



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Cleveland Elementary School

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School Year: 2020-2021

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cleveland Elementary	39686766042535	Ver 1 – 05/11/2020	Ver 1 – 05/14/2020	Ver 1 – 05/28/2020

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?

Cleveland Elementary developed a one-year (2020-2021) school plan which aligned to the district's goals and incorporated strategies specific to its school. Cleveland School consulted with our parents at meetings such as SSC, ELAC, Parent Coffee Hours, and the annual Title I meeting. Students, parents, and staff were also given opportunities to complete surveys regarding input for improving student achievement.

During the School Site Council Meetings beginning in August 2019, members were provided with preliminary SBAC results for the 2019 administration of the assessment. Cleveland's preliminary results for all students group was 34% met standard for ELA and 22% for Math. In addition, the percent of students chronically absent from school decreased from 24% to 19%. In March 2020, we were notified that Cleveland was identified as a school for Additional Targeted Support and Intervention due to the African American and White subgroups not making continuous progress for two consecutive years. Throughout the year from October to May, members have been analyzing assessment results and making data-based decisions for the identified needs of Cleveland School students and specific subgroups.

The same school data and information was shared with our ELAC members throughout the year beginning in August 2019. ELAC members recommended additional Campus Safety Assists and noon duty supervisors for the playground. They preferred having two Campus Safety Assists that were assigned the last two years rather than only one for 2019-2020 school year. In addition, the parents requested to continue after school tutoring and Summer School.

LCAP Survey results for Cleveland reflected the recommendation for additional Instructional and Bilingual Assists. Results also reflected more community resources to help parents understand the importance of education and behavior problems.

Survey results for parents of EL students recommended increasing English skills in the area of reading, writing, speaking, and listening. Families also recommended the need for student access to textbooks and learning material related to their culture and language.

To address stakeholder involvement and data reviews for 2018-2019 and for most of the 2019-2020 school years, Cleveland Elementary completed a Needs Assessment and Decision Making Model (DMM) from February-April 2020. The DMM and Needs Assessment was shared/reviewed with members during the January-May SSC and ELAC meetings. In addition, the DMM, Preliminary Budget, and SPSA Evaluation was shared at the April and May Faculty Meetings for input and feedback.

The DMM supported Cleveland's stakeholders with making data-based decisions for the upcoming school year for continuous progress and improvement on the California Dashboard based on student achievement. Cleveland demonstrated positive results for All students, but was identified for Additional Targeted Support for Improvement (ATSI) for the African American and White subgroups

in math. The DMM was used to identify strategies to address all students as well the specific subgroups (African American and White) targeted for improvement.

Resource Inequities

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

Through our needs assessment, the following resource inequities were revealed:

- African American students are two or more years below grade level in Mathematics; however, the actions identified in the School Plan (extended day tutoring and web based programs) are not specifically directed toward African American students, nor does data show that they are having an impact on this student group.
- Students identified in the White subgroup are working below grade level in Mathematics; however, actions identified in the School Plan (extended day tutoring and web based programs) are not specifically directed toward White students, nor does data show that they are having an impact on this student group.
- Teachers have requested additional professional development and observational feedback on implementation of the instructional routines from the curriculum from the Mathematics Program.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD:

All students and subgroups will decrease the distance from standard by a minimum of 3 points in ELA, as measured by the California Dashboard in May 2021.

The long-term goal is for all students and all student groups to reach the “High” status in ELA as measured by the California Dashboard by 2025.

Six Student Group SMART Goals:

African American students will decrease the distance below standard by a minimum of 3 points in ELA, from 76.8 to 73.8, as measured by the California Dashboard in May 2021.

Students with Disabilities will decrease the distance below standard by a minimum of 3 points in ELA, from 79.3 to 76.3, as measured by the California Dashboard in May 2021.

Asian students will decrease the distance below standard by a minimum of 3 points in ELA, from 11.5 to 8.5, as measured by the California Dashboard in May 2021.

English Learner (EL) students will decrease the distance below standard by a minimum of 3 points in ELA, from 49.9 to 46.9, as measured by the California Dashboard in May 2021.

Hispanic students will decrease the distance below standard by a minimum of 3 points in ELA, from 40.1 to 37.1, as measured by the California Dashboard in May 2021.

Socioeconomically Disadvantaged students will decrease the distance below standard by a minimum of 3 points in ELA, from 39.8 to 36.8, as measured by the California Dashboard in May 2021.

School Goal for Math:

All students and subgroups will decrease the distance from standard by a minimum of 3 points in Math as measured by the California Dashboard in May 2021.

The long-term goal is for all students and all student groups to reach the “High” status in Math as measured by the California Dashboard by 2025.

Six Student Group SMART Goals:

African American students will decrease the distance below standard by a minimum of 3 points in Math, from 102.7 to 99.7, as measured by the California Dashboard in May 2021.

Students with Disabilities will decrease the distance below standard by a minimum of 3 points in Math, from 105.2 to 102.2, as measured by the California Dashboard in May 2021.

Asian students will decrease the distance below standard by a minimum of 3 points in Math, from 30.5 to 27.5, as measured by the California Dashboard in May 2021.

EL students will decrease the distance below standard by a minimum of 3 points in Math, from 78.4 to 75.4, as measured by the California Dashboard in May 2021.

Hispanic students will decrease the distance below standard by a minimum of 3 points in Math, from 72.7 to 69.7, as measured by the California Dashboard in May 2021.

Socioeconomically Disadvantaged students will decrease the distance below standard by a minimum of 3 points in Math, from 69.1 to 66.1, as measured by the California Dashboard in May 2021.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

According to the California Dashboard, Cleveland students made an 8.6-point increase for **ALL** students in ELA.

The current status is 38.7 points below standard. (Yellow)

All subgroups made a positive gain in ELA ranging from 4.1-23.3 points.

Focus on specific subgroups with fewest number of students meeting standards:

-EL (Yellow)

-SWD (Orange)

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%

Reclassification Rate

2015-2016 15.20%

2016-2017 16%

2017-2018 5.90%

2018-2019 16.50%

Math:

According to the California Dashboard, Cleveland students made a 2-point increase for ALL students in Math.

The current status is 71.44 points from standard.

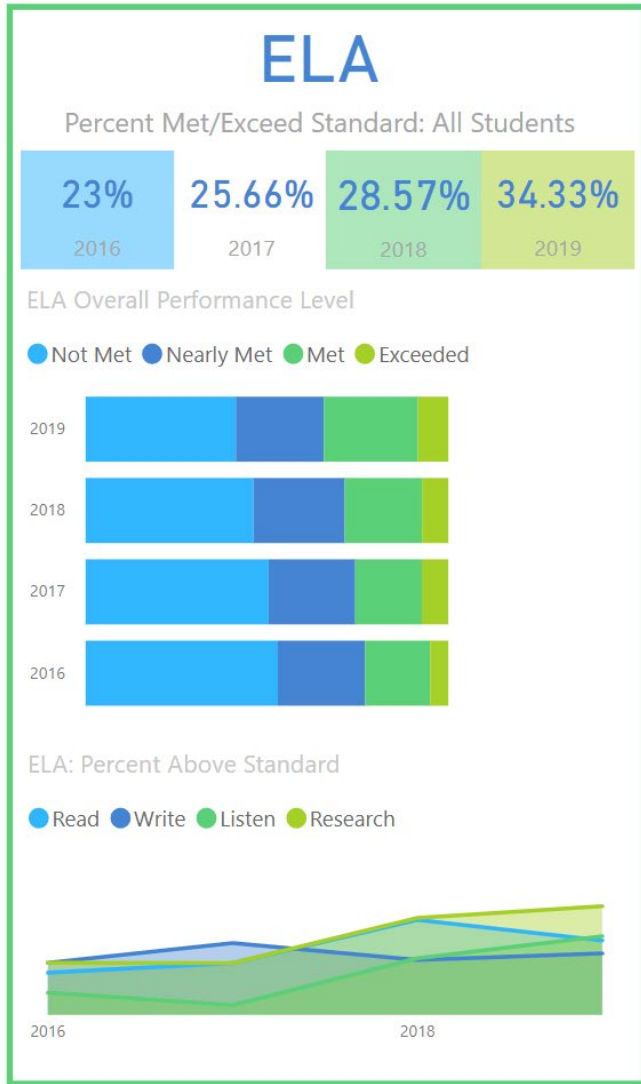
The SED student subgroup had an increase of 4.8 points and the Hispanic student subgroup maintained.

