

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Commodore Stockton Skills Elementary	39686766098651	01/23/2023	02/14/2023

Purpose

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

Commodore Stockton Skills Elementary is implementing a Schoolwide Program.

Description

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

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

Engaging Educational Partners

Refer to the comprehensive needs assessment.

Resource Inequities

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

Refer to the comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

School Site Council

English Learner Advisory Committee

Staffing and Professional Development

Staffing and Professional Development Summary

Highly Qualified Staff:

39 of our 41 teachers are fully credentialed. Two teachers are interns and are expected to be fully credentialed by May 2023.

Sufficiency of credentialed teachers:

95% of our teachers are credentialed

Teacher professional development:

Professional development during the 2021-2022 school year was inconsistent from previous years due to the impact of covid related absences of staff. Starting in 2015 Commodore began working towards becoming a PLC. We continue to implement components of PLC including mission/vision, MTSS, data analysis, common formative assessments, teacher collaboration, priority standard alignment and implementation of focus standards. Teachers meet as collaborative groups on collaboration days but the conversations need to be more focused on data and student achievement. We decided to revisit and enhance our PLCs and started with grade level's updating their meeting norms.

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

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

Ongoing instructional assistance and support for teachers: Instructional coaches for math and ELA that support teachers with instructional delivery changed to virtual learning instruction for the year. Program specialist was often needed to support other programs in the school as well as teaching classes for absent teachers, thus was unable to implement a consistent coaching support for teachers.

Staffing and Professional Development Strengths

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

- 95% of teachers are highly qualified and fully credentialed
- One assistant principal
- Full time program specialist
- 2 full time counselors
- Full time health care assistant
- Full time music teacher that supports Middle School and Elementary students
- 1.5 RSP teachers
- 2 campus security monitors

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

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

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Professional Development was limited in the support of ELA and Math instructional practices **Root Cause/Why:** ELA and Math instructional coaches were placed in virtual classrooms due to the shortage of qualified teachers.

Needs Statement 2 (Prioritized): Teachers did not receive adequate instructional assistance and support. **Root Cause/Why:** Instructional coaches were placed in virtual classrooms. Program specialist was often subbing in classrooms due to high absence rate of teachers due to covid and lack of subs.

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

Teaching and Learning

Teaching and Learning Summary

Classrooms differ by life level.

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

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

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

7th and 8th grade teachers hold single subject credentials. Collaboration has been a challenge for them based on collaboration meeting notes, discussions tend to be about non-academic events. Math, PE, and ELA teachers all teach both 7th and 8th grade students. Social studies and science teachers only teach one grade level.

Data:

Winter iReady 2021/2022 ELA- 57% of all students are not on grade level. This is a decline of 3% compared to 2020/2021

Subgroup Performance in ELA

African American - 59% not on GR American Indian - 53% not on GR Hispanic - 61% not on GR White - 57% not on GR Filipino - 42% not on GR SWD - 86% not on GR SED - 61% not on GR Overall EL - 63% not on GR Current EL - 82% not on GR

Winter iReady 2021/2022 Math - 67% of all students are not on grade level. This is a decline of 6% compared to 2020/2021

Subgroup Performance in Math

African American - 74% not on GR American Indian - 69% not on GR Hispanic - 68% not on GR White - 57% not on GR Filipino 36% not on GR SWD - 85% not on GR SED - 70% not on GR Overall EL - 65% not on GR Current EL - 89% not on GR

Teaching and Learning Strengths

All teachers have embraced the practices of the PLC process.

Teachers appreciate collaboration time

Most teachers build personal rapport with their students.

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

Teachers are engaged during staff meetings and Professional Development.

Teachers share strategies and materials to enhance student learning.

Teachers collaborate to refine standards and implement focus standards.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Large number of students are lacking grade level skills prerequisites and content knowledge at the beginning of the school year
Root Cause/Why: Due to the Covid-19 pandemic, teaching was conducted virtually causing increased disengagement and learning loss

Needs Statement 2 (Prioritized): Teachers did not receive coaching and support with curriculum and standards **Root Cause/Why:** The continuation of Virtual instruction forced instructional coaches out of school sites to teach virtually.

