



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

CLEVELAND ELEMENTARY

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School Year: 2019-2020 - Revision

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cleveland Elementary	39686766042535	Original – 12/14/2017 Revision – 05/23/2019	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Cleveland Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI).

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.

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Cleveland Elementary developed a three-year (2017-2020) school plan which aligned to the district's goals and incorporated strategies specific to its school. The original plan was reviewed by the school's School Site Council on December 14, 2017 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Cleveland Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of

questions 1 and 2. Discussion and review of the evaluation has been notated in the January 17, 2019, School Site Council meeting.

In school year 2018-2019, also Year 2, Cleveland Elementary initiated a school wide integrated framework for transformation, the Fidelity Integrity and Assessment Document (FIA). The FIA is a self-assessment used by School Leadership Teams to examine the current implementation status of school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. By assessing the extent of current implementation of FIA features during the school year, teams can monitor progress over time. The FIA was administered twice at Cleveland, on October 1, 2018, and again on April 23, 2019, by the Cleveland Leadership Team. Results were shared with stakeholders such as staff, SSC and ELAC members and were used to monitor stages of implementation on specific areas of implementation.

In summary, October 1, 2018 was our first administration of the FIA and baseline for our work. After administering the assessment, we discussed results and focused on a few areas for improvement. One of the areas for improvement for Cleveland is in the area of Multi-Tiered System of Support (MTSS) and more specifically, Academic Support and Academic Instruction. The reasons we were graded our school with a 1, installing stage, is that our school does not have additional and intensified support for reading and math that are matched by type and need to student need. The interventions are to be grounded in research, delivered by skilled, trained interventionists, and have clearly defined rules for access and exit. Cleveland does have interventions in place, but not to the extent required for a higher rating on stage of implementation. Cleveland teachers and staff are very excited to begin implementation of the new curriculum next year. The curriculum, for ELA/ELD and Math will have all necessary resources for interventions systems to meet the needs of all of our students.

An area of strength for Cleveland was Educator Coaching and Learning where we graded our work a three, sustaining school wide. We discussed that Cleveland School provides sufficient professional learning and instructional coaching to improve teaching and learning. The support of our Instructional Coach and Program Specialist is proving to be an effective resource for our teachers and staff.

The Cleveland School Leadership team had the opportunity to administer a second time on April 23, 2019, to monitor our progress towards sustaining school wide, the highest score or stage of implementation. The first administration of the FIA, our total score was 38/66 or 58% of implementation. The second administration FIA score was 46/66 or 70% of implementation. We were very proud that we had shown growth and progress toward the goal of achieving "sustaining school wide". One of the areas where we showed progress was Integrated Educational Framework, Universal (Tier 1) Instruction for All and Trusting Community Partnerships. Cleveland leadership team members rated our school a three due to the fact that all students in our school participate in the general education curriculum/coursework and activities of their grade level peers. For the Trusting Community Partnerships, our Cleveland School collaborates with a variety of community partners to match resources and services in the community with identified needs.

Moving forward, Cleveland School decided to identify the areas of Academic Support and Instruction as well as Behavior Support and Instruction as our goals for next year. We will have all teachers and administrators trained for full implementation of the curriculum next year. In addition, we will work towards creating school wide systems to promote positive behavior for all students. According to California Dashboard, the school climate is an area for us to improve by having fewer suspensions and discipline referrals.

As a result of the stakeholder involvement and data reviews, Cleveland Elementary has been able to complete the Decision Making Model (a component of the CNA or FIA) in March and April 2019. The DMM assisted Cleveland stakeholders with making data based decisions regarding resources and services to be utilized next year for continuous progress on the California Dashboard. The DMM was also used as a zone to discuss strategies and resources we share due to the SUSD boundaries for school attendance.

Resource Inequities

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

Resources inequities will be determined during the comprehensive needs assessment process.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

All students and subgroups will decrease the distance from L3 by a minimum of 3 points in ELA as measured by the California Dashboard by May 2020.

Math SMART Goal:

All students and subgroups will decrease the distance from L3 by a minimum of 3 points in Math as measured by the California Dashboard by May 2020.

Identified Need

ELA/ELD:

According to the California Dashboard, Cleveland students made a 13-point increase for ALL students in ELA.

The current status is 48 points from L3. (Yellow)

All subgroups, except for the White subgroup, made a positive gain in ELA ranging from 3-21.3 points.