The White (2.7), African American (4.8), Asian (5.6), EL (6.5) and SWD (14.1) subgroups had a decrease in students meeting standards for Math.

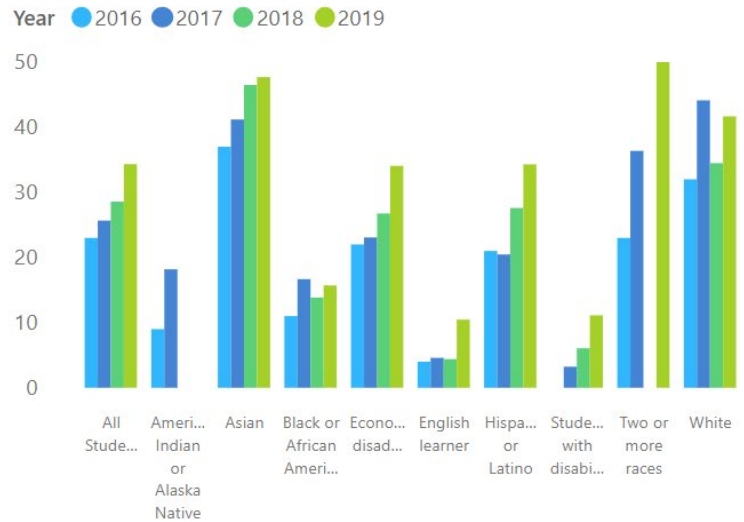
Focus specific subgroups with two years without an increase in achievement as follows:

-African American (red) declined 4.8 points and is 102.7 points below standard.

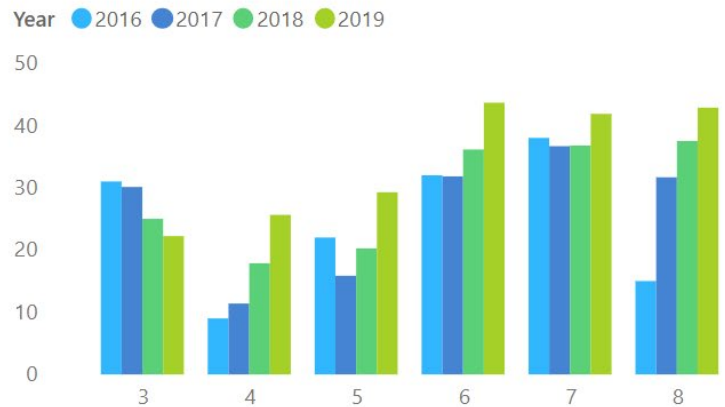
-The White subgroup (no performance color) had a decrease of 2.7 (maintained) points in Math. The current status is 54.1 points below standard.



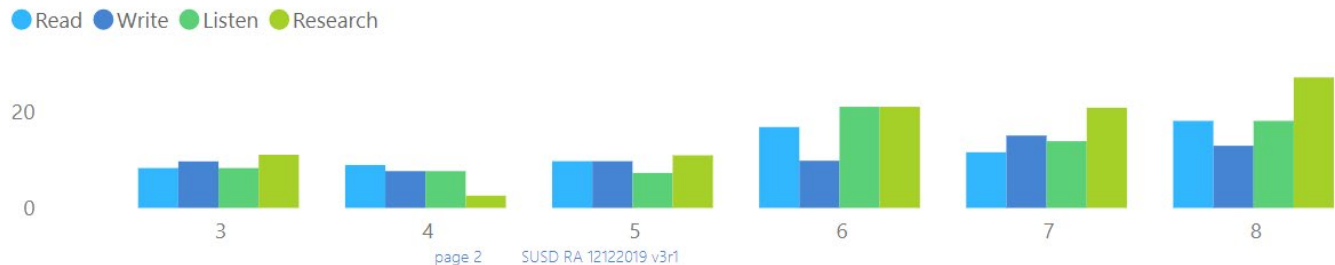
ELA CAASPP: Percent Met/Exceed Standard

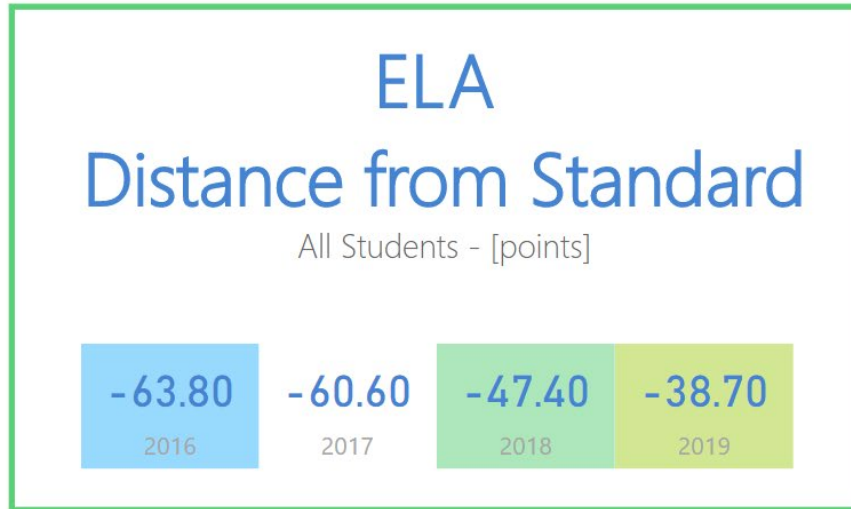


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Prelim ELA CAASPP: Area - Percent Above Standard