Needs Statement 3 (Prioritized): 7th and 8th grade teachers do not collaborate about student achievement. **Root Cause/Why:** Lack of training on how to collaborate when you share students but don't teach the same subject.

Needs Statement 4 (Prioritized): Implementation of Accelerated Reader varies by grade level, 1st-6th **Root Cause/Why:** Lack of teacher training and teachers not making it apart of their instructional program

Needs Statement 5 (Prioritized): New supplemental writing program not being implemented by all teachers. **Root Cause/Why:** Our climate survey indicates teachers feeling overwhelmed. Need more training and support.

Needs Statement 6 (Prioritized): Tier 2 during school support was not implemented **Root Cause/Why:** The district needed all substitutes available in their pool due to high absenteeism of classroom teachers

Needs Statement 7 (Prioritized): There was a decline of 3% in the number of students on grade level in ELA. **Root Cause/Why:** Lack of engagement in lessons. Not enough reading practice. Low motivation to read.

Needs Statement 8 (Prioritized): There was a decline of 6% in the number of students on grade level in Math. **Root Cause/Why:** Lack of engagement in lessons. Parents have a difficult time supporting students at home because they were taught different strategies when they were students.

Needs Statement 9 (Prioritized): January 20, 2023 - There was a 3% decline in the number of 8th grade student on grade level in Science. **Root Cause/Why:** Students were on distance learning for 7th grade. Lack of engagement in distance learning.

Needs Statement 10 (Prioritized): January 20, 2023 - Teachers struggling with implementing Next Generation Science Standards **Root Cause/Why:** Need more trainings for teachers and administration. New teachers need training in supplemental program, PLTW. Need updated technology for PLTW.

Needs Statement 11 (Prioritized): January 20, 2023 - Teachers struggling with implementation of SIPPS and Heggerty, supplemental phonics for TK-3rd. **Root Cause/Why:** There is a lot of preparation of materials and time to make the lessons successful. Teacher burn-out.

Parental Engagement

Parental Engagement Summary

Parent engagement is huge for Commodore. We have back to school orientation meetings before the new school year began. Parent/teacher conferences are held by every teacher at least once a year. The traditional parent engagement activities such as volunteering, assemblies, family nights, music concerts, parent coffee hours, ELAC, PTA, talent show, carnival, and monthly "lunch on the lawn" events were not held due to covid19 precautionary measures. Towards the end of the school year we were able to have a few family events and volunteers were able to come on campus to help in classrooms and other areas on campus.

Included in our SPSA for 2021/22 were parent training nights in math. These trainings did not happen as there was difficulty in recruiting teachers to facilitate the evening trainings.

Parental Engagement Strengths

We have many parents who want to be involved in their child's education! More than half of our parents attend our lunch on the lawn, where parents are invited to come during their child's lunch and eat with them. Assemblies normally have standing room only.

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): No in-person parent volunteers for most of the school year. **Root Cause/Why:** Only SUSD employees and students were allowed on campus for most of the year due to covid.

Needs Statement 2 (Prioritized): No family events until the end of the school year **Root Cause/Why:** COVID19 restrictions

Needs Statement 3 (Prioritized): Low attendance at Parent Coffee Hours and ELAC meetings **Root Cause/Why:** Meetings were held virtually and did not have the same welcoming feeling as in-person meetings. Lack of technology access or skills to access meetings.

School Culture and Climate

School Culture and Climate Summary

2021/2022 Synergy Suspension Rate - 2.4%: 2020/2021 suspension rate was 4%. Factors for the decline could be counselor grade level SEL, bullying, empathy presentations; teachers using second step curriculum; fewer students on campus;

2021/2022 Synergy Attendance Rate of Chronically Absent Students - 31%: Historically our chronically absent attendance rate around 7%. When we returned to in-person school this year we had health guidelines to follow when students had symptoms of covid. There was also a spike in cases in January that affected our attendance rate.

