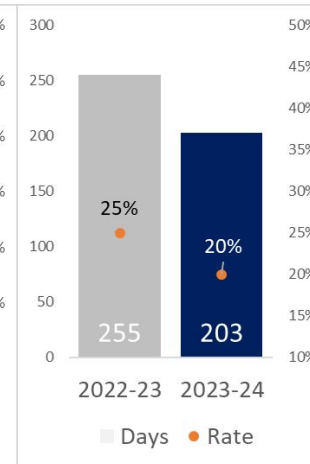
Current Year

Commodore Chronic Absenteeism through March

2023-24 Percent of Chronically Absent Students by Grade Level
(# of students Chronically Abs / Total Students)



Days Absent



- The number of days absent decreased from 255 to 203 and percent of days decreased by 5% (through March)
- TK has the highest chronically absent rate of students at 42% (14 students)

Source: Synergy, local data provided by Student Support services, March

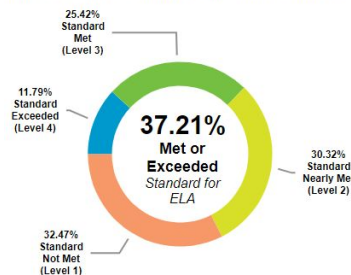
Chronic Absenteeism



CAASPP ELA 2 years

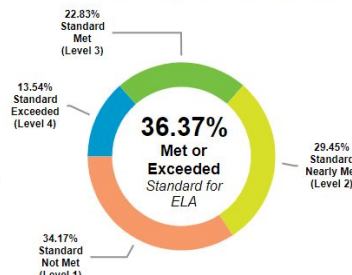
2021-2022

Percent of students within each achievement level

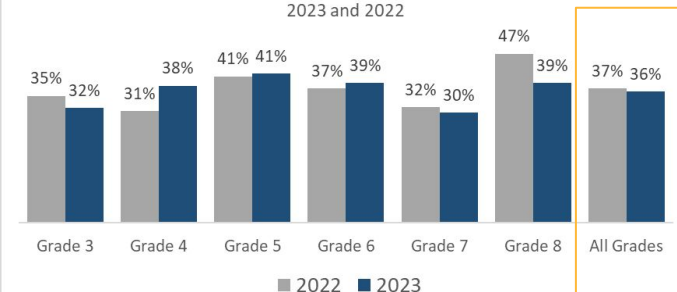


2022-2023

Percent of students within each achievement level



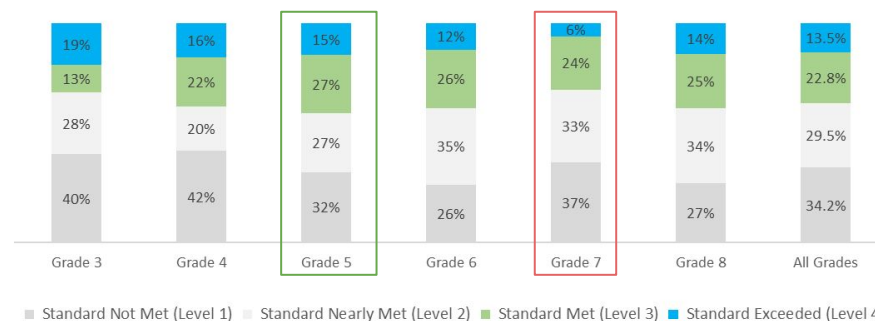
CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Source: [Smarter Balanced Results, Commodore](#)

2022-2023

Percent Met or Exceeded Standards by Grade Level



■ Standard Not Met (Level 1) ■ Standard Nearly Met (Level 2) ■ Standard Met (Level 3) ■ Standard Exceeded (Level 4)

Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	40%	42%	32%	26%	37%	27%	34.2%
Standard Nearly Met (Level 2)	28%	20%	27%	35%	33%	34%	29.5%
Standard Met (Level 3)	13%	22%	27%	26%	24%	25%	22.8%
Standard Exceeded (Level 4)	19%	16%	15%	12%	6%	14%	13.5%
Number of Students With Scores	104	108	109	106	115	93	635

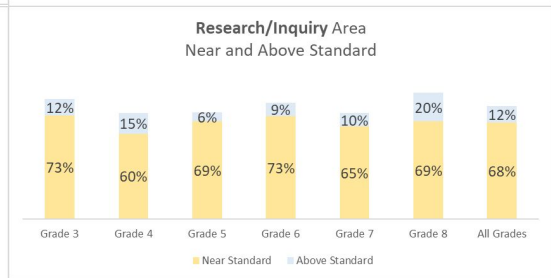
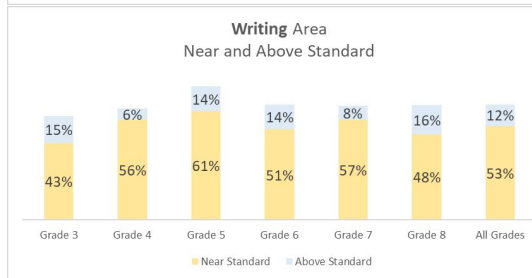
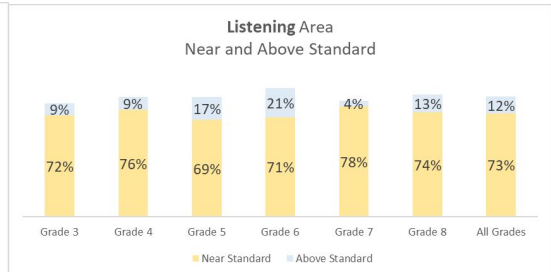
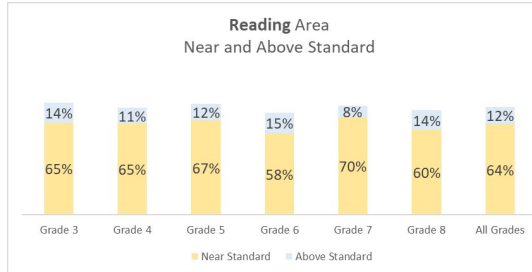
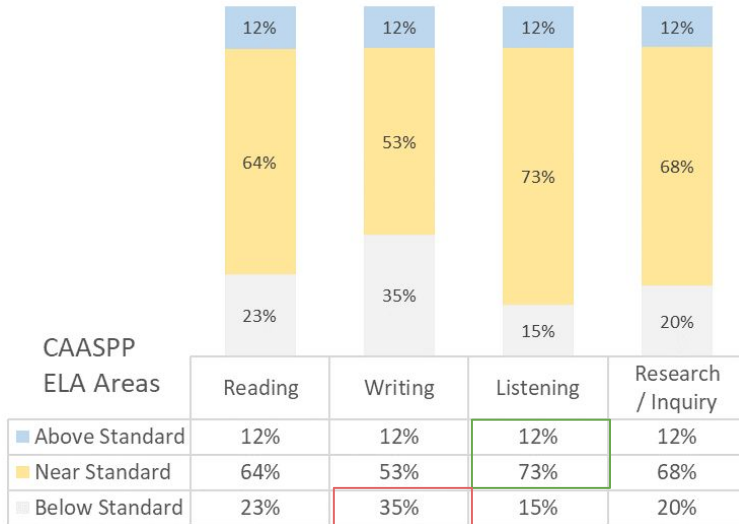
- **36.37%** of students met or exceeded ELA standards (8.6% higher than the district at 27.78%)
- This was a .84% decrease from the prior year
- **5th grade** had the highest percent met or exceeded standards (41%)
- **7th grade** had the lowest percent met or exceeded standards (30%)