Focus on specific subgroups with decreased achievement as follows:

-White decrease of 11 points in ELA

47.6 points from L3

English Learner Progress

Level 4 - Well Developed - 31.1%

Level 3 - Moderately Developed - 46.9%

Level 2 - Somewhat Developed - 16.4%

Level 1 - Beginning Stage - 5.6%

Math:

According to the California Dashboard, Cleveland students made a 4.3-point increase for ALL students in Math.

The current status is 68.2 points from L3.

All subgroups, except for SWD and the White subgroup made a positive gain in Math ranging from 1.2-8.8 points.

Focus specific subgroups with decreased achievement as follows:

-Students with Disabilities (SWD) had a decrease of 2.3 points in Math. The current status is 128 points from L3

-The White subgroup had a decrease of 4.9 points in Math. The current status is 54.7 from L3.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – ELA (All Students)	48 points below	45 points below

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard – Math (All Students)	68.2 points below	65.2 points below

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Teachers continue to receive professional development and coaching individually and as grade levels to improve teaching and learning. Instructional Coach, Program Specialist, Administrators, and consultants will also support teachers with implementation of the new curriculum for ELA/ELD and Math. Cleveland will have five new teachers who will need additional support to refine instructional practices and establish effective learning environments.

Teacher Additional Time for attending PD, planning and collaboration (11500)—29 Teachers X 6 hours X \$55 per hour= \$9,570--LCFF

Substitute Teachers for Teacher release time and Academic Conferencing (11700)—15 days X \$200=\$3,000--LCFF

Instructional Coach will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the new curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also works with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach assists with facilitation of Academic Conferences twice per year with every grade level. Instructional Coach accompanies new teachers to demo lessons or visits to model classrooms.

Instructional Coach—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$75=\$1,500—Title I

Program Specialist will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The program specialist also works with teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The program specialist assists and organizes with facilitation of Academic Conferences twice per year with every grade level.

The program specialist will coordinate all state and district assessments such as ELPAC, CAASP, and PSAT. The program specialist serves as the Bilingual Program Coordinator as well as the AVID Coordinator. Bilingual Paraprofessional Assistant will also provide additional support to EL students

Program Specialist--\$108,730 LCFF--\$42,536 Title I—FTE (19500)

Program Specialist—additional time (19500)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$75=\$1,500—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)
\$9,570 - 11500 (Teacher Additional Time)	LCFF – 23030
\$3,000 - 11700 (Substitute)	LCFF – 23030
\$1,500 – 19500 (Inst Coach Additional Time)	Title I – 50643
\$30,179 – 19101 (.274 FTE Program Spec) \$12,357 – 30000 (Benefits)	Title I – 50643 Title I – 50643
\$75,989 – 19101 (.7260 FTE Program Spec) \$32,741 – 30000 (Benefits)	LCFF – 23030 LCFF – 23030
\$1,500 – 19500 (Program Spec Additional Time)	Title I – 506043

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Subgroup: K-2 student

Subgroup: White and students working below grade level in ELA and Math

Strategy/Activity

Additional Time and Support:

Struggling primary students will receive additional support (i.e., from a reading intervention specialist/teacher) to focus on reading foundational skills.

Students in grades K-2 reading below grade level will receive additional support focusing on foundational skills and early literacy intervention.

Extended day tutoring for students in the identified subgroups for additional time and support in ELA and/or Math will be given the opportunity to enroll in a 9 week after school tutoring program. Four Cleveland teachers will provide additional instruction based on the identified needs of individual students and small groups. Teacher will use the grade level resources for intervention strategies in the new curriculum for ELA and Math to support students in the program.

Intervention Teacher will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills. Intervention teachers will work with students in flexible groups to support

Classroom diagnostic assessments from the Benchmark Program, DRA assessment, STAR pre-test as well as summative assessment data will be used to identify student needs and monitor student progress. Specific subgroups (White) will also be identified for intervention services using the data.

Two substitute teachers (retired reading specialist and teachers) will each work two days per week to provide additional support to students in flexible groups. One of the teachers will work with students in K-1 and the other will work with students in grade 2.

2 Substitute Teachers X \$200 per day X 32 weeks=\$26,000

Extended day tutoring will be offered for students not enrolled in the STEP UP After School Program for additional time and support in ELA and Math. Specific students will be identified to attend the tutoring classes after school.

Cleveland will have four teachers offer tutoring twice per week for 9 weeks to students after school. Teachers will use the winter report cards, assessment results, and information from the California Dashboard to identify students and/or subgroups for enrollment in the tutoring after school.