2021/2022 Climate Survey:

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

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

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

School Culture and Climate Strengths

Excellent counseling team

Special Ed Team

PBIS Trained Assistant Principal

School Mascot

After School Clubs

Decorated Hallways

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Our monthly chronic absenteeism rate was between 27% and 41%, normally it is 5%. **Root Cause/Why:** COVID19

Needs Statement 2 (Prioritized): Student discipline increased, suspensions are 1.7% higher than the previous year. **Root Cause/Why:** Isolation from as structured school environment for almost 2 years. Lack of maturity. Lack of tolerance and coping skills.

Needs Statement 3 (Prioritized): Negativity amongst staff is high. **Root Cause/Why:** Team building activities have not been consistent throughout the school year.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

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

Goal 1.1

By June of 2023, Commodore Stockton Skills School will have increased the number of students on grade level in ELA by 8% based on the district's Spring of 2023 i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the total number of all students on grade level in Math by 8% based on the district's Spring 2023 i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the number of current English Learners on grade level in ELA by 8% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the number of Hispanic students on grade level in ELA by 8% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the number of African American students on grade level in ELA by 8% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the number of students with disabilities on grade level in ELA by 8% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the total number of current English Learners on grade level in math by 10% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the total number of Hispanic students on grade level in math by 8% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the total number of African American Students on grade level in math by 8% based on the district's Spring i-Ready assessment data. By June 2023, Commodore Stockton Skills School will have increased the total number of students with disabilities on grade level in math by 8% based on the district's Spring i-Ready assessment data.

Identified Need

PD needs to be streamlined and planned with goal progression

Large number of students are lacking grade level skills prerequisites and content knowledge at the beginning of the school year

7th and 8th grade teachers do not collaborate about student achievement.

Implementation of Accelerated Reader varies by grade level, 1st-6th

New supplemental writing program not being implemented by all teachers.

Tier 2 during school support was not implemented

There was a decline of 3% in the number of students on grade level in ELA.

There was a decline of 6% in the number of students on grade level in Math.

January 20, 2023 - There was a 3% decline in the number of 8th grade student on grade level in Science.

January 20, 2023 - Teachers struggling with implementing Next Generation Science Standards

January 20, 2023 - Teachers struggling with implementation of SIPPS and Heggerty, supplemental phonics for TK-3rd.

Our monthly chronic absenteeism rate was between 27% and 41%, normally it is 5%.

Student discipline increased, suspensions are 1.7% higher than the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of English Learners performing at grade level	ELA 7 ELs Math 4 ELs	ELA 10 ELs Math 7 ELs
Percent of students performing at grade level	43% of students are on grade level in ELA 33% of students are on grade level in Math	Increase the number of students on grade level in ELA to 51% Increase the number of students on grade level in Math to 41%
Number of students with disabilities performing at grade level	ELA 13 Math 12	ELA 19 Math 19
Number of African American students performing at grade level	ELA 28 Math 18	ELA 33 Math 21