English Language Arts



CAASPP ELA 2022-2023

By Area



- **Writing** was the lowest area on CAASPP, with 35% of students below standard
- **Listening** was the highest with 85% near or above standard

CAASPP Math

2 years

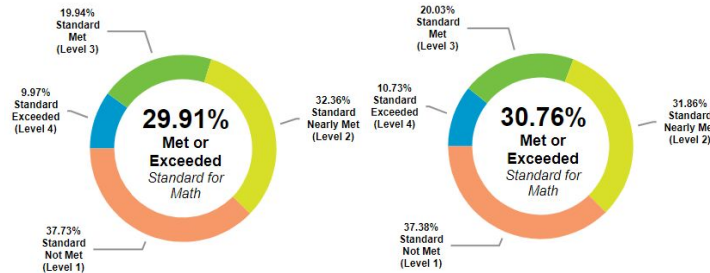
2022-2023

2021-2022

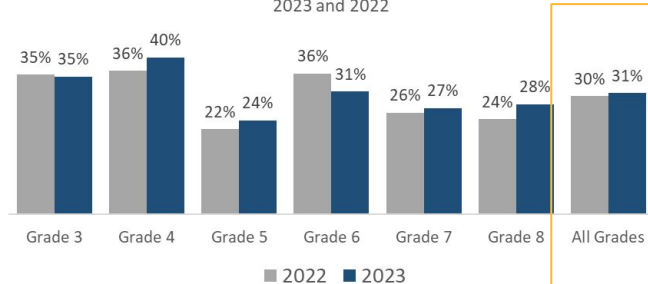
2022-2023

Percent of students within each achievement level

Percent of students within each achievement level



CAASPP Percent of Student Met or Exceeded Standards
2023 and 2022



Percent Met or Exceeded Standards by Grade Level

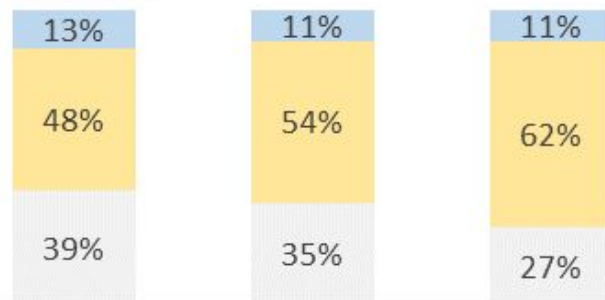


Reporting Categories	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	All Grades
Standard Not Met (Level 1)	38%	25%	39%	40%	37%	48%	37%
Standard Nearly Met (Level 2)	27%	35%	38%	29%	37%	24%	32%
Standard Met (Level 3)	22%	27%	14%	20%	20%	17%	20%
Standard Exceeded (Level 4)	13%	13%	10%	11%	7%	11%	11%
Number of Students With Scores	103	108	109	106	115	93	634

- 30.76% of students met or exceeded Math standards (14% higher than the district at 16.76%)
- This was an increase of 1% from prior year
- 4th grade was the highest at 40% met or exceeded standards
- 5th grade was the lowest at 24% met or exceeded standards

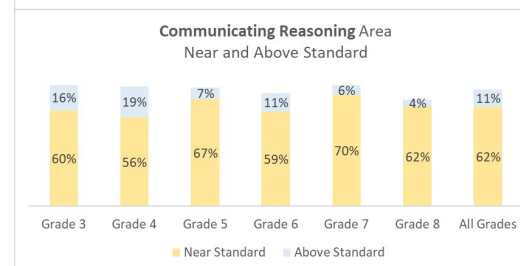
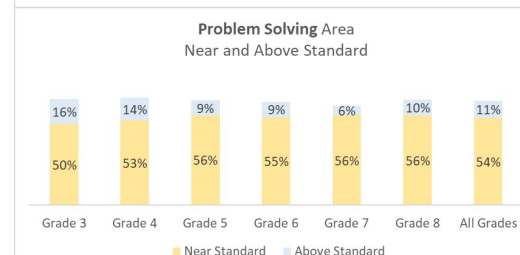
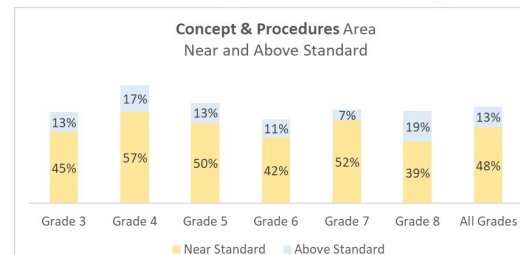
CAASPP Math 2022-2023