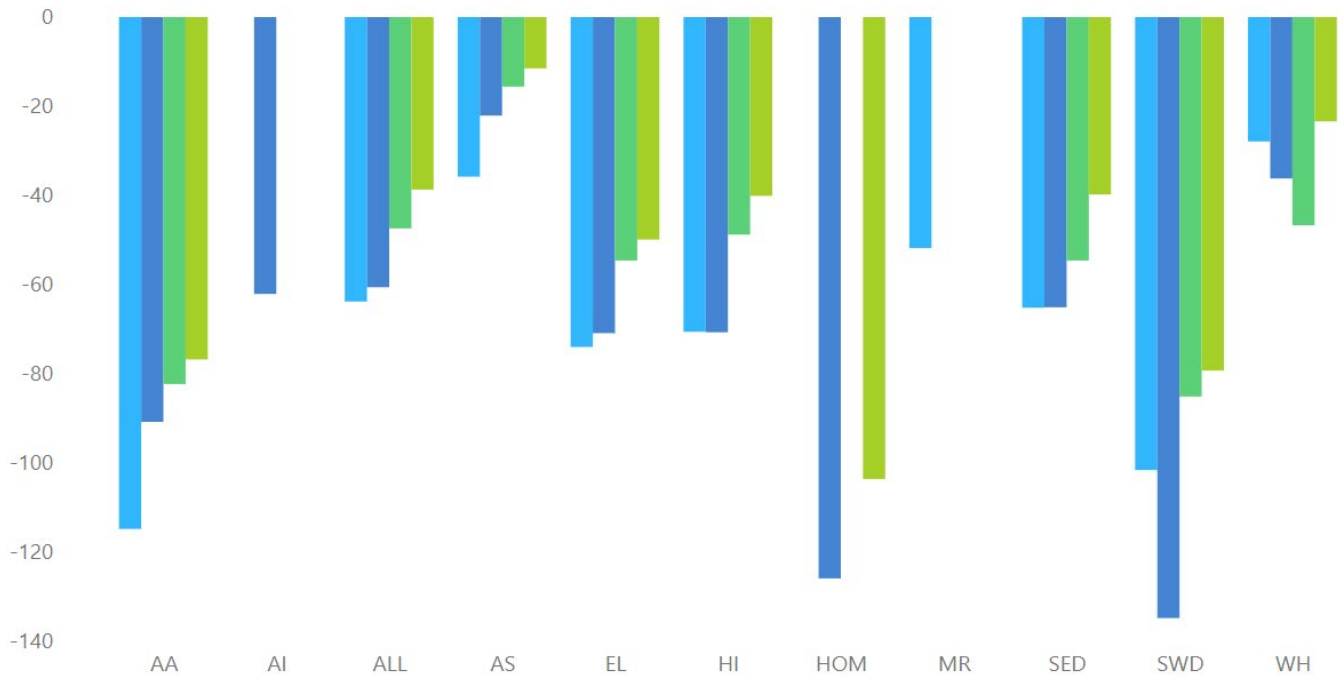




ELA Distance from Standard [points]

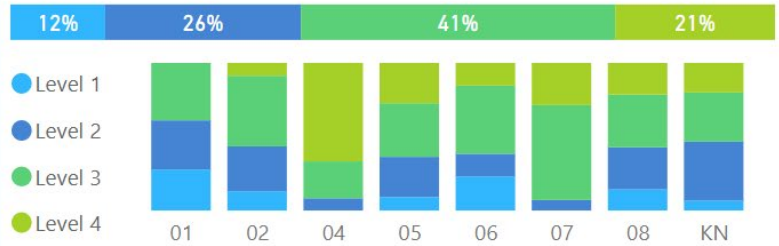


Year ● 2016 ● 2017 ● 2018 ● 2019

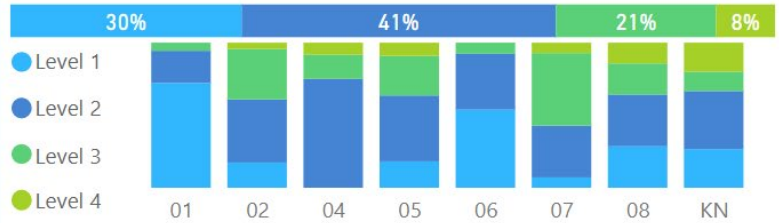




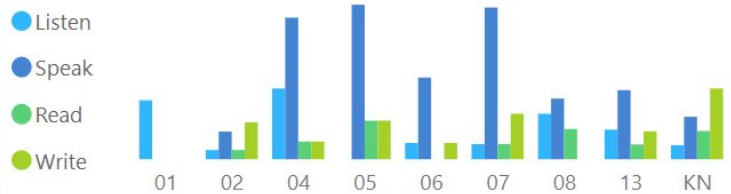
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



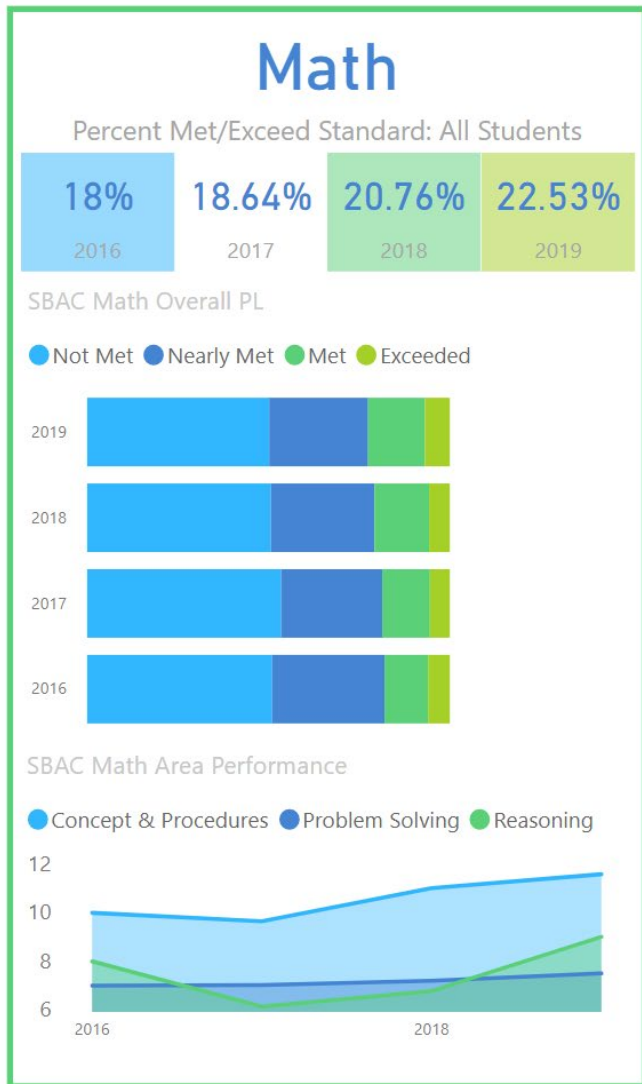
English Learner Progress Reclassification Rates



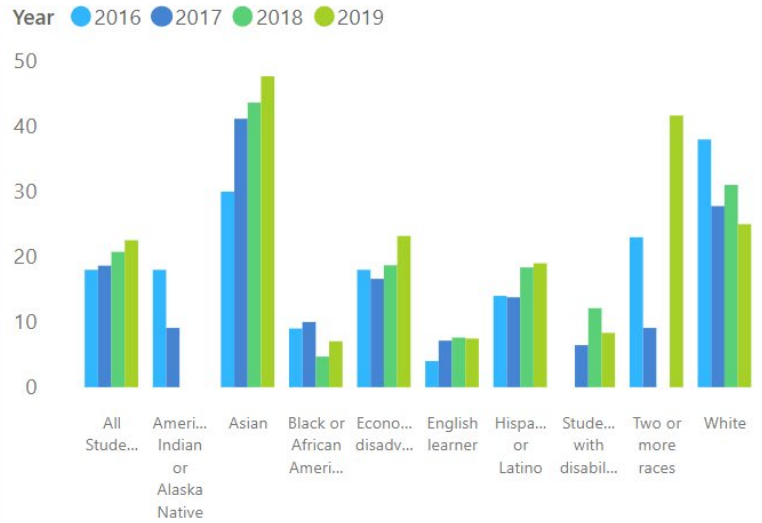
English Learner Progress Indicator (ELPI)