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Professional Development - Teachers will be provided with professional learning opportunities outside school hours to supplement core instruction. The focus will be on school wide writing, 4-8 math fluency, and k-3 reading strategies and supports. We will be purchasing books for teachers to participate in book studies to improve teaching and learning. Teacher Additional Comp Calculations (Object Code 11500): 200 hours x \$60 rate of pay = \$12,000 - Title I Books (Object Code 42000): \$500 - LCFF Teacher-Pay Teachers Lucy Calkins Shortcuts - Instructional Supplies (Object Code 43110): \$1100 - LCFF January 20, 2023 - Additional funds to pay for books for book study groups with staff on building a stronger PLC, or other instructional resource books to support teaching and learning. Increase book expenditures to \$1500. Books (Object Code 42000): \$1000 - LCFF Conferences & Workshops: Conference focusing on STEM instruction and program implementation. Attendance by Admin and teachers. Workshops and conferences during the school year and summer time focusing on TK-8 Writing, TK-3 Reading, 4-8 Math, PLCs, and student equity. Attendance by Admin, Counselors, and Teachers. Conferences/Trainings/Workshops (Object Code 52150): \$15,000- Title I -- \$2500-LCFF January 20, 2023 - Increase Title 1 to \$50,000 and LCFF to \$5000 Summer Professional Development & Collaboration: - Teachers and administration will meet during the summer months prior to the start of the school year to collaborate on the new writing program, classroom management strategies, how tier 2 support strategies will be implemented along with the focus and implementation of professional development. The leadership team will focus on sub group data dives and evaluating current systems and establishing new systems to implement. Teacher Additional Comp Calculations (Object Code 11500): 104 hours x \$60 rate of pay = \$6,240 - LCFF SWD Afterschool Collaboration: Resource teachers will monitor Students with disabilities (SWD) for progress towards English Language Arts (ELA) and Math. The resource teachers will work with general education teachers to ensure SWD are receiving high quality first instruction with supports for SWD. The resource teacher and classroom teacher will receive additional comp to collaborate outside normal school hours on a bi-monthly basis to analyze academic, behavioral, and social emotional data for SWD. For 2022-2023, the monthly meetings will be more structured. Teacher Additional Comp Pay Calculation (Object Code 11500): 33 hours x \$60 rate of pay = \$2,000 (\$1,000-Title I, \$1,000-LCFF) Resources to Support SWD: Instructional supports for SWD such as dyslexic tool kits, colored overlays, chart paper for anchor charts, markers, access to additional supplies and resources. Replacement notebooks, pencils, crayons, markers, etc. for students with disabilities who struggle with organization and maintaining materials. Supplies (Object Code: 43100): \$1,500 - LCFF Teacher Planning and Collaboration Time: January 20, 2023 - Afterschool planning and collaboration time for teachers to plan and prepare for the implementation of supplemental programs such as SIPPS, Heggerty, and PLTW, to increase early literacy and science. Teacher Additional Comp Pay Calculation (Object Code 11500): 35 Teachers x 26 hours x \$60 = \$54600 Title1 Support Staff Additional Comp.: January 20, 2023 - Additional compensation for TK assistants for afterschool planning and preparation for the implementation of supplemental programs such as SIPPS and Heggerty to increase early literacy. TK Assistants Additional Comp. (Object Code 11500): \$2000 Title1 Summer School: January 20, 2023 - Intensive summer program for K-2 students who are below grade level in reading. Using SIPPS supplemental curriculum to increase reading skills. Four teachers, four weeks for 4 hours per day. 8 hours of planning time. Teacher Additional Comp Calculations (Object Code 11500): 4 Teachers x 352 Hours x \$60 = \$21120 Title1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$54,600	50643 - Title I
\$1,500	23030 - LCFF (Site)
\$5,000	23030 - LCFF (Site)
\$6,240	23030 - LCFF (Site)
\$1,000	50643 - Title I
\$1,000	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)
\$50,000	50643 - Title I
\$1,100	23030 - LCFF (Site)
\$2,000	50643 - Title I
\$21,120	50643 - Title I