By Area



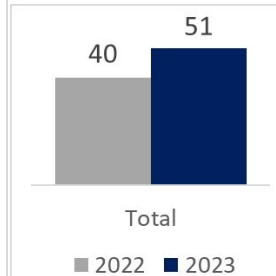
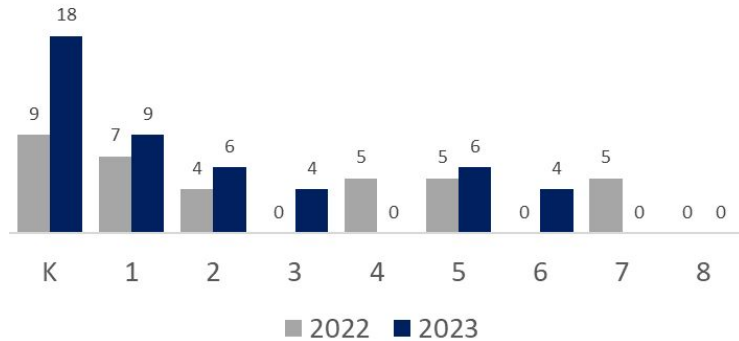
	Concepts & Procedures	Problem Solving	Communicate Reasoning
Above Standard	13%	11%	11%
Near Standard	48%	54%	62%
Below Standard	39%	35%	27%

- **Concepts & Procedures** was the lowest math area in CAASPP at 39% of students below grade level
- **Communicate Reasoning** was the highest area at 73% of students near or above grade level

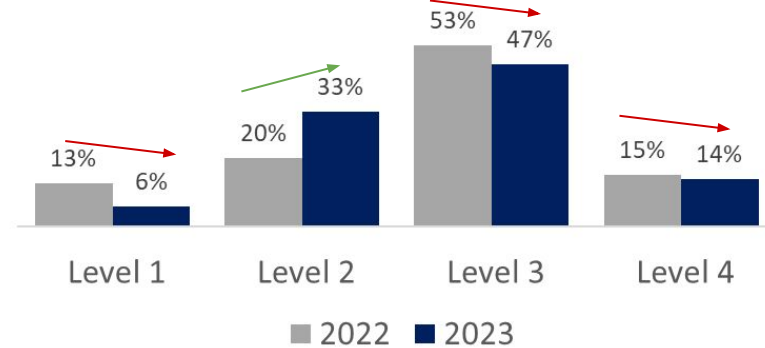


ELPAC 2 Years Overview

Number of Students Tested With ELPAC
2022 and 2023



Percent of ELPAC Levels
2022 and 2023

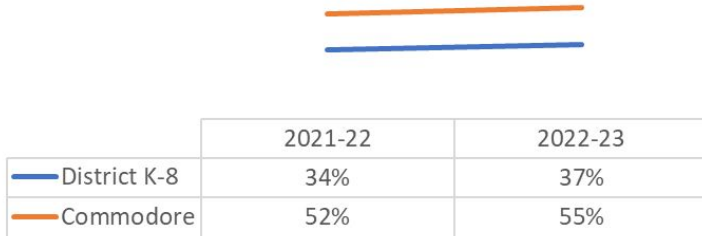


- Number of students taking the ELPAC **increased by 11** from 51 to 40
- The number of students increased the most in Kinder (+9)
- Percent of students scoring level 4 decreased slightly by 1%

i-Ready

i-Ready Reading

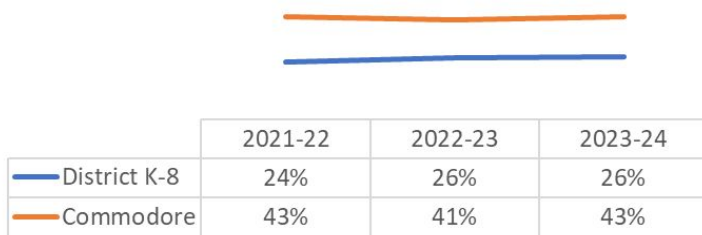
% on Grade Level Diagnostic 3



Diagnostic 3 - End of Year

- Commodore increased the percent of students on grade level by 3% with 55% of students on grade level at the end of last year

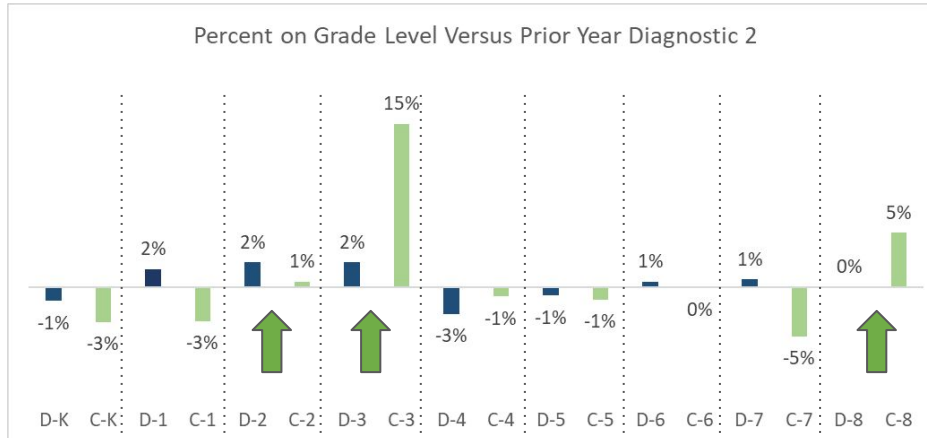
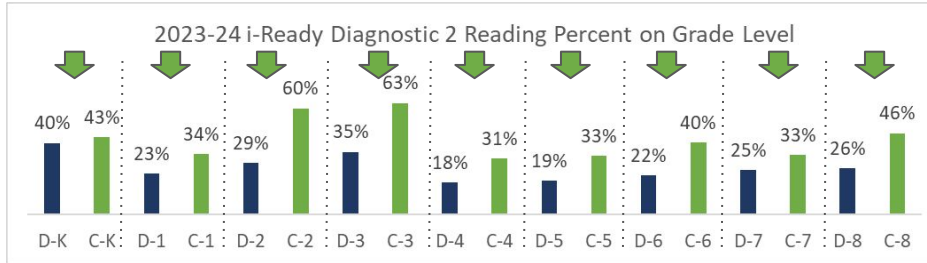
% on Grade Level Diagnostic 2



Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 43% of students were on grade level, increasing 2% from prior year

i-Ready Diagnostic 2 Reading On Grade Level



Strengths

- All grade levels have a higher percent on grade level than the district

Opportunities

- 7th grade had the largest decrease for percent on grade level at 5%
- Kinder, 1st, 4th, and 5th also declined in the percent of students on grade level

D = District

C = Commodore

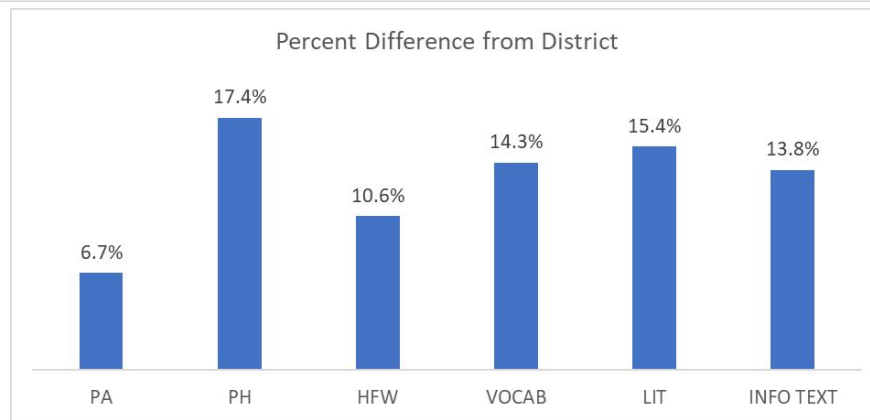
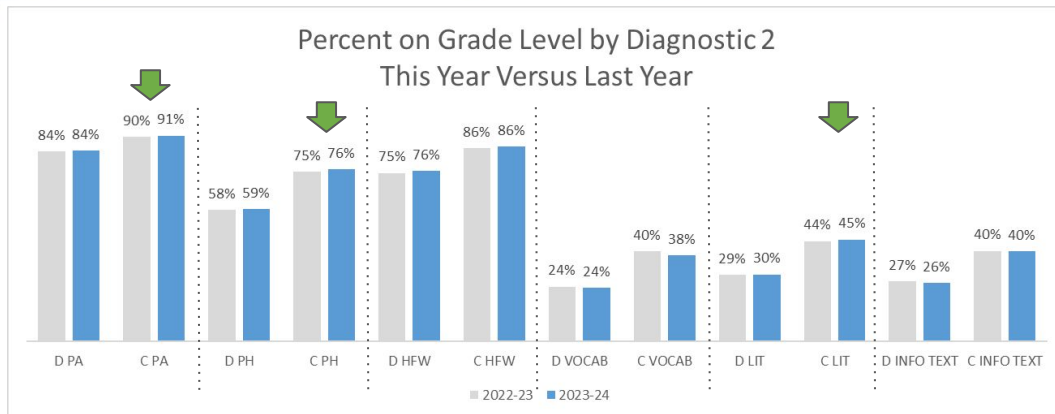
i-Ready Reading Domains Percent on Grade Level

Strengths

- Phonological Awareness, Phonics, HFW, and Literature had an increase of percent of students on grade level
- All domains have a higher percent on grade level than the district (bottom chart)

Opportunities

- Percent on grade level decreased in **Vocabulary** 2% and was the lowest at 38%



D = District
 C = Commodore
 PA = Phonological Awareness
 PH = Phonics
 HFW = High-Frequency Words
 VOCAB = Vocabulary
 LIT = Literature
 INFO TEXT = Informational Text

% on Grade Level Diagnostic 3



	2021-22	2022-23
District K-8	30%	32%
Commodore	51%	50%

Diagnostic 3 - End of Year

- Percent of students ended 2022-23 down 1% versus 2021-22 at 50% of students on grade level

% on Grade Level Diagnostic 2

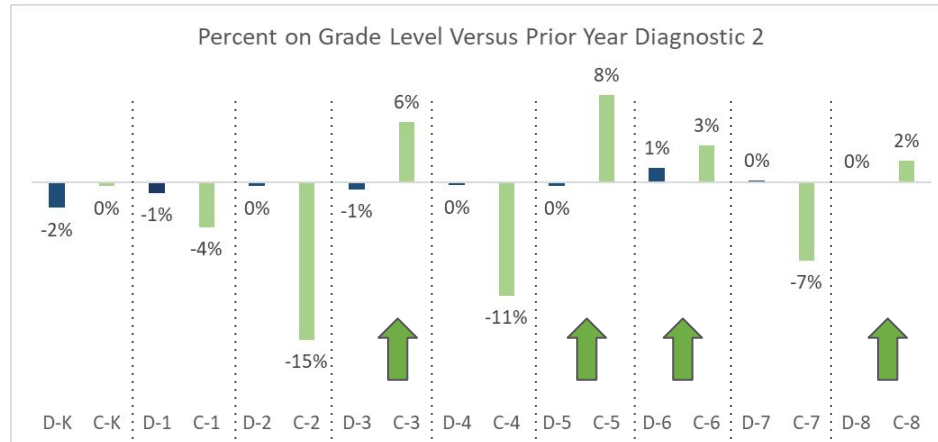
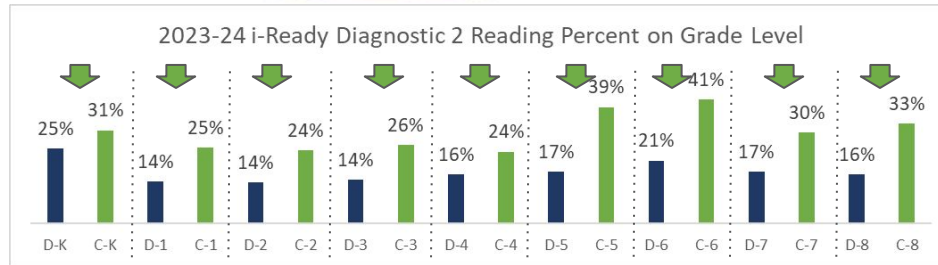