4 Teachers X 9 weeks (18 sessions) X \$55 per hour=\$5,000

The bilingual assistant works with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. The bilingual assistant also works after school to translate for parent conferences and/or meetings.

Bilingual Spanish Assistant (21101)—3.5 hr.--\$16,851—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)
\$16,851 – 21101 (.4375 FTE Bilingual Assistant)	LCFF – 23020
\$5,367 – 3000 (Benefits)	LCFF – 23020
\$5,000 – 11500 (Teacher Additional Time)	Title I – 50643
\$26,000 – 11700 (Substitutes)	Title I – 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, Subgroup: Students in grades 4-6

Strategy/Activity

All Cleveland students will have access to the Accelerated Reader Program to build reading fluency and comprehension skills.

Library Media Clerk will assist students in selecting books appropriate for their reading level, will provide students with knowledge in locating and using library services, and modeling reading through the read aloud strategy. Library Media Clerk will also assist with Accelerated Reader implementation and foster a love of reading to all students.

Accelerated Reader Student License (58450) --\$7,910—Title I

Books (42000) --\$1,000—Title I

The library media clerk will assist students with appropriate book selection based on Lexile levels. Library Media Clerk will also support the implementation of the Accelerated Reader Program to all students. Weekly word counts and student's goals will be posted to motivate students to read and improve reading comprehension skills. New books will be selected and purchased to offer students opportunities to read a wide variety of genres. The library media clerk will also work to foster a love of reading for all students and staff at Cleveland.

Library Media Clerk (24101)—3.5 hr.--\$14,495--LCFF

Students in grades 4-6 will have access to the Achieve 3000 Program and utilize close reading strategies to improve reading/writing achievement. Cleveland purchased 225 student licenses last year to implement the program in 4th-6th grade classrooms.

Achieve 3000 comes with two days of professional development for teachers. Three of the teachers will need the initial training because they are new to the grade level or profession this year. Release time will be needed to allow teachers to attend the training.

The Achieve 3000 Program is an on-line resource and no additional supplies or resources are required for implementation.

Achieve 3000 (58450) --\$13,598 — 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)
\$14,495 – 22601 (.4375 FTE Library Media) \$4,616 – 30000 (Benefits)	LCFF – 23030 LCFF – 23030
\$7,910 - 58450 (License Agreement AR)	Title I – 50643
\$13,598 – 58450 (License Agreement Achieve)	LCFF – 23030
\$1,000 – 42000 (Books)	Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Cleveland School implements AVID school-wide strategies to all students. Students in grades 7th-8th have the opportunity to select AVID as an elective course. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery.

Cleveland has an AVID Leadership team working on school-wide strategies, such as focused note-taking, marking the text, and levels of inquiry. Grade levels commit to specific instructional strategies and what the evidence for those strategies looks like in a particular grade level. The team is working on refining these areas and will be providing staff development for the new school year. In addition, grade levels utilize the AVID articulation matrix as a tool for implementing WICOR strategies, for note-taking, use of agendas/planners, and levels of thinking and questioning at different grade levels. Cleveland also focuses on the organizational piece of WICOR, teaching students study skills and how to be organized with organizational tools such as binders, folders, planners, and materials. Cleveland AVID funds assist with providing the resources and materials required for students to be successful in the organizational component of the program.

Cleveland has a team of nine teachers attending the AVID Summer Institute in Sacramento this summer. Next year Cleveland may be funding the AVID Summer Institute in southern California due to the Sacramento location not being an option. The goal is for all Cleveland teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Duplicating instructional materials, student resources, planners (57150) --\$500--LCFF

Equipment usage – copier, poster maker, laminator, etc. Maintenance agreements (56530)—\$ 3,000--Title I--

Equipment Purchase (44000) --\$1,000—Title I

Instructional Materials (43110) \$56,726 Title I

\$34,924 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)

\$5,000 – 52150 (Conference)

Title I – 50643

\$500 – 57150 (Duplicating)