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

AR: Provide and promote student reading through literacy programs such as Accelerated Reader(AR). AR is an online program that both promotes reading and comprehension. Teachers use AR to find students' reading levels and monitor student reading through book quizzes. The school rewards students who meet their goals at the end of each trimester. AR licensing agreement for grades 1st-6th (Object Code 58450) -- \$11,000 - Title I Books: Purchase additional titles that are included in the available AR quizzes for the school library. This includes both individual books and class sets of books. These books will support students to meet their AR goals. Books (Object Code 42000) - \$5,000 - Title I Library Media Assistant: Organizes the library so students can easily find books at their AR level, makes sure books have the AR codes on them, orders books that go along with the AR program, and schedules times for each class to visit the library. The Library Media Assistant will support literacy at the school site through: * Working directly with teachers and students to support literacy. * Reading to all classes K-2 using elements from common core standards. * Organizing the library so students can easily find books at their AR level. * Ensure books have AR codes and labels on them * Order books that support the AR program. * Schedule times for each class to visit the library. * Provide teachers with lists of individual and class sets of books sorted by AR levels to support core curriculum. * Run and organize the book fair * Participate in family nights .4375 FTE Library Media Assist (Salary and Benefits) -- \$18,207 - LCFF Library Media Assist. Additional Duties: Additional compensation for duties completed outside normal working hours such as preparing the library for the new year, extending the library hours, checking out textbooks to students, participating in family nights and managing the book fair. Library Media Assist Additional Comp Calculations: 50 hours x \$50 rate of pay = \$2,500 - LCFF Print Rich Environment: Instructional materials that support a print rich environment such as chart paper, markers, laminate to make posters, large colored paper to make signs and posters. Instructional materials that support students with writing and speaking such as sentence strips, tape, pencils, crayons. Personalized whiteboards and markers to support students when practicing spelling, writing, and quick checks for understanding. Planners to help students stay organized. A school-wide subscription to Teachers-Pay-Teachers. Maintenance agreements to cover the cost of maintenance on machines used to support a print rich environment throughout the school year. Print Rich Environment: January 20, 2023 - Equipment such as Duplos, Collators, and Poster Makers are needed in order to be more effective in implementing supplemental programs such as SIPPS, Heggerty, and PLTW. The equipment will be used to create materials to increase early literacy and science. Equipment (Object Code 64100): \$30,000 LCFF Instructional Supplies (Object Code 43100) -- \$5,658 - LCFF Maintenance Agreement (Object Code 56590): \$8,000 - Title I Subscription to Teachers-Pay-Teachers (Object Code 58450) : \$8800 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$11,000	50643 - Title I
\$5,000	50643 - Title I
\$18,207	23030 - LCFF (Site)
\$2,500	23030 - LCFF (Site)
\$5,658	23030 - LCFF (Site)
\$8,000	50643 - Title I
\$8,800	23030 - LCFF (Site)
\$30,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with hands-on experiential learning opportunities to supplement core instruction through science and social studies field trips and STEM activities. All students will participate in a hands on experiential learning opportunity, outside of school grounds. Students will have one pre assessment and one post assessment that allows them to demonstrate their understanding of real life experience connected with core instruction. Field Trips: K-2 opportunities for students will include: Fog Willow farms in the fall where they will learn about the life cycle of various plants and animals. Hilmar Cheese factory in the winter where students learn about how cheese is manufactured. WOW museum in Lodi to practice STEM lessons. Other science and/or social studies related places which might become available for students. 3rd-8th opportunities for students will include: Exploratorium and San Jose Tech museum in the spring where students can experience science through hands-on experiences and observations. The Rosicrucian Egyptian Museum with the largest collection of Egyptian artifacts on exhibit. Sutter's fort where students can experience life during the gold rush. Valley Days in conjunction with San Joaquin historical society where students become a part of colonial life. Lawrence Livermore Labs to participate in science experiments with real scientists and observe what real scientists and labs look like. Other science and/or social studies related places which might become available for students. 6 flags discovery kingdom so students can experience physics in motion. Transportation (Object Code 57250): \$15,000 - Title I After School Clubs: Provide after school enrichment activities for students to participate in and increase connectedness to the school community and their teachers. Clubs will be open for all students through an application process. The clubs will provide students with hands-on learning opportunities in smaller groups to provide them with STEM enrichment, athletic enrichment, ethnic studies, or leadership opportunities. Materials to support the clubs such as paint, construction paper, yarn, pencils, crayons, and other items will be provided. Teachers will be compensated for their time to run and supervise students in the clubs. January 20, 2023 - STEM Materials and Supplies: Purchase additional resources to support the Project Lead the Way (PLTW) STEM curriculum. This includes items such as rocks, gravel, and sand for the 2nd grade erosion module, books that supplement the curriculum that focus on the same