	2021-22	2022-23	2023-24
District K-8	16%	18%	17%
Commodore	34%	33%	31%

Diagnostic 2 - Most Current

- For the most current diagnostic, percent of students on grade level decreased 2% to 31% of students on grade level

i-Ready Diagnostic 2 Math On Grade Level



Strengths

- All grades have a higher percent of students on grade level than the district
- 3rd, 5th, 6th, and 8th grades increased the percent of students on grade level

Opportunities

- 2nd grade had the largest decrease at -15% of students on grade level
- 4th grade also decreased -11% of students on grade level

D = District

C = Commodore

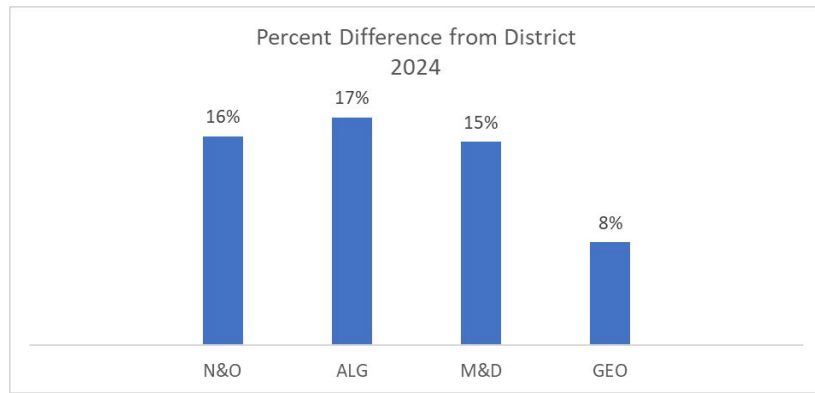
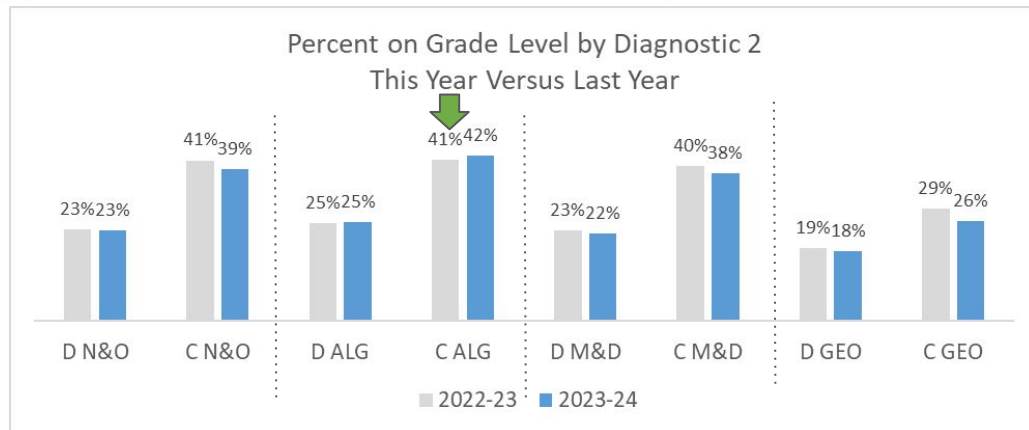
i-Ready Math Domains Percent on Grade Level

Strengths

- **All domains** have a higher percent on grade level than the district
- **Algebra** had an increase of 1% of students on grade level

Opportunities

- **Geometry** has the lowest percent on grade level and declined 3% from prior year



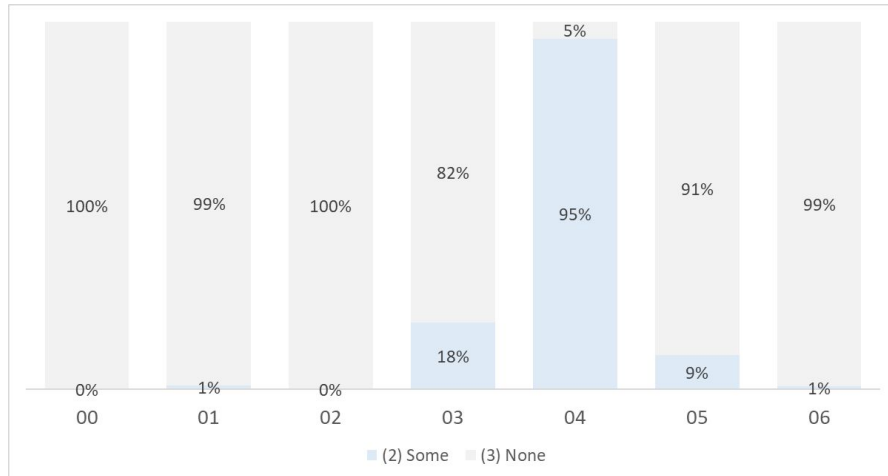
D = District
C = Commodore
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