LCFF – 23030

Amount(s)	Source(s)
\$3,000 – 56590 (Maintenance Agreement)	Title I – 56590
\$1,000 – 44000 (Equipment)	Title I – 50643
\$56,726 – 43110 (Instructional Materials)	Title I – 50643
\$34,924 – 43110 (Instructional Materials)	LCFF – 23030
\$2,500 – 57250 (Field Trip District Trans)	Title I – 50643
\$2,500 – 58720 (Field Trip Non-District Trans)	Title I – 50643
\$5,000 – 43200 (Non-Instructional Materials)	LCFF – 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district's one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Cleveland teachers received professional development at our monthly designated staff development training. A team of teachers and Cleveland staff also attended the AVID Summer Institute to strengthen the school-wide implementation of AVID. Professional development focused on coaching in identified areas of need, including integrated ELA/EL and Math strategies with support of instructional coach, Program Specialist, and consultants. Identified Cleveland teachers and grade levels were provided with Math professional development and individual teacher coaching model by A2Z Educational Consultants. Paraprofessionals and Library Media Assist were also provided with training and professional development to utilize effective strategies to support students. Instructional licenses, Accelerated Reader, was purchased to support classroom instruction and student achievement. Instructional materials purchased were directly aligned to support classroom instruction as evidenced by purchase orders.

- 1.1 Instructional coach 4 days per week focused on supporting identified teachers to improve teaching/learning. Teachers were trained on the PLC data analysis protocol to analyze student assessment results. Data Teams meet two times per month to collaborate on student learning. Monthly PD at Faculty Learning meetings were provided by administrators and support staff focused on ELA/EL, Math, PLC and data analysis protocol, and AVID WICOR strategies. Consultants provided a half day of math professional development to all Cleveland teachers and support staff. Consultants worked five days with four identified grade levels by providing math content training through the coaching model. A team of Cleveland teachers/support staff attended the AVID Summer Institute as well as attending district training. Bilingual Paraprofessional provides primary language support to primary students in small groups. Library Media Assist received training to help students' select appropriate books for Lexile level as well as to promote AR to build reading comprehension skills.
- 1.2 Additional reading support for struggling primary students was provided by a retired reading specialist two days per week. Students identified as below grade level were provided with small group and individual instruction for 30 minutes two times per week.
- 1.3 Teachers identified supplemental materials/resources to be duplicated by the Reprographics Department as well using on-site duplicating equipment. Equipment is maintained and/or replaced in order to support student academic achievement. Teachers and staff request supplemental instructional materials in order to supplement the core instruction.

Effectiveness

Professional development was provided in a timely manner and attended by all teachers, as evidenced by agendas and sign-ins. Taught strategies were observed being utilized in classrooms.

The coach and Program Specialist effectively provided support to ensure implementation of taught strategies as evidenced by logs. Paraprofessionals and the Library Media Assist were provided effective in class support as evidenced by logs, schedules, and classroom visits. Teachers, Library Media Assist, and staff provided students with opportunities to increase reading proficiency using interventions and leveled libraries, book circulation, intervention schedules, and PLC meeting agendas. Overall, according to the California Dashboard, Cleveland English Language Arts increased 12.6 points and 4.3 points for Math so strategies and activities in place are effective in increasing student achievement for most students. The overall increase in ELA and Math was significant, but recently Cleveland was identified for additional target support and intervention due to two of our significant subgroups, White and African American, not demonstrating continuous progress. The white subgroup decreased 11 points in ELA and 4.9 in Math. In addition, there was a 3.8-point increase in chronic absenteeism and 1.5-point increase in suspension. The African American subgroup had a 4.2-point increase in chronic absenteeism and 3.3-point increase in suspension. Cleveland has identified the students in the subgroups and will target individual students for additional support in all areas of continuous progress.

- 1.1 Coaching was found to be effective as evidenced by an improvement in instruction/ student achievement as observed in formal/informal observations, student progress, and teacher feedback. Improvement has increased this year and more grade levels are completing the Data Analysis Protocol twice per trimester for ELA and Math as evidenced by PLC minutes and completed forms. Monthly faculty learning training was effective based on teacher feedback on evaluations, student progress, and observing strategies in use in the classroom. A2Z Educational Consultants provided effective data analysis training and math content coaching as evidenced by teacher feedback on evaluations and informal conversation with teachers. The AVID Summer Institute was effective for the staff who attended. Cleveland's goal is for all teachers to be trained at the SI. Primary language support was somewhat effective, but fewer students were able to access the services due to a lengthy vacancy in one of our positions. Library Media Assist was somewhat effective, but the use of AR Program has decreased.
- 1.2 Additional reading support for struggling primary students was an effective use of time/funding as evidenced by student progress on MAP and formative assessments.
- 1.3 None.