43.3%

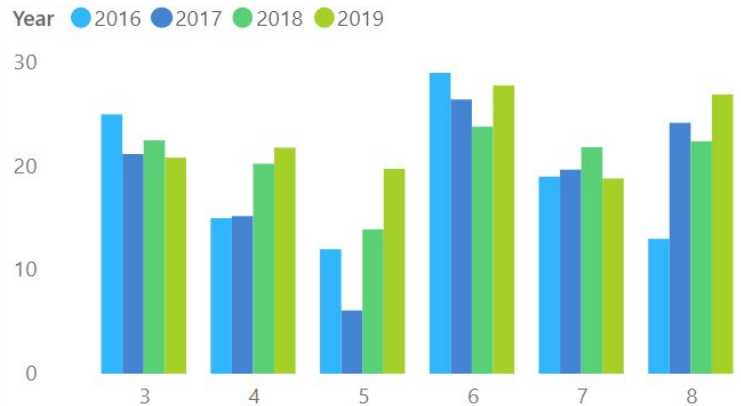
ELPI 2019



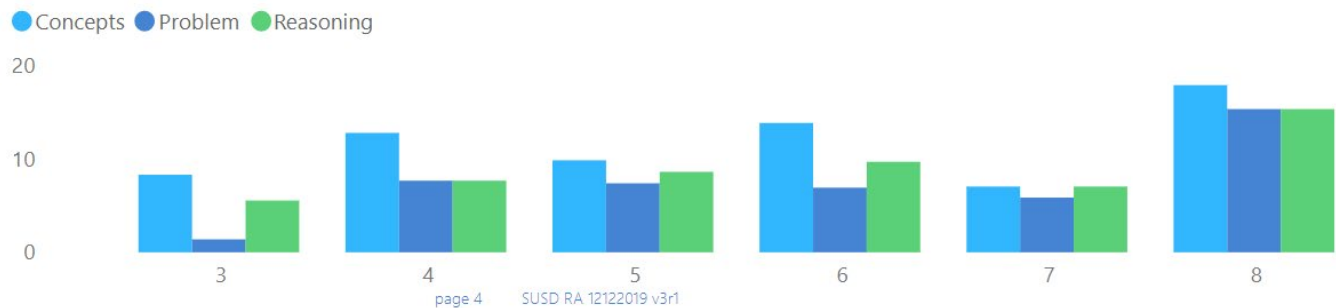
Math CAASPP: Percent Met/Exceed Standard



Math CAASPP: Percent Met/Exceed Standard by Grade Level



2019 Math CAASPP: Percent Above Standard



Math Distance from Standard

All Students - [points]

-70.80

2016

-72.50

2017

-67.40

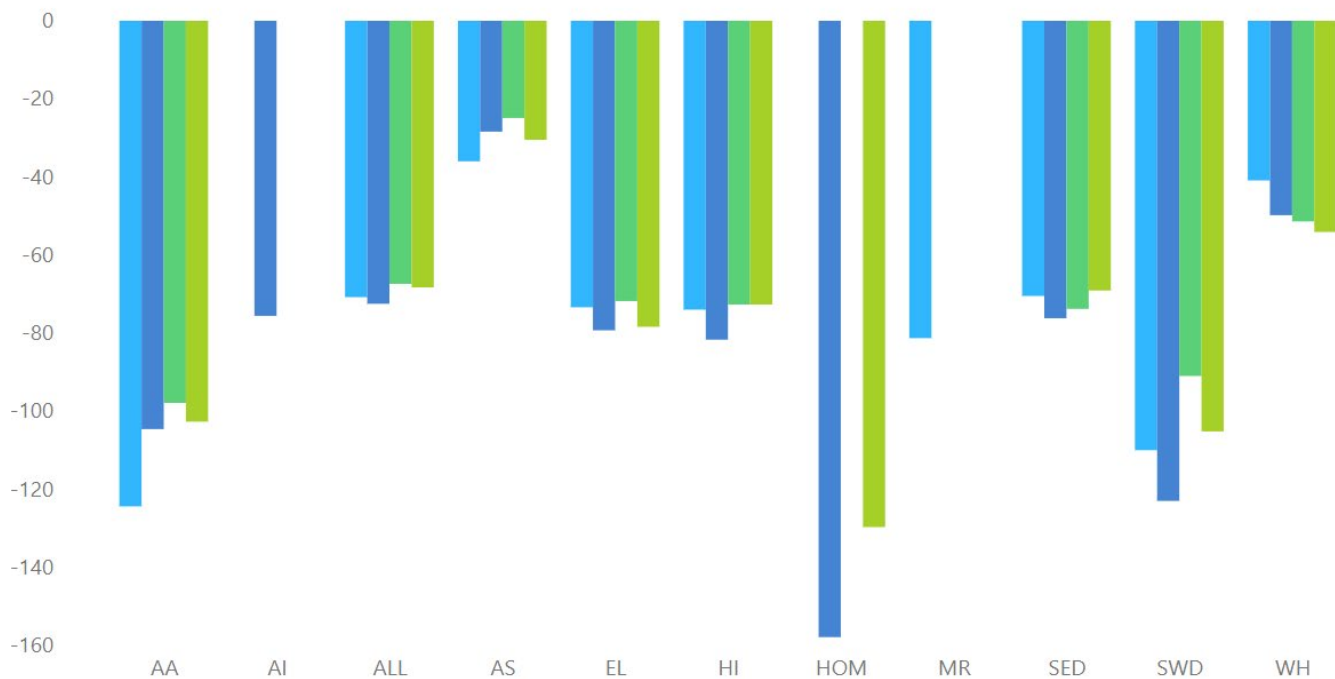
2018

-68.30

2019

Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



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PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

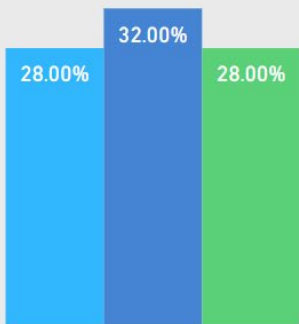
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

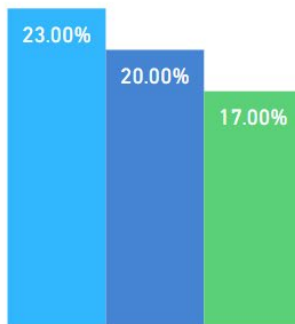
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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SUSD RA 12122019 v3r1

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-42.3	-39.3

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-71.4	-68.4

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 Coaches, Program Specialist, Administrators, and district curriculum specialists will also continue to support teachers with implementation of the new curriculum for ELA/ELD and Math. Cleveland will have four new teachers who will need additional support to refine instructional practices and establish effective learning environments. Due to the budget cuts, we will try to plan PD during our Faculty Learning and release time

Teacher Additional Time for attending PD, planning and collaboration (11500)—28 Teachers X 3 hours X \$60 per hour= \$5,040--LCFF

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

Instructional Coaches will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coaches will also support all teachers with full implementation of the new curriculum. Instructional Coaches will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coaches also work 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 Coaches assist with facilitation of Academic Conferences twice per year with every grade level focusing on students in targeted subgroups for improvement. Instructional Coaches accompany 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 Coaches 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.

Administrators will provide coaching on new curriculum, AVID strategies, as well as Equity Training for staff during Faculty Learning, collaboration, and site staff development days.

27% - Title I –The Program Specialist will assist with coordination of intervention/after school tutoring, assessments administration, technical support for technology and software, AVID Coordinator, and providing professional development.

73% - LCFF – The Program Specialist serves as coordinator of EL Programs, testing Coordinator, SAP Team Member, and assists with Master Schedule development and student placement.

Program Specialist--\$109,102 LCFF--\$41,176 Title I—FTE (19101)

Program Specialist—additional time (19101)—20 hours for supporting teachers with planning and collaboration after school. 20 X \$75=\$1,500—Title I

Proposed Expenditures for this Strategy/Activity 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$1,500	19500	Instructional Coach-Additional Time
\$41,176	19101	.27 FTE Program Specialist (salary and benefits)
\$1,500	19500	Program Specialist Additional Time for PD/Collaboration
		2 @ .5 FTE Instructional Coach – Centralized Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$5,040	11500	Teacher Additional Time-PD
\$3,000	11700	Substitute Teacher—Release Time
\$109,102	19500	.73 FTE Program Specialist (salary and benefits)

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: African American and White 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 retired 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 12 week after school tutoring program. Four Cleveland teachers will provide additional instruction based on the identified needs of individual students and small groups. Teachers 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 the core curriculum and state standards mastery.