Curriculum Engagement and Results

Benchmark

Benchmark Engagement K-6 ELA Curriculum

Commodore
Percent of Benchmark Unit Assessments Administered
2023-2024



- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **mixed**:
 - ➔ **High Engagement**
 - None
 - ➔ **Some Engagement**
 - 4th
 - ➔ **No Engagement**
 - Kinder, 1st, 2nd, 3rd, 5th, and 6th

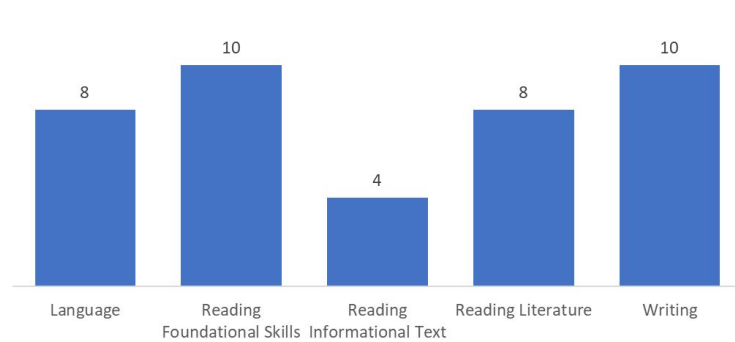
**Data included is for online administered assessments*

Benchmark Standards Performance Overall

Commodore

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
School	60	74	47	58	56
grade_1	64	49	67	72	50
grade_3	66	76	42	55	43
grade_4	60	74	47	57	56
grade_5	52	73	58	64	70
grade_6	20	50	20	-	-

Percent Difference From District



SUSD

Strand	Language	Reading: Foundational Skills	Reading: Informational Text	Reading: Literature	Writing
District	52	64	43	50	46
Grade k	74	83	55	66	-
Grade 1	57	72	56	67	50
Grade 2	53	61	52	51	43
Grade 3	47	59	41	45	50
Grade 4	51	60	40	47	40
Grade 5	48	58	43	45	45
Grade 6	55	61	42	53	48

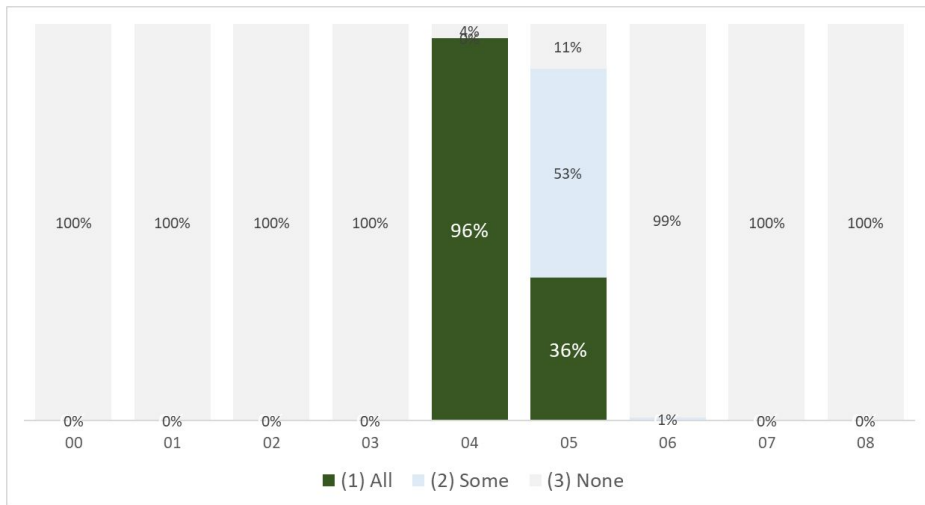
- **Reading Foundational Skills** has the highest percent correct at 74%
- **Reading Informational Text** has the lowest percent correct at 47%
- **All standards** had a higher percent correct than the district

Curriculum Engagement and Results

Ready Math

Ready Math Engagement

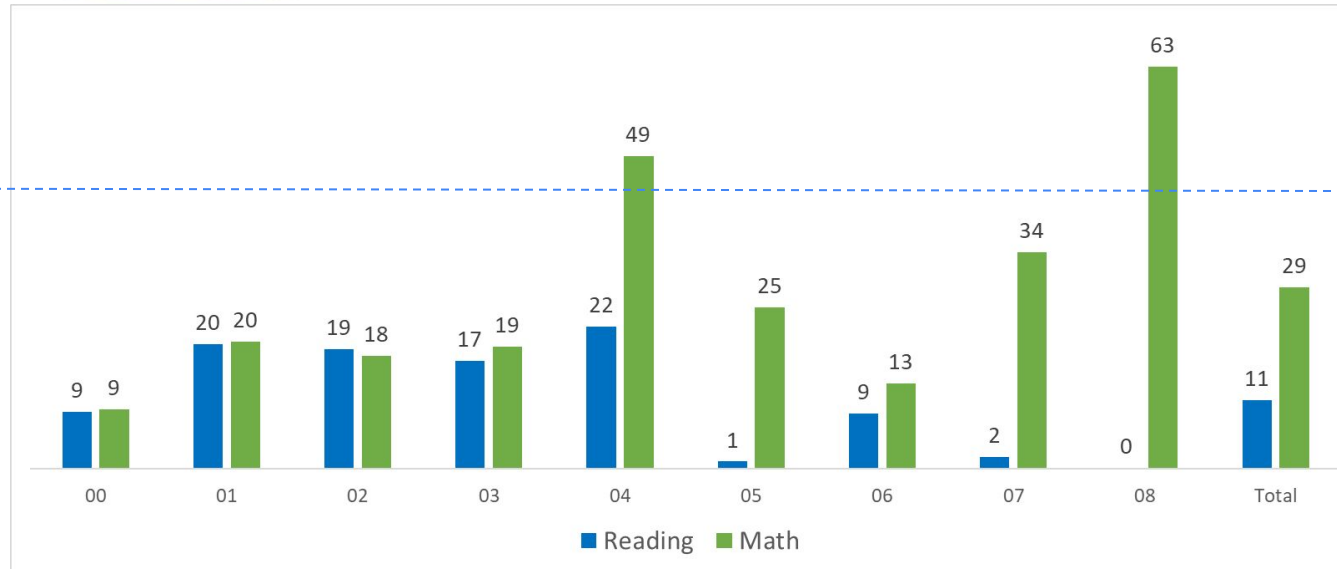
Commodore
Percent of Ready Math Unit Assessments Administered
2023-2024