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

Material Changes

Cleveland had budgeted \$5,000 for additional time for teacher collaboration/professional development which was not utilized due to the mandatory additional hours of collaboration on Tuesday afternoons. In addition, teachers must fulfill their contractual obligation for holding parent conferences with families.

- 1.1 Instructional coach receiving training on specific strategies to implement with identified teachers which limits the number of teachers receiving support. An increased number of grade level teams completing the data analysis protocol. At every faculty learning, we attempted to include some AVID WICOR training for a deeper implementation of AVID School-wide. The training was provided in mid/late spring making it difficult to track results in every grade level. Cleveland was

certified in AVID Elementary as well as AVID Secondary. One of the Bilingual Paraprofessional positions was vacated and difficult to fill.

1.2 For the 2018-2019 school-year, the reading intervention support began earlier in the year.

1.3 A new duplicating machine was purchased to duplicate supplemental instructional materials/resources. Maintenance agreements increased.

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

Future Changes

Cleveland School has seven teachers piloting the Achieve 3000 Program to increase student reading/writing achievement. Student assessment scores from classes that are using the Achieve 3000 Program will be compared to those not using the program to determine program effectiveness. Two days of professional development are also provided to the teachers using the Achieve 3000 Program.

The Intervention Program for primary struggling readers will be put in place in early October to provide more support to students accessing the services. Student MAP scores and pre/post assessment scores will determine the effectiveness of the program.

Eight Cleveland teachers are implementing the Project Lead the Way Program this year. They attended training this past summer and during the district professional development days. Student formative and SBAC (for 5th grade) assessment scores from classes that are using the PLTW Program will be compared to those not using the program to determine program effectiveness.

Cleveland teachers will be offered the opportunity to tutor students after school for 10 weeks in an effort to provide additional time and support to improve achievement for every student. Cleveland School Site Council and ELAC members requested tutoring for students not enrolled in the STEP UP After School Program.

Cleveland will implement a Friday Detention Program in lieu of suspension for non-violent offenses in an effort to decrease the number of suspensions and increase attendance for all students. The program will be a restorative lesson/activity followed by community service around the campus.

1.1 The number of days of Instructional Coaching may change due to district guidelines for coaching. Additional training for PLC collaboration process for further implementation and new teachers. A survey for teachers at the end of the year to identify specific topics for staff development. For the 2018-2019 school year we planned training with consultants at the beginning of the year. The goal is for every Cleveland teacher to attend the AVID Summer Institute and hoping more primary teachers will attend. Fill the vacancy for Bilingual Paraprofessional. The addition of the STAR test for AR may motivate teachers/students to more effectively utilize the program.

- 1.2 If funding is available, Cleveland would like to increase the number of days support is available for struggling readers.
- 1.3 None.

Goal 2 – School Climate

To decrease the number of suspensions by 0.3% for all students and subgroups according to the California Dashboard by May 2020.

According to the California Dashboard, Cleveland All students had a slight increase, 0.7%, in the number of suspensions. The EL, Hispanic, and SWD subgroups had decrease ranging from 0.6%-2.8% of student suspensions.

Suspension – 5%

Target:< 0.3%

Gap: 4.7%

Expulsion –

This year Cleveland had 3 expulsion and/or stipulated expulsions.

According to the California Dashboard, Cleveland All students had a decrease of 0.5% in the percentage of students chronically absent from school. The African American subgroup had an increase of 4.2%, Multiple Races had an increase of 8.3%, and the White subgroup had an increase of 3.8% of students chronically absent from school.

Attendance/Chronic Truancy –24.3%

Target:<4%

Gap: 20.3%

Identified Need

Suspension –

Suspension: 5%

(Orange)

Focus on specific subgroups with increased suspensions as follows:

-African American with 11.6%, an increase of 3.3%

(Red)

- White with 6.5%, an increase of 1.5% (Red)

-Homeless with 24% with an increase of 4.6 %

-Multiple Races with 5.6% with an increase of 1.1% (Orange)

Started the year with fewer suspensions. This year, to date same # of suspensions as last year at this time.

Attendance/Chronic Truancy –

24.3 % Chronic Absenteeism

(Orange)

Focus on specific subgroups with increased chronic absenteeism as follows:

-African American with 46.3%, an increase of 4.2%

(Red)

- White with 25%, an increase of 3.8% (Red) chronic absenteeism

-Multiple Races with 37.5% chronic absenteeism an increase of 8.3% (nc)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension-California Dashboard	5%	4.7%
Chronic Absenteeism-California Dashboard	24.3%	23.8%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e., PBIS, PLUS, counseling, structured student engagement activities, classroom presentations, group sessions, Suite 360 Intervention Program, etc.) and through the Student Assistant Program (SAP).