Classroom diagnostic assessments from the Benchmark Program, i-Ready 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 12 weeks to students after school. Teachers will use the progress and 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 12 weeks (24 sessions) X \$60 per hour=\$5,760

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.--\$21,545—LCFF

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$26,000	11700	Substitutes
\$5,760	11500	Teacher Additional Time

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$21,545	21101	.4375 FTE Bilingual Spanish Assistant (3.5 hr – salary and benefits)

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

Cleveland students in grades 2-3 and 7-8 will have access to the Accelerated Reader Program to build reading fluency and comprehension skills.

Cleveland students in grades K-3 and students identified for additional support in reading foundational skills will be provided access to the Smarty Ants Program during small group time and in the STEP UP After School Program. Students will also have access to the program during the summer months. The program is also available in Spanish for our Spanish speaking EL students.

Smarty Ants (58450)--\$4,000—Title I

Library Media Assistant 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 Assistant will also assist with Accelerated Reader (400 licenses) implementation and foster a love of reading to all students.

Accelerated Reader Student License (58450) --\$4,000—Title I

The library media assistant will assist students with appropriate book selection based on Lexile levels. Library Media Assistant 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 assistant will also work to foster a love of reading for all students and staff at Cleveland.

Library Media Assistant (24101)—3.5 hr.--\$18,129--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. Teachers will have an initial training at the beginning of the year and then a day of individual coaching with the Achieve 3000 professional development provider. 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 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$8,000	58450	License Agreements: Smarty Ants & AR

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$18,129	22601	.4375 FTE Library Media Assistant (salaries and benefits)
\$13,598	58450	License Agreements: Achieve 3000 (225 student licenses)

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 7th-8th grades 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.

For the 2020-2021 school year, Cleveland plans to attend the AVID Summer Institute and/or other AVID training locally. The goal is for all Cleveland teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

Additional time for teachers on AVID Leadership Team to plan/collaborate

8 Teachers X \$60 per hour X 18 hours = \$8,640 (11500) LCFF (Allocating \$8,880)

AVID Summer Institute Conference \$5,000

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

Equipment usage – 3 CANON copiers, 2 DUPLO 330L PINNACLE 27 EZLOAD Laminator, etc.
Maintenance agreements (56530)—\$ 4,000--Title I--

Equipment Purchase (44000) --\$1,000—Title I—Additional projectors (2) for classroom instruction

Instructional Materials (43110) \$44,701 Title I, \$5,066 LCFF

Cleveland School, Grades K-8, have an AVID organizational focus as a strategy to improve student achievement. Teachers plan lessons and instruct students to become organized and prepared by keeping all materials in binders and or/folders. Cleveland School purchases instructional materials such as folders, binders, planners, pouches, dividers, highlighters, for all K-8 students. The effectiveness of this goal is determined by AVID administrators and the annual Certification CCI tool.

Cleveland also purchases daily math review workbooks for students in grades 1-4 as well as Growth Mindset Journals. Books (individual and class sets) are also purchased to enhance the curriculum. White boards and all hands-on instructional materials are purchased for improved student instruction.

Proposed Expenditures for this Strategy/Activity 4

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$4,000	56590	Maintenance Agreements
\$1,000	44000	Equipment Purchase
\$44,701	43110	Instructional Materials
\$5,000	52150	Conferences

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$8,880	11500	Additional time for AVID Leadership Team
\$500	57150	Duplicating materials
\$5,066	43110	Instructional Materials

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 5

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Services.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

Analysis

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

Implementation

SPSA Year Reviewed 2018-2019

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. A2Z Consultants also provided an orientation meeting professional development for all Cleveland teachers to kick off the school year. 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.

SPSA Year Reviewed: 2019-2020 (Year 3)

Cleveland teachers received professional development at our monthly designated Faculty Learning Meetings. A team of teachers and Cleveland staff also attended the AVID Summer Institute in Sacramento to strengthen the school-wide implementation of AVID. Professional development focused on new core program implementation for ELA and Math. Coaching was provided in identified areas of need, including integrated ELA/EL and Math strategies with support of two content specific instructional coaches, Program Specialist, and district curriculum specialists. Identified Cleveland teachers and new teachers were targeted for intensive coaching on new curricular instructional routines and full implementation of program as designed. Paraprofessionals and Library Media Assist were also provided with training and professional development to utilize effective strategies to support students. Instructional licenses, (Accelerated Reader, Achieve 3000, and Smarty Ants) were 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 Content specific Instructional Coaches worked with teachers 4 days per week focused on new program implementation and supporting identified teachers to improve teaching/learning. Teachers were trained on the iReady assessment program and how to use the results to determine strategies to focus on unfinished learning. Data Teams meet two times per month to collaborate on student learning and analyze weekly/unit assessment scores. Monthly PD at Faculty Learning meetings were provided by administrators and support staff focused on ELA/EL, Math, PLC and data analysis protocol, Social Studies, Digital Library, Google Classroom, and AVID WICOR strategies. A team of Cleveland teachers/support staff attended the AVID Summer Institute as well as attending district training in Stockton last fall. 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 and Digital Library programs 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. There was a reduction in number of materials duplicated this year due to new curriculum and resources provided to all students.

Effectiveness

SPSA Year Reviewed 2018-2019

Professional development was provided in a timely manner and attended by all teachers, as evidenced by agendas and sign-in sheets. Taught strategies were observed being utilized in classrooms. The Instructional 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 Targeted Support and Intervention (ATSI) due to two of our significant subgroups White and African American not demonstrating continuous progress in Math. The White subgroup decreased 11 points in ELA and 4.9 in Math. In addition, there was a 3.8% increase in chronic absenteeism and slight 0.5% increase in suspension. The African American subgroup had a 5.08% decrease in chronic absenteeism, and 1.5% increase in suspension. The African American subgroup had a 4.2% increase in chronic absenteeism and 3.3% 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.

SPSA Year Reviewed: 2019-2020 (Year 3)

Professional development was provided for the two new core programs in a timely manner during the spring and summer before the school year started. Curriculum instructional strategies were observed being utilized in classrooms during observations, Core Program and New Leaders walks. The Instructional Coaches and Program Specialist effectively provided support to ensure implementation of instructional routines/strategies as evidenced by teacher feedback and teacher/classroom observations. 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 8.6 points and 2 points for Math so strategies and activities in place are effective in increasing student achievement for most students. The overall increase in ELA (+8.6 points) and Math (2 point increase) 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 for two years in math. The white subgroup decreased 2.7 points and the African American 4.8 points in Math. In addition, there was a 5% decrease in chronic absenteeism and slight 0.5% increase in suspension. The African American subgroup had a 5.08% decrease in chronic absenteeism, but the 41.22% of AA students chronically absent from school is very high. The White subgroup also had a 5% decrease in

chronic attendance, but 20% is also slightly high and needs to improve for continuous progress in academic achievement to occur. The African American subgroup had a slight increase (0.60%) in suspension. The White subgroup (4.25%) had a larger increase of students suspended from school from 6.5% to 10.77%. 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. The content specific coaching model has been effective for the two core programs being implemented. The coaches were not on site for many days due to training which was not ideal for sites. Monthly faculty learning training was effective based on teacher feedback on evaluations, student progress, and observing strategies in use in the classroom. The 2019 AVID Summer Institute was effective for the staff who attended. Cleveland's goal is for all teachers to be trained at the SI. We had planned on attending the AVID Summer Institute in 2020, but it was cancelled due to COVID19. Primary language support was only provided to primary students due to one 3.5 hour bilingual assistant and the majority of EL students in primary grades. Library Media Assist was somewhat effective, but the use of AR Program has decreased. In 2019-2020, we purchased the STAR assessment with the AR Program to help teachers and students with book selection.