- Engagement in the Ready Math Unit Assessments is **low**:
 - ➔ **High Engagement**
 - 4th, 5th
 - ➔ **Some Engagement**
 - None
 - ➔ **No Engagement**
 - Kinder, 1st, 2nd, 3rd, 6th, 7th, 8th

i-Ready Lessons

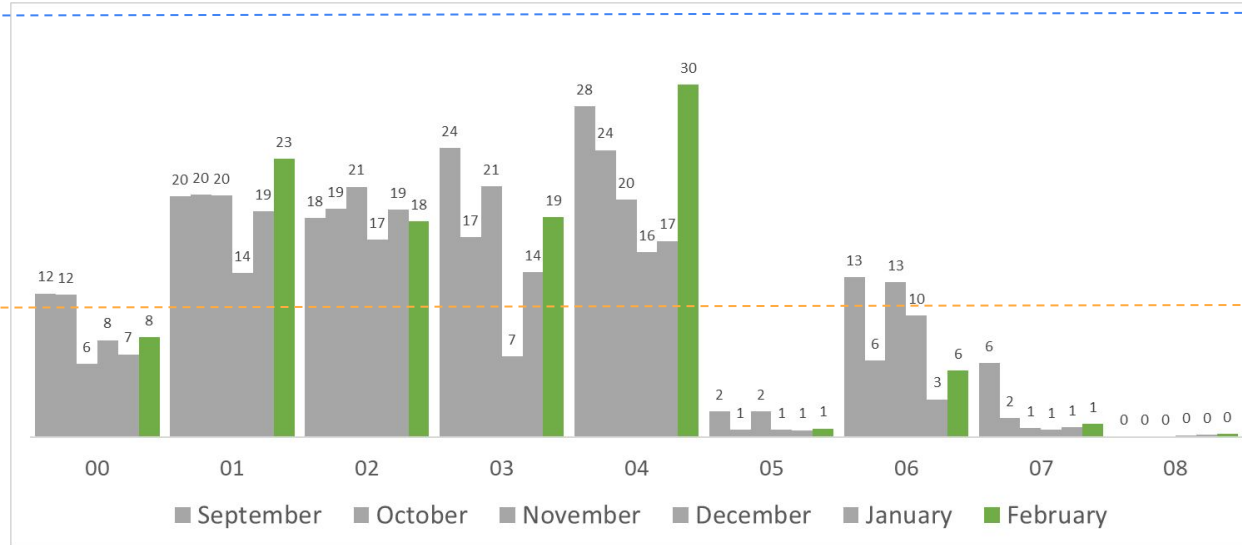
Average Minutes - i-Ready Lessons



*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- Overall, the average year-to-date minutes 11 for reading and 29 for math
- 4th grade had the highest average at 71 total minutes (49 for reading, 22 for math)

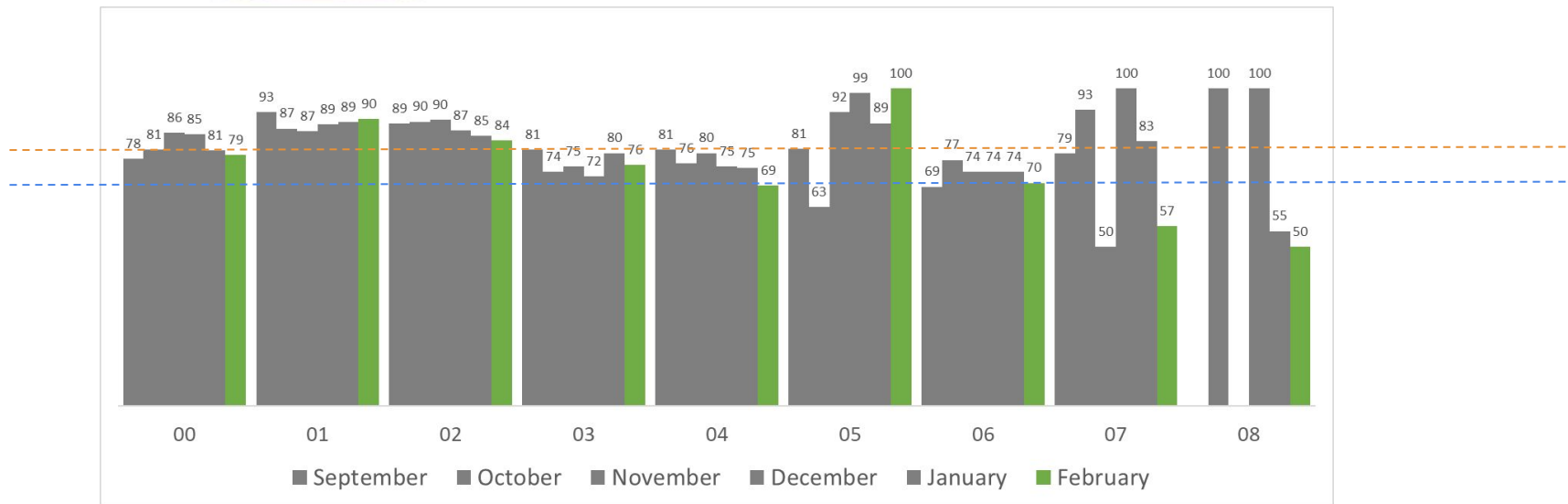
i-Ready Pathway Data- Avg Minutes Reading



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Commodore, **11 minutes** were spent on average in i-Ready Reading (orange line)
- **No grades** met the recommended 45 minutes per week for reading

