



# School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 07/28/2020

Version 2 – 10/13/2020

Version 3 – 03/09/2021

Version 4 – 06/22/2021

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 2 – Ver 3 – Ver 4 – 05/12/2021	Ver 1 – 05/14/2020 Ver 2 – 09/24/2020 Ver 3 – 02/22/2021 Ver 4 – 05/20/2021	Ver 1 – 05/28/2020 Ver 2 – 10/13/2020 Ver 3 – 03/09/2021 Ver 4 – 06/22/2021

## 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.

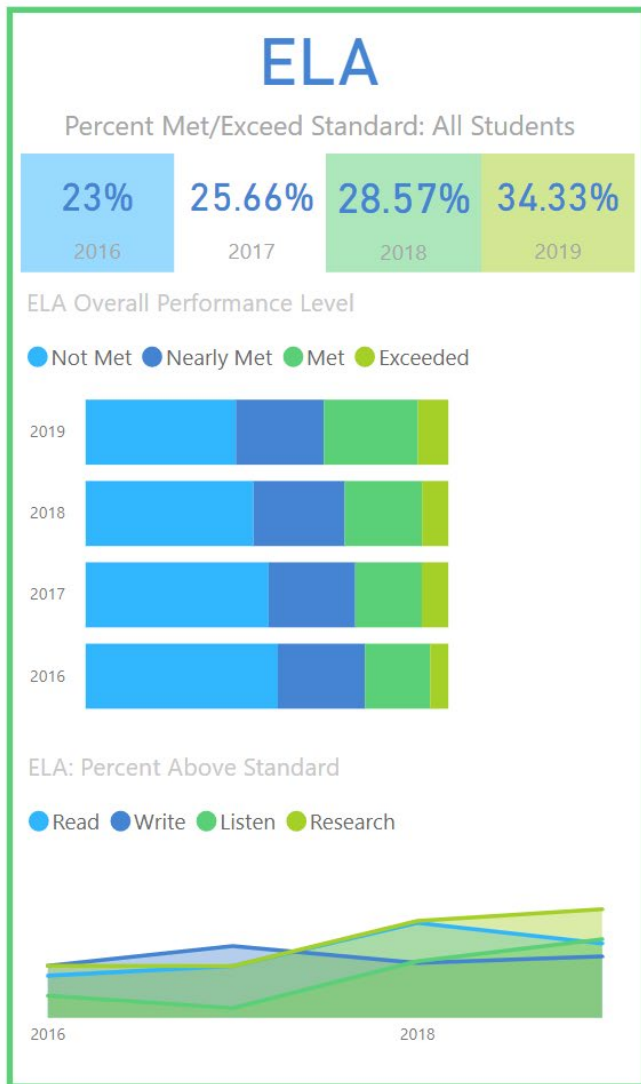
The SED student subgroup had an increase of 4.8 points and the Hispanic student subgroup maintained.

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.

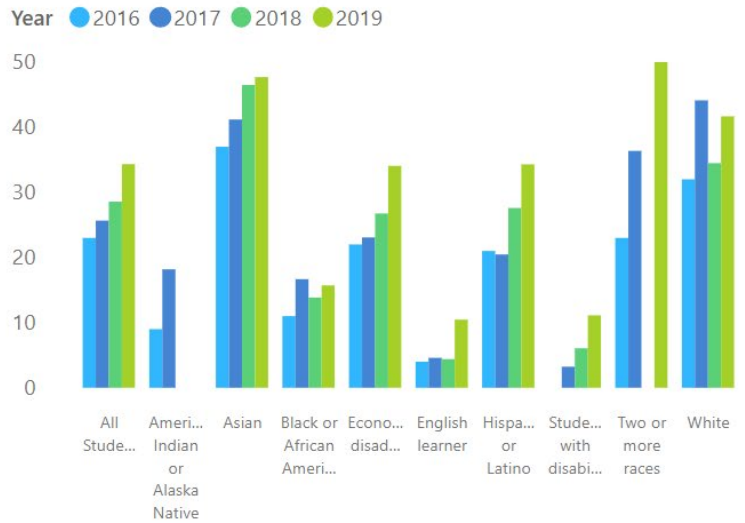
Focus specific subgroups with two years without an increase in achievement as follows:

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

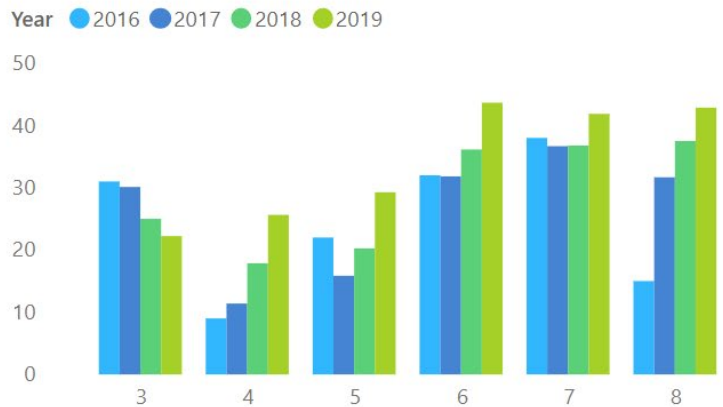
-The White subgroup (no performance color) had a decrease of 2.7 (maintained) points in Math. The current status is 54.1 points below standard.



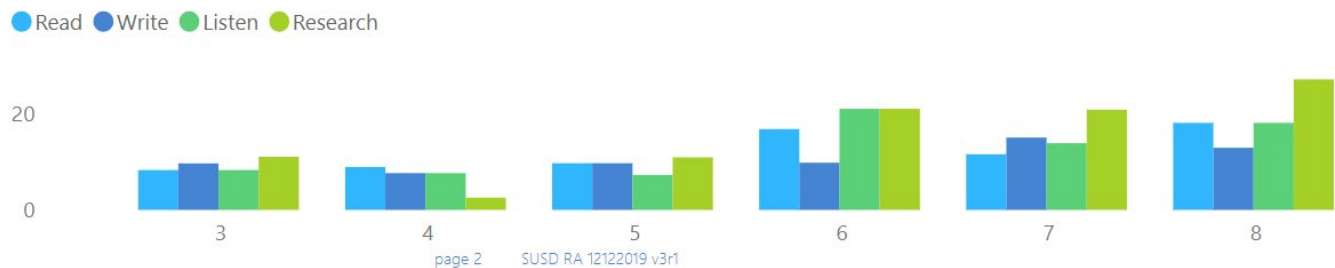
ELA CAASPP: Percent Met/Exceed Standard

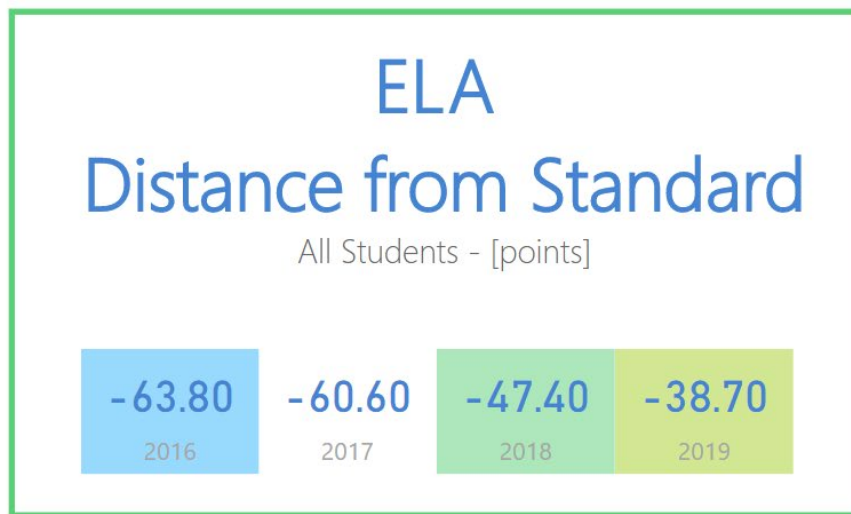


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