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

2018-2019

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

2019-2020

Cleveland purchased the Smarty Ants Program, (Primary Reading Foundational Skills) during the fall for supplementary support and use during extended day tutoring and in STEP UP After School Program for our primary students struggling in reading. The program did not get started at the beginning of the year, actually during Trimester 2, and due to the COVID19 school closure, we don't have accurate program implementation data for all students. Students are able to access the program

during distance learning and throughout the summer months. Next year, we hope to begin the year with access to the program by all primary students needing additional support.

Cleveland was not able to use all state and federal dollars due to the COVID 19 and spending timelines.

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

SPSA Year Reviewed 2018-2019

Cleveland School has six teachers implementing the Achieve 3000 Program to increase student reading/writing achievement. Student assessment scores from classes that are using the Achieve 3000 Program will be used 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 August 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 12 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. Specific subgroups of students will be targeted for enrollment in after school tutoring.

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. Parents and stakeholders had positive responses for this alternative to suspension. During the 2018-2019 school year, we only offered the program twice.

1.1 The number of days of Instructional Coaching will remain the same according to district guidelines for coaching. This year coaches were off site for a lot of training and not available for support for a few months.

1.2 If funding is available, Cleveland would like to increase the number of days reading foundational skills support is available to support struggling readers. Additional support will only go into action when students are able to return to school.

1.3 None.

SPSA Year Reviewed 2019-2020

Cleveland School has six teachers implementing the Achieve 3000 Program to increase student reading/writing achievement for the second year. Student assessment scores from classes that are using the Achieve 3000 Program will be used to determine program effectiveness. Two days of professional development per year are provided to the teachers using the Achieve 3000 Program. According to data, SBAC and MAP, students in grade six had highest usage of Achieve 3000 and had positive gains for ELA.

The Intervention Program for primary struggling readers will be put in place in August to provide more support to students accessing the services. We hope to increase the number of days from two to four to provide students with additional time and support. Student i-Ready scores and pre/post assessment scores will determine the effectiveness of the program. This program will begin only if students return to school due to COVID19 and school closures.

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. Due to the implementation of two new core programs and the current distance learning, the PLTW Program had fewer instructional minutes dedicated to the program. Next year, we have planned to have a dedicated PLTW classroom for student projects in an effort to support the deeper implementation of the program.

Cleveland teachers will be offered the opportunity to tutor students after school for 12 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. Tutoring may not be available due to COVID19 school closures.

Cleveland will implement a monthly 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. Parents and stakeholders had positive responses for this alternative to suspension.

1.3 The number of days of Instructional Coaching will remain the same according to district guidelines for coaching. Sites will be provided with content specific coaches for math and for ELA. For the 2020-2021 school year, teachers have requested additional training on the core programs for ELA and Math. In addition, the goal is for every Cleveland teacher to attend the AVID Summer Institute and for Cleveland to become a showcase school. We are hoping more primary teachers will attend AVID training. Last fall, Cleveland had a team of 8 attend AVID training held in Stockton. Recently, the AVID Summer Institute conference was cancelled due to the COVID19 pandemic.

1.2 If funding is available, Cleveland would like to increase the number of days reading foundational skills support is available to support struggling readers. Additional support will only go into action when students are able to return to school.

1.3 None.

Goal 2 – School Climate

School Goal for Suspension: To decrease the number of suspensions by 0.3% for all students and subgroups according to the California Dashboard by May 2021.

School Goal for Attendance/Chronic Truancy: To decrease the number of students chronically absent from school by 3% for all students and subgroups according to the California Dashboard by May 2021.

Identified Need

Suspension –

Suspension: 5.48%

(Orange)

Focus on specific subgroups with increased suspensions as follows:

-African American with 12.21%, an increase of 0.6% (Red)

-EL with 2.07%, an increase of 0.9%

-Hispanic with 3.97%, an increase of 0.77%

-SWD with 8.33%, an increase of 4.7%

-White with 10.77%, an increase of 4.7%

According to the California Dashboard, Cleveland All students had a slight increase, 0.48%, in the number of suspensions. The Asian, Homeless, and Two or more races subgroups had a decrease ranging from 0.8%-19.6% of student suspensions.

Suspension-5.48%

Target:< 0.3%

Gap: 5.18%

Expulsion-

This year Cleveland had three expulsion and/or stipulated expulsion cases.

Attendance/Chronic Truancy –

19.07% Chronic Absenteeism

Focus on specific subgroups with increased or high percentages of chronic absenteeism as follows:

-African American with 41.22%, a decrease of 5.08%, but very high percentage of students chronically absent from school.

-EL with 14.7%, a slight increase of 0.47%

-SWD with 24.07%, a slight decrease of 0.23%, but very high percentage of students chronically absent from school.

-Homeless with 28.89%, a decrease of 9.21%, but very high percentage of students chronically absent.

According to the California Dashboard, Cleveland All students had a decrease of 5.23% in the percentage of students chronically absent from school. All subgroups had a decrease of students chronically absent except for the EL subgroup who had a slight increase of 0.47% from 14.7% to 15.17%.