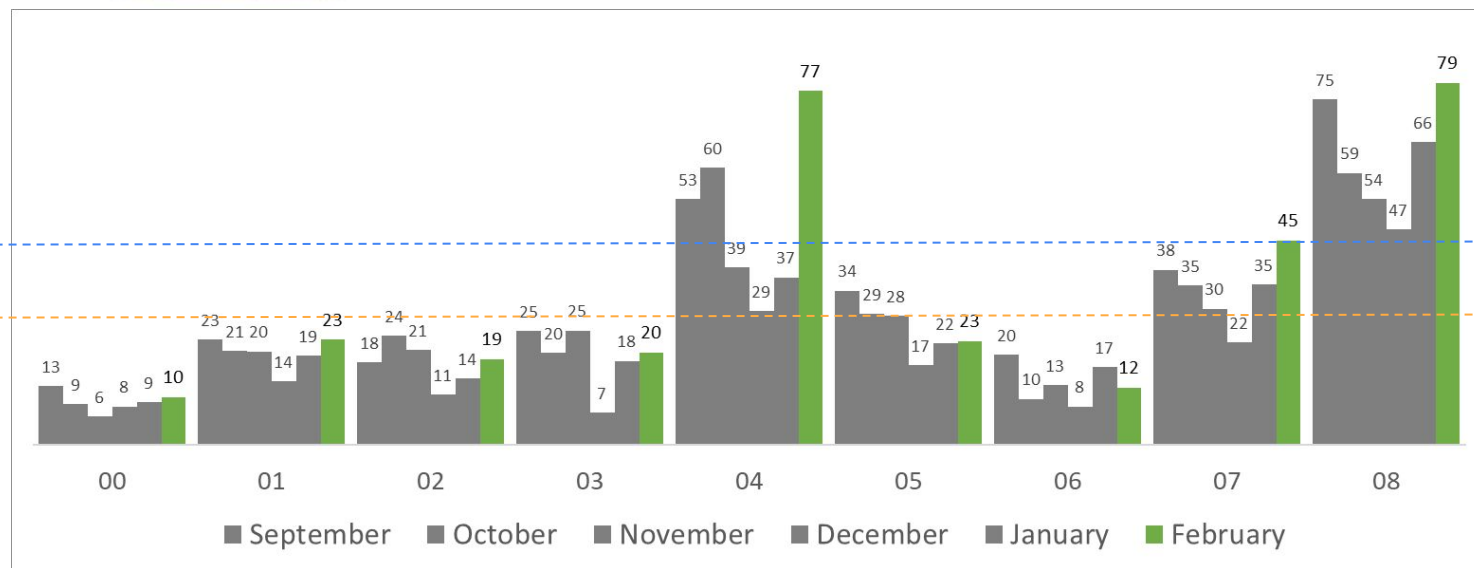
i-Ready Pathway Data- % Correct Reading



**i-Ready recommends 70% for passing lessons (blue line)*

- For Commodore, average was 81%, above the target
- All grades are meeting the target of 70%

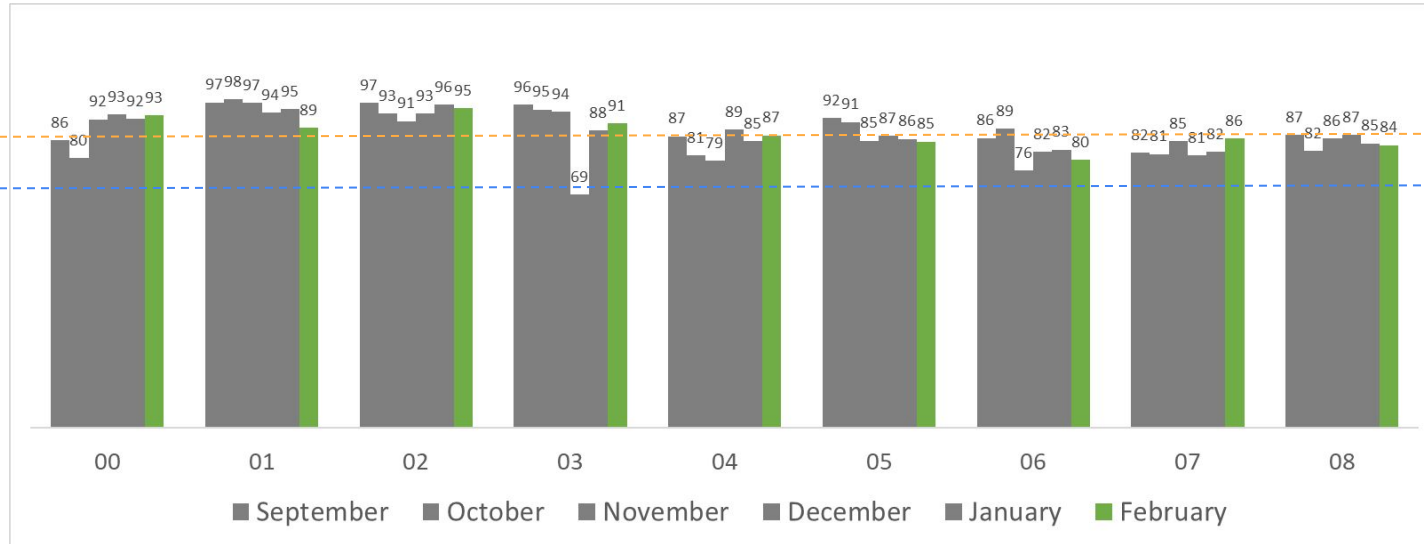
i-Ready Pathway Data- Avg Minutes Math



**i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Commodore, **29 minutes** were spent on average in i-Ready **Math** (orange line)
- No grade levels met the recommended average 45 minutes

i-Ready Pathway Data- % Correct Math



**i-Ready recommends 70% for passing lessons (blue line)*

- For Commodore, average was 88% (orange line)
- On average, all grades met the 70% target

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