Suite 360 is a digital character development and behavior intervention program. Suite 360 is a restorative justice program for students who need extra support with conduct and behavior. Suite 360 Intervention is web and mobile program for suspension and detention, allowing schools to assign modules related to a student’s infraction. Cleveland students will be assigned a lesson and/or module related to the infraction as a means of restorative practices. This program is research based and has proven to decrease the number of suspensions, detentions, and office referrals. Cleveland will pilot the program and monitor the effectiveness of the program by monitoring the number of discipline referrals.

- Number of students referred for social/emotional issues
- Number of student support meetings
- Increased attendance and academic performance
- PLUS surveys -Number of students on the PLUS team, PLUS meetings, and forums

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)
\$2,750 – 58450 (License Agreement Suite 360)	Title I - 50671

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement structured student engagement activities during non-instructional time to reduce discipline and maintain a safe learning environment.

Consultant:

Sports for Learning will provide structure to the playground while keeping students active and having fun. College athlete coaches have multiple games designed to keep students engaged both mentally and physically. Students play a different game each week, focusing on a specific STEM topic and soccer technique. Sports for Learning will provide lunch recess organized sports for Cleveland students. Sports for Learning will assist with improved student attendance and a decrease in the number of discipline on the playground at lunch recess.

- Number of student referrals
- Number of student suspensions related to non-instructional time

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)
\$20,140 – 58320 (Sports for Learning)	LCFF - 23034

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide professional development opportunities to staff to support awareness of student safety and well-being.

Conferences/Trainings/Workshops, Consultants, License Agreements:

All Cleveland teachers, administrators, counselors, and coaches will participate in Trauma and the Brain training through district consultant, Angela Byers. The dates for training are to be determined.

Additional Hourly Pay Calculation for teachers: 67 hours X \$60 rate of pay = \$4,020 (Allocated \$4,000)

Additional Hourly Pay Calculation for program specialist: 8 hours X \$60 rate of pay = \$480 (Allocated \$500)

Additional Hourly Pay Calculation classified: 10 hours X \$50 rate of pay = \$500

-Number of school climate related trainings -Number of teachers trained -Survey results

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)
\$4,000 – 11500 (Teacher Additional Time)	LCFF – 23030
\$500 – 19500 (Program Spec Additional Time)	LCFF – 23030
\$500 – (Classified Additional Time)	LCFF – 23020

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Implement restorative practices for students in lieu of suspension for non-aggressive offenses.

The Counselor work with students after school for 2 hours on restorative practices. The first hour will focus on student reflection and the second hour students will transition to completing community service.

Additional Hourly Pay Calculation: 20 hours X \$50 rate of pay = \$1,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1,000 – (Additional Hourly for Counselor)

LCFF - 23034

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Cleveland School support staff and counselor provided students with social and emotional supportive resources to positively impact student learning through programs such as PBIS, PLUS, counseling, structured student engagement activities, classroom presentations, group sessions, and Student Assistance Program (SAP).

- 1.1 Monthly PBIS meetings were held to identify effective strategies to positively impact student behavior, learning, and increase attendance. School-wide routines and procedures were developed. PLUS team met weekly to plan forums, morning announcements, and classroom presentations. Individual and small group counseling services were provided to referred/identified students. PLUS team members and support staff provided Friday “Cub Pride” activities for students. Classroom presentations and group sessions were provided to students/staff such as Kelso and Restorative Practices. SAP Process held monthly CARE and SST meetings for referred students. Substitutes were utilized to release teachers from classroom to provide input on academic, behavioral and emotional progress.
- 1.2 This action did not occur during the 2017-2018 school year.
- 1.3 Professional development and monthly drills are provided to support safety and well-being.

Effectiveness

Effective strategies/activities related to school climate increased as evidenced by the number of students referred for social/emotional issues, PLUS Surveys, increased number of students on PLUS team, and an increase in the number of forums presented to students. Student attendance increased overall and for most subgroups of students based on our current data and as measured by the California Dashboard through parent meetings, communication, and an incentive system that provided rewards to students and families throughout the year. The percent for chronically absent Cleveland students identified in the “white” subgroup increased by 3.8% which is in the red category according to the California Dashboard 5X5 Legend. In addition, the percentage for overall suspensions increased 0.7 even though the number of suspension days decreased from the previous year. The percent of student suspensions increased for students identified as Homeless Youth, African American, and White.