Attendance/Chronic Truancy- 19.07%

Target:< 3%

Gap: 16.07%

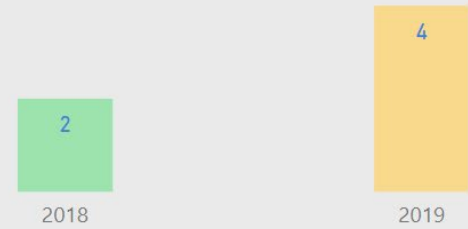
Suspension Rate

All Students
percent of unduplicated suspension



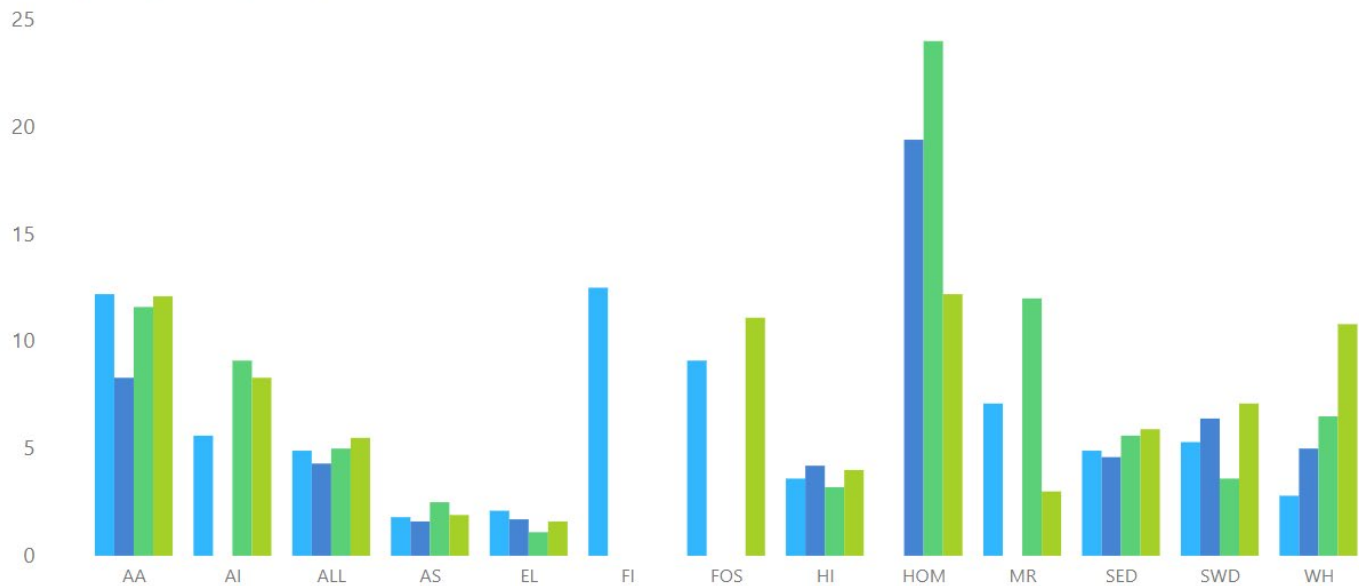
Expulsion

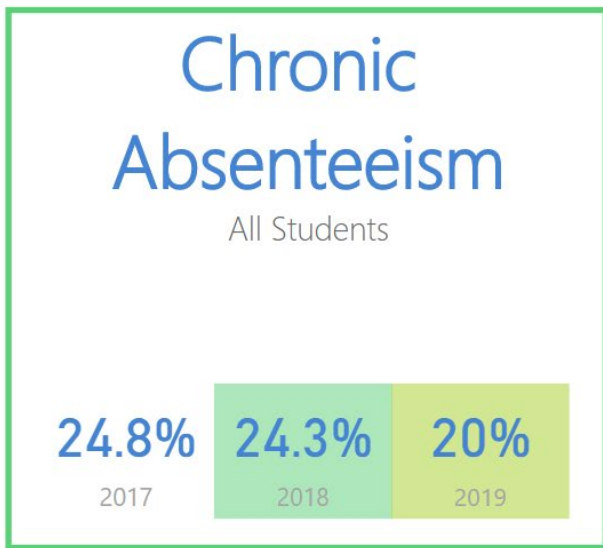
All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available



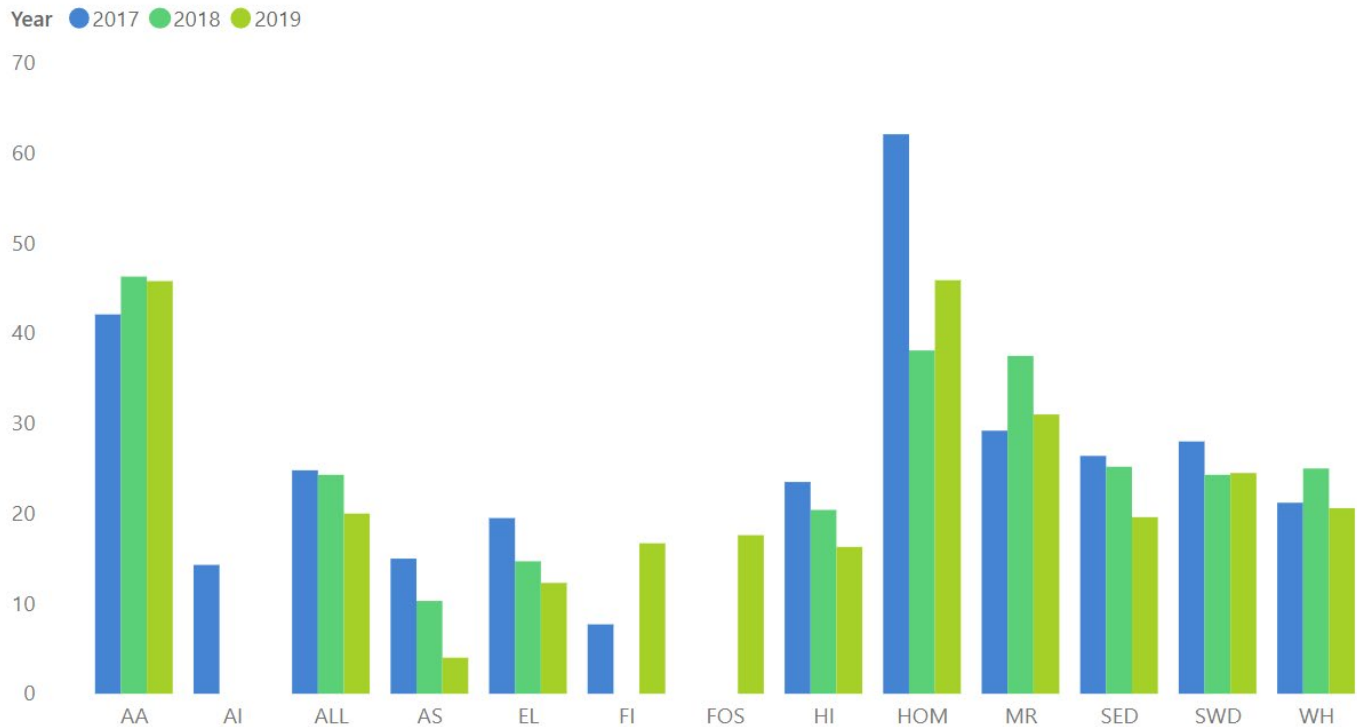
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	5.48%	5.18%
Chronic Absenteeism (All Students)	19.07%	16.07%

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 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,750	58450	License Agreement: Suite 360

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$20,140	58320	Non-Instructional Consultant: Sports for Learning

\$ Amount(s)	Object Code	Description

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

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

The Counselors 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 3

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$1,000		Additional hourly for Counselors

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

Analysis

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

Implementation

SPSA Year Reviewed 2018-2019

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.

SPSA Year Reviewed 2019-2020

Cleveland School support staff and counselors 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). This year Cleveland was allocated two days per week for an on-site Mental Health Clinician.

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 Sports for Learning provided lunch time organized sports for students in grades K-8.

1.3 Professional development and monthly drills are provided to support safety and well-being

Effectiveness

SPSA Year Reviewed 2018-2019

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 increased by 0.7%. The percentage for overall suspensions increased slightly by 0.48%. 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 in grades K-8.

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.

SPSA Year Reviewed 2019-2020

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 decreased by 5% from 24% to 19%. The percentage for overall suspensions increased slightly by 0.48%. 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 in grades K-8. This year Cleveland funded the program four days per week and for students in grades 1-6.

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 effective due to creation of dedicated PBIS Leadership Team who met monthly to review school-wide positive behavior strategies. The 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

SPSA Year Reviewed 2018-2019

Cleveland was allocated Title I carry-over funds in the amount of \$49,659

Cleveland deleted the Community Assistant position due to the addition of a second Campus Safety Assist.

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. 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 2018-2019 was the first year partnering with Sports for Learning for lunchtime organized sports/games.

1.3 Intermediate student population has increased with the addition of a 7th and 8th grade class.

SPSA Year Reviewed 2019-2020

Title I carry-over funds were \$39,000. A DMM was created for approval/plan for spending.

Cleveland hired a 3.5 hour Parent Liaison in November. The Parent Liaison worked only three months.

Cleveland had two full time counselors and a Mental Health Clinician onsite two days per week to work with referred students. Counselors were able to administer surveys, facilitate PLUS, and teach social/emotional lessons in all classrooms.

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

SPSA Year Reviewed 2018-2019

During the 2018-2019 school year, Sports for Learning was 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.

SPSA Year Reviewed 2019-2020

Cleveland partnered with Sports for Learning for lunch-time sports five days per week for all students in 2018-2019. We found that students in 7th-8th grades were not interested in participating. In addition, the Kindergarten students were not interested and preferred to play on the playground equipment. For 2019-2020, we changed our agreement to four days per week and for students in grades 1-6 which was more cost effective. For 2020-2021, we may have Sports for Learning again for four days per week and for students in grades 1-6 if we return to school and are able to utilize the services.