concepts being covered. Replace missing or broken parts from the VEX kits. Purchase wireless controllers for the 6th and 7th grade Robotics kits to enhance the curriculum. Additional materials and supplies to support 7th and 8th grade STEM elective classes utilizing the PLTW curriculum, including computers for student use that implement PLTW. Instructional Supplies (Object Code 43110) = \$14055 - Title1 Technology (Object Code: 43100) = \$3000 - LCFF Teacher Additional Comp. Calculations (Object Code 11500): 8 teachers x 30 weeks x 1 hour x \$60 rate of pay = \$14,400 - LCFF Instructional Supplies (Object Code 43100) = \$1500 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000	50643 - Title I
\$0	50643 - Title I
\$4,000	23030 - LCFF (Site)
\$0	23030 - LCFF (Site)
\$500	23030 - LCFF (Site)
\$14,055	50643 - Title I
\$3,000	23030 - LCFF (Site)

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Program Specialist: Teachers and staff will be provided direct support from the Program Specialist with day to day needs in various capacities. The PS ensures teachers have access to curriculum materials, working laptops, projectors, Chromebooks, printers, document cameras, iPads(LCFF). Technology- Core curriculum consists of varied multimedia materials that teachers will use during instruction and the PS supports integration and accessibility through troubleshooting and professional development on utilizing the program and reports(LCFF). ELD-monitor and discuss EL student progress with each teacher. Program Specialist develops the schedule for EL Designated time with teachers and has monthly check-ins with teachers to monitor student progress. Ensure fidelity to the new ELD curriculum will be maintained school wide. (LCFF) Assessment- Coordinate and execute district and state mandated testing for all qualifying students. (LCFF) Parent Meetings/Events- The PS will support all parent meetings through attendance, preparations, communicating with parents, and providing presentations. Parent meetings include: ELAC, SSC, parent workshops, coffee hour, school wide assemblies, and lunch on the lawn. (90% Title I, 10% LCFF) Instructional Coaching Support- Provide direct instructional coaching support to teachers by modeling, co-planning and co-teaching, on a need by need basis. (Title I) Data-Present and provide summary reports to all teachers from student achievement assessments. This includes iReady, SBAC, and ELPAC. Reports will be provided to the instructional team to be shared with teachers at specific times throughout the year, that indicate student progress including academic levels, areas of need, and areas of progress. The PS also supports the evaluation of the data to create SMART goals for teachers and students. (Title I) Academic Conferences - The PS will participate and assist the Principal in Teacher academic conferences, with data analysis directly related to instructional use within the classroom. (Title I) After School Tutoring- Identify, make, distribute permission slips for tutoring. Recruit and organize teachers, establish a schedule and complete planning and prep. Gather materials as needed. (Title I) .549 FTE Program Specialist (Salary and Benefits): \$75,879 - LCFF .451 FTE Program Specialist (Salary and Benefits): \$62,334 - Title I Academic Conferences: Academic conferences will be held 3 times per year: fall, winter and spring. The academic conference team will include all the teachers in the grade level, program specialist, and principal, and other staff as requested. During academic conferences, teachers will present student achievement data for all students, whole class and student by student data, and identify student groups who require additional support. Teachers also identify students who require acceleration and enrichment. SMART goals are created for the grade level. Teachers reflect and create plans to meet the needs of all students through MTSS and small group differentiation. Substitute Pay Calculation (Object Code 11700): 34 substitutes x \$200 per day = \$6,800 - LCFF EL Collaboration: Monthly after school collaboration with Program Specialist and ELD teachers to review student work samples, discuss student progress, develop vertical teaching strategies (life levels), analyze student work, prioritize standards and establish benchmark goals. During collaboration with the program specialist, teachers will create EL SMART Goals that mirror school wide goals and make a plan to meet those goals. Teacher Additional Comp Pay Calculation (Object Code 11500): 9 Teachers x 10 days x \$60 rate of pay = \$5400 - Title 1