Structured student engagement activities during non-instructional time will be funded during the 2018-2019 school year through the Sports for Learning Program which facilitates lunch time sports for students.

Professional development was provided to all staff to support awareness of student safety and well-being as evidenced by agendas, and attendance sign-ins, and survey results.

- 1.1 PBIS was somewhat effective, but more time needs to be allocated to program and strategies as evidenced by number of meetings held and survey feedback. PLUS team was effective presenting morning announcements, but more time needs to be allocated to have classes participate in forums as evidenced by number of PLUS team meetings and PLUS survey feedback. A full time counselor provided individual and small group counseling to identified students. Additional counseling services are required as evidenced by the increased number of students referred for counseling and/or SAP Process. Student engagement activities are effective as evidenced by the number of students participating in the activities. Classrooms and group sessions were somewhat effective, but additional time needs to be allocated for better results. Additional counseling services are needed based on number of student referrals with increased student enrollment. SAP Process was somewhat effective, but needs more days allocated for meetings as evidenced by the number of referrals. Barriers include parent contact, parent attendance at meetings, and substitute availability.
- 1.2 None.
- 1.3 According to PLUS surveys, there are Cleveland students who do not feel safe at school.

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

Material Changes

Cleveland was allocated Title I carry-over funds in the amount of \$49,653.

Cleveland deleted the vacancy for Community Assist due to the fact that the site was allocated an additional Campus Security Assist as well as an additional Counselor.

- 1.1 Increased student enrollment was a factor. An increase in the number of intermediate classes/students. The VCCS therapist assigned to Cleveland was not in place for several months to assist with counseling services to students. Funding can be a barrier depending on the activity. For the 2018-2019 school year, Cleveland will have organized sports/games for non-instructional times. Classroom and group sessions were often cancelled or rescheduled due to an emergency or a situation requiring immediate attention. In addition, many students are on list for small group sessions. The number of student referrals has increased.
- 1.2 None.
- 1.3 Intermediate student population has increased with the addition of a 7th and 8th grade class.

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

Future Changes

During the 2018-2019 school year, Sports for Learning will be funded to reduce student discipline, increase student attendance, positively impact student engagement activities and maintain a safe learning environment during non-instructional times. Program effectiveness will be measured by a decrease in discipline referrals during non-instructional times and increase student attendance.

Cleveland will give students the opportunity to serve a Friday detention for two hours after school as an alternative for suspensions for non-violent offenses. Success for the Friday Detention alternative will be measured by number of students attending and fewer days of suspension. In addition, we will track the individual progress for each student.

- 1.1 Another increase in enrollment due to the addition of an 8th grade class. Enrollment increase. A second full time counselor was assigned to Cleveland for the 2018-2019 school year. For 2018-2019, we will try implementing a school store for students to purchase items with “CUB Pride” bucks. We will also have Sports for Learning at lunch for organized sports and STEM instruction to decrease discipline and increase attendance. The addition of an FTE Counselor for 2018-2019. Additional counseling services will be available in 2018-2019.
- 1.2 Sports for Learning will be providing organized games and structured student engagement during the lunch recess periods.
- 1.3 Additional PBIS training for staff. Increase the number of PLUS forums for students. The addition of a full time counselor.

Goal 3 – Meaningful Partnerships

Meaningful Partnerships

Cleveland will increase the number of volunteers and/or meaningful partnerships from 18 to 25 by May 2020. Parent attendance at CAMP Meetings and Parent Coffee Hours will increase from an average of 20 parents to 30 parents by May 2020. Cleveland will be offering Parent Cafés focusing on child nutrition on Friday mornings this fall.

Identified Need

18 parent volunteers
Average parents attending is 20.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Volunteers Log	18	25

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide parents with support and resources that empower them to be engaged in their student’s learning, (i.e., parent training, Cleveland Academic Meeting with Parents (CAMP), parent conferences/ meeting, Parent Coffee Hour presentations, student-led conferences, AVID information and field trips, college and career readiness activities, materials and refreshments, before and after school, recess/lunch/school activities and events, school communication, after school focused activities, etc.).