Cleveland will continue our efforts to improve the percentage of students chronically absent from school. Incentives to improve student attendance included student/class monthly drawings, CUB store, Trimester drawings for weekly perfect attendance, weekly/daily check-ins, CWA Parent Training, CWA and Support staff target students, home visits, and behavior/attendance contracts.

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships:

Cleveland will increase the number of volunteers and/or meaningful partnerships from 25 to 40 by May 2021.

Parent attendance at CAMP Meetings and Parent Coffee Hours will increase from an average of 20 parents to 30 parents by May 2021.

Cleveland will be offering Parent Cafés focusing on child nutrition on Friday mornings this fall.

Identified Need

Meaningful Partnerships:

20 parent volunteers

Average parents attending is 20 as evidenced from Volunteer Log and Office sign-in sheets. Parent Coffee Hours had a slight decline in parents attending. The decline may be due to the loss of Mobile Farmers Market visits and produce given to parents who attended. Cleveland did have a slight increase of volunteers due to our partnership with University of the Pacific.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Volunteer Log	20	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 hours X \$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 1

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,000	43400	Parent Meeting
\$1,416	43200	Non-Instructional Materials
\$30,000	22901	.4375 FTE Community Assistant (Salary & Benefits)

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description

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

Cleveland will offer Parent Cafés focusing on child nutrition on Friday mornings this fall.

Proposed Expenditures for this Strategy/Activity 2

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

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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

Analysis

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

Implementation

SPSA Year Reviewed 2018-2019

Parent involvement increased by providing support and resources which empowered families 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.

SPSA Year Reviewed 2019-2020

A Parent Liaison was vacancy was filled and right away he started planning events, training, and RAD workshops in an effort to increase parent involvement and student attendance at school. Our parent Liaison spoke Spanish which was very important since many of our participating parents speak Spanish only. Parent involvement did slightly increase with the RAD courses and College and Career workshops presented for parents. The parent liaison was also helpful in reminding families about upcoming events and offering to translate at parent conferences and CAMP Meetings. Parent conferences and CAMP meetings were well attended. Back-to-School Night was very well attended and our partners at Central United Methodist Church provided a free hotdog dinner.

Effectiveness

SPSA Year Reviewed 2018-2019

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 Farmers 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.

SPSA Year Reviewed 2019-2020

Parent involvement increased slightly because we offered more opportunities for parent workshops and presentations. The Mobile Farmers Market had to stop visits which effected the attendance at our Parent Coffee Hours.

We were in the process of planning our Diversity, PLTW, and AVID Nights when schools were closed due to the COVID19 pandemic.

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

SPSA Year Reviewed 2018-2019

Cleveland was allocated Title I carry-over funds in the amount of \$39,416.

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

The Community Assist vacancy was deleted.

SPSA Year Reviewed 2019-2020

A Parent Liaison was hired for 3.5 hour position.

Sports for Learning contract was modified to four days and one hour of coaching services to students in grades 1-6. The modified contract was much more cost effective.

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

SPSA Year Reviewed 2018-2019

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.

SPSA Year Reviewed 2019-2020

Cleveland deleted the Parent Liaison position for the next school year. We will create a 3.5 hour Community Assist position due to the ability to conduct home visits and be more proactive with helping to improve student attendance at school.

Cleveland will wait to determine a continuing partnership with Sports for Learning dependent on school closure and requirements for social distancing.

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	\$174,803
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	\$375,763

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	\$174,803

Subtotal of additional federal funds included for this school: \$174,803

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	\$200,960

Subtotal of state or local funds included for this school: \$200,960

Total of federal, state, and/or local funds for this school: \$375,763

Budget Spreadsheet Overview – Title I

CLEVELAND

Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$	171,387
TOTAL BUDGET DISTRIBUTED BELOW	\$	171,387
TO BE BUDGETED (Should be \$0.)		0

50647	TOTAL ALLOCATION	\$	3,416
	TOTAL BUDGET DISTRIBUTED BELOW	\$	3,416
	TO BE BUDGETED (Should be \$0.)		0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
Personnel Cost-Including Benefits								
11500	Teacher - Add Comp		\$ 5,760					\$ 5,760
11700	Teacher Substitute		\$ 26,000					\$ 26,000
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.2700	\$ 41,176					\$ 41,176
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp		\$ 1,500					\$ 1,500
	OTHER Certificated		\$ 1,500					\$ 1,500
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant					\$ 30,000		\$ 30,000
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 75,936	\$ -	\$ -	\$ 30,000	\$ -	\$ 105,936
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 44,701					\$ 44,701
43200	Non-Instructional Materials						\$ 1,416	\$ 1,416
43400	Parent Meeting						\$ 2,000	\$ 2,000
44000	Equipment		\$ 1,000					\$ 1,000
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 45,701	\$ -	\$ -	\$ -	\$ 3,416	\$ 49,117
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement		\$ 4,000					\$ 4,000
56530	Equipment Repair							\$ -
52150	Conference		\$ 5,000					\$ 5,000
58450	License Agreement		\$ 8,000		\$ 2,750			\$ 10,750
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ 17,000	\$ -	\$ 2,750	\$ -	\$ -	\$ 19,750
GRAND TOTAL			\$ 138,637	\$ -	\$ 2,750	\$ 30,000	\$ 3,416	

Budget Spreadsheet Overview – LCFF

CLEVELAND

Preliminary Budget Allocation - LCFF
FISCAL YEAR 2020-21

TOTAL ALLOCATION	\$ 200,960
TOTAL BUDGET DISTRIBUTED BELOW	\$ 200,960
TO BE BUDGETED (Should be \$0.)	0

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp		\$ 8,880				\$ 8,880
11700	Teacher Substitute		\$ 3,000				\$ 3,000
12151	Counselor						\$ -
13201	Assistant Principal						\$ -
19101	Program Specialist	0.7260	\$ 109,102				\$ 109,102
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant	0.4375		\$ 21,545			\$ 21,545
24101	Library Media Clerk	0.4375	\$ 18,129				\$ 18,129
29101	Community Assistant						\$ -
	OTHER Classified				\$ 1,000		\$ 1,000
30000	Statutory Benefits						\$ -
Sub Total - Personnel/Benefits			\$ 139,111	\$ 21,545	\$ 1,000	\$ -	\$ 161,656
Books & Supplies							
42000	Books						\$ -
43110	Instructional Materials		\$ 5,066				\$ 5,066
43200	Non-Instructional Materials						\$ -
43400	Parent Meeting						\$ -
44000	Equipment						\$ -
43150	Software						\$ -
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Supplies			\$ 5,066	\$ -	\$ -	\$ -	\$ 5,066
Services							
57150	Duplicating		\$ 500				\$ 500
57250	Field Trip-District Trans						\$ -
57160	Nurses						\$ -
56590	Maintenance Agreement						\$ -
56530	Equipment Repair						\$ -
52150	Conference		\$ 13,598				\$ 13,598
58450	License Agreement						\$ -
58720	Field Trip-Non-District Trans						\$ -
58920	Pupil Fees						\$ -
58100	Consultants-instructional						\$ -
58320	Consultants-Noninstructional				\$ 20,140		\$ 20,140
	OTHER						\$ -
	OTHER						\$ -
Sub Total-Services			\$ 14,098	\$ -	\$ 20,140	\$ -	\$ 34,238
GRAND TOTAL			\$ 158,275	\$ 21,545	\$ 21,140	\$ -	\$ 200,960