Proposed Expenditures for this Strategy/Activity

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

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

\$0	50643 - Title I
\$6,800	23030 - LCFF (Site)
\$5,400	50643 - Title I

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Tier 2 During School Support: Tier 2 Support during school with a full-time instructional assistant to assist underachieving students in ELA. Struggling African American students will be given priority for tier 2 interventions. .750 FTE Instructional Assistant (Salary and Benefits): \$57,321 - Title I .250 FTE Instructional Assistant (Salary and Benefits): \$5,217 - LCFF Tier 2 After School Support for English Learners: Utilizing a current school teacher to assist underachieving English Learners in ELA and Math. The focus will be on current English Learners who are considered far below grade level. Students will be working with a fully credentialed teacher on site in a small group for 2-12 week cycles, 2 days per week, 1.5 hours per day. English Learners who are also Students with Disabilities will receive priority placement. The after school teacher will have 1 hour of prep time for every 2 weeks of tutoring for curriculum preparations, collaboration and family communications. Teacher Additional Comp Calculations (Object Code 11500): Tutoring: 3 hours x 24 weeks x \$60 rate of pay = \$12,960 - Title I Tutoring Prep: 1 hours x 12 weeks x \$60 rate of pay = \$2,160 - Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$0	50643 - Title I
\$0	50643 - Title I
\$0	50643 - Title I
\$0	23030 - LCFF (Site)

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

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology: Teachers use technology to deliver high quality first instruction. All district adopted core curriculum have an online component which requires the use of Chromebooks and computers. Teachers assign lessons for ELA and math through google classroom and other platforms. Funding is being allotted to replace, repair or update current technology tools used by students and teachers during high quality first instruction. Technology: January 20, 2023 - Funding being allotted to purchase Interactive Display Systems, such as Viewsonic. The use of the Interactive Display Systems will increase student engagement and help teachers deliver high quality first instruction. Document cameras will also be purchased to replace broken units. The cameras work along with the Interactive Display Systems and increase student engagement. Technology (Object Code: 43100): \$55996 - LCFF Technology (Object Code: 43100): \$13,266 (\$6,307 - Title I \$6959 - LCFF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$6,307	50643 - Title I
\$62,955	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

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

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

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

LCAP Goal

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

Goal 2.1

By June of 2023, Commodore Stockton Skills School will increase behaviors that promote learning and positive interactions as evidenced by a 10% or more decrease in the overall suspension rate from 2021-2022 school year.

Identified Need

Our monthly chronic absenteeism rate was between 27% and 41%, normally it is 5%.

Student discipline increased, suspensions are 1.7% higher than the previous year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student suspensions	24 suspensions	Decrease the number of suspensions by 10% to 22 students.

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through programs such as PLUS, PBIS, and Counseling. PLUS elective class will provide forums twice a month, targeting grade levels as needed. Provide restorative circles training for teachers and staff. Provide equity training for staff and teachers. Professional development on PBIS in the classroom. PBIS tiers of support for key students, including "play room" on Friday which provides a structured play time for students to experience and practice positive peer and adult interactions. Assemblies for students to build self-esteem and promote healthy habits. Counselor Classroom Presentations addressing topics such as social-emotional learning, bullying, and friendship. Conferences & Workshops - January 20, 2023: Conference focusing on building relationships with students, classroom management, PBIS, and growth mindset. Attendance by Admin, teachers, counselors, and CSA's. Conferences/Trainings/Workshops (Object Code 52150): \$10,000 Title1 Additional Comp for Counselors and CSA's - January 20, 2023: Additional compensation for Counselors, CSA's, and Noon Duties to work after hours on PBIS planning and implementation. Additional Comp for Counselors, CSA's, and Noon Duties (Object Code): \$10000 Title1 Student Safety: The crossing at the back of the school is utilized by a large percentage of students. To increase the safety of students and staff, especially on foggy days we will purchase portable safety equipment for Alpine crossing that lights up such as a handheld or stationary sign that will alert motorists of the students in the area. Funds will be used to replace needed safety equipment for noon duties including vests, lighted traffic safety batons, and roadside flashing flares. Non-Instructional Supplies (Object Code 43200): \$500 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	23030 - LCFF (Site)
\$10,000	50643 - Title I
\$10,000	50643 - Title I