Additional Hourly Pay Calculation for Bilingual Assistant to support parents during meetings:

$$40 \text{ hours} \times \$50 = \$1,000$$

Classified Staff (Community Assist or Parent Liaison .4375 FTE) to support and coordinate parent outreach activities.

-Number of parents contacted

-Number of parents attending ESL class

-Number in attendance and participation of school activities, events, workshops, and conferences/ meetings

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)
\$2,000 – 43400 (Parent Meeting)	Title I – 50647
\$1,500 – 43400 (Parent Meeting)	Title I - 50672
\$1,000 – 43200 (Non-Instructional Materials)	Title I - 50647
\$770 – 44000 (Equipment)	Title I – 50647
\$30,000 – (.4375 Classified Staff)	Title I - 50672

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

Analysis

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

Implementation

Parent involvement increased by providing support and resources which empowered them to be engaged in their students' learning through parent training, Cleveland Academic Meeting with Parents (CAMP), parent conferences, monthly Parent Coffee Hours presentations, student-led conferences, AVID information and field trips, college and career readiness activities as evidenced by attendance, agendas, and sign-ins.

- 1.1 Monthly Parent Coffee Hours with presentations were held with increased parent attendance. Parent Nutrition classes were also offered on Friday mornings. Five Cleveland grade levels offered CAMP meetings for parents to help them interpret student assessment data and create a SMART goal for their children. All teachers held parent conferences for their students. AVID informational meetings and College and Career activity meetings were held for parents four times throughout the year.

Effectiveness

Parent involvement increased as evidenced by sign-ins, number of parents enrolled in site training, and parents on campus. A weekly nutrition class was added to the Cleveland calendar. A marquee was recently installed to increase communication of upcoming school events to increase parent involvement at school.

Cleveland did not have many parents attend our AVID Parent Meeting last year. This year we will add a Make It, Take It to the agenda to encourage greater attendance. We will also have a Project Lead the Way demonstration for parents to see the hands-on Science program students have started this year.

- 1.1 Parent Coffee Hours and Nutrition classes are effective and having the Mobile Framers Market visit at the same time motivates parents to come to the meetings/classes. Parent feedback from CAMP meetings directly reflects that CAMP meetings are an effective strategy to increase parent involvement. Parent attendance at the AVID meetings were low as evidenced by sign in sheets.

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

Material Changes

Cleveland was allocated Title I carry-over funds in the amount of \$49,653 for 2017-2018.

Cleveland had budgeted \$25,137, to pay for an additional day of counseling services in order to have a full time counselor at Cleveland for the 2018-2019 school year. The district honored Cleveland's request for an over the limit allocation of a day of counseling services leaving funds available to contract with Sports for Learning for the 2018-2019 school year.

The cost for Sports for Learning is \$35,070 for daily service to all students.

Cleveland was allocated \$39,416 in Title 1 carry-over funds for 2018-2019.

1.1 A Nutrition class was new to Cleveland this year. Parents report they enjoy attending the class. More grade levels offered the meetings after positive feedback from colleagues. AVID Informational meetings are required for AVID elective courses for students and will continue. We may survey parents to determine what days/times are better for them to attend the meetings.

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

Future Changes

A marquee was installed at Cleveland during the summer of 2018. All upcoming school events are posted for parents to see in an effort to increase parent involvement and attendance at school events.

Central United Methodist Church will be hosting an awards dinner for Cleveland students meeting their growth targets for ELA and Math as measured by the MAP Spring administration. Students and their parents will be invited for an awards ceremony and dinner to celebrate outstanding achievement.

University of the Pacific Professor, Dr. Mo, will continue having her students plan and work with Cleveland EL students for one hour per week on improving reading achievement. The college students plan a grade level ELD lesson for the student they work with at Cleveland. The individual instruction is one on one and very effective for our EL students. According to the California Dashboard, Cleveland EL students increased 15.7 points in ELA in 2017-2018.

1.1 Additional classes for parents may be offered. Locating a classroom for the course may be difficult this year due to construction. Encouragement and support to hold CAMP meetings for grade levels not participating. Contractual guidelines for parent conference hours. The times may change to make the meetings dates/times more convenient for parents to attend. The addition of a Parent Liaison may be an effective strategy to increase parent involvement at school.

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	\$194,192
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$436,983

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$194,192

Subtotal of additional federal funds included for this school: \$194,192

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

State or Local Programs	Allocation (\$)
LCFF	\$242,791

Subtotal of state or local funds included for this school: \$242,791

Total of federal, state, and/or local funds for this school: \$436,983