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Goal 2 Strategy 1: PLUS was implemented as an after school club. Equity training and PD on PBIS was provided. PBIS tiers of support for key students were implemented. Counselors did 37 classroom presentations on SEL, bullying, friendship and other topics as needed. Safety equipment was ordered.

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

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

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

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

LCAP Goal

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

Goal 3.1

By June of 2023, Commodore Stockton Skills School will build a partnership with at least one community organization. By June of 2023, Commodore Stockton Skills School will increase the number of volunteers from 30 to 50.

Identified Need

No in-person parent volunteers for most of the school year.

No family events until the end of the school year

Low attendance at Parent Coffee Hours and ELAC meetings

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Event with community organization Be-A-Mentor Volunteer list	0 30	1 50

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Partner with health services to provide TB tests at the school site Host 1 event with a community partner Communicate with County office of education, local high schools, local businesses and local Colleges to build community partnerships Commodore Showcase: Showcase student work and instructional programs. Provide families and the community with engaging activities to build partnerships between the school, families, and the community. Open to the community, not only Commodore Students. The school will advertise in the community, provide children with "passports" to be stamped at each activity. Duplicating (Object Code 57150): \$500 - LCFF Engaging activities will include painting, STEM activities, and physical activities. Teachers will be provided time to collaborate and plan the showcase. Materials for parent and student involvement activities. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning. Non-Instructional Supplies (Object Code 43200): \$1,500 LCFF Teachers involved in the planning and organizing of the Showcase will receive comp time. During this time teachers and admin will work with the community to organize the various activities that will be offered and share information with the community. Teacher Additional Comp Calculations (Object Code 11500): 8 teacher(s) x 2 hours x \$60 per hour = \$960 - LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	23030 - LCFF (Site)
\$960	23030 - LCFF (Site)
\$1,500	23030 - LCFF (Site)

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide information and support in signing up for being a volunteer at the beginning of the year. Utilize school messenger and letters home to communicate with parents. Add volunteer activities to the monthly calendar. Increase the number of parents participating in Parent Teacher Conferences, ELAC meetings, and Coffee Hours Parent Meetings: Provide light snacks and refreshments, parent training materials such as: chart paper, markers, white board, toner, paper, etc. to support

parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do. Parent Meetings (Object Code 43400): \$1,500 -Title I Supplies/Materials (Object Code 43110: \$1200 - Title 1 Math Nights: Provide parent trainings on math strategies for parents to support their child's learning. Parents will learn new strategies and receive materials and manipulatives to use at home with their students. Teachers, program specialist and admin will collaborate to plan and host parent training nights. Teacher Additional Comp Calculations (Object Code 11500): 35 Hours x \$60 rate of pay = \$2,100 - LCFF Supplies/Materials (Object Code: 43110): \$1278 - Title I

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,200	50647 - Title I - Parent
\$2,100	23030 - LCFF (Site)
\$1,500	50647 - Title I - Parent
\$1,278	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2021-2022 Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

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

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

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

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

The goals and strategies will remain the same for 2022/2023 SY as we were unable to implement them in 2021/2022

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$217,460.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$381,780.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$213,482.00
50647 - Title I - Parent	\$3,978.00

Subtotal of additional federal funds included for this school: \$217,460.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$164,320.00

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

Total of federal, state, and/or local funds for this school: \$381,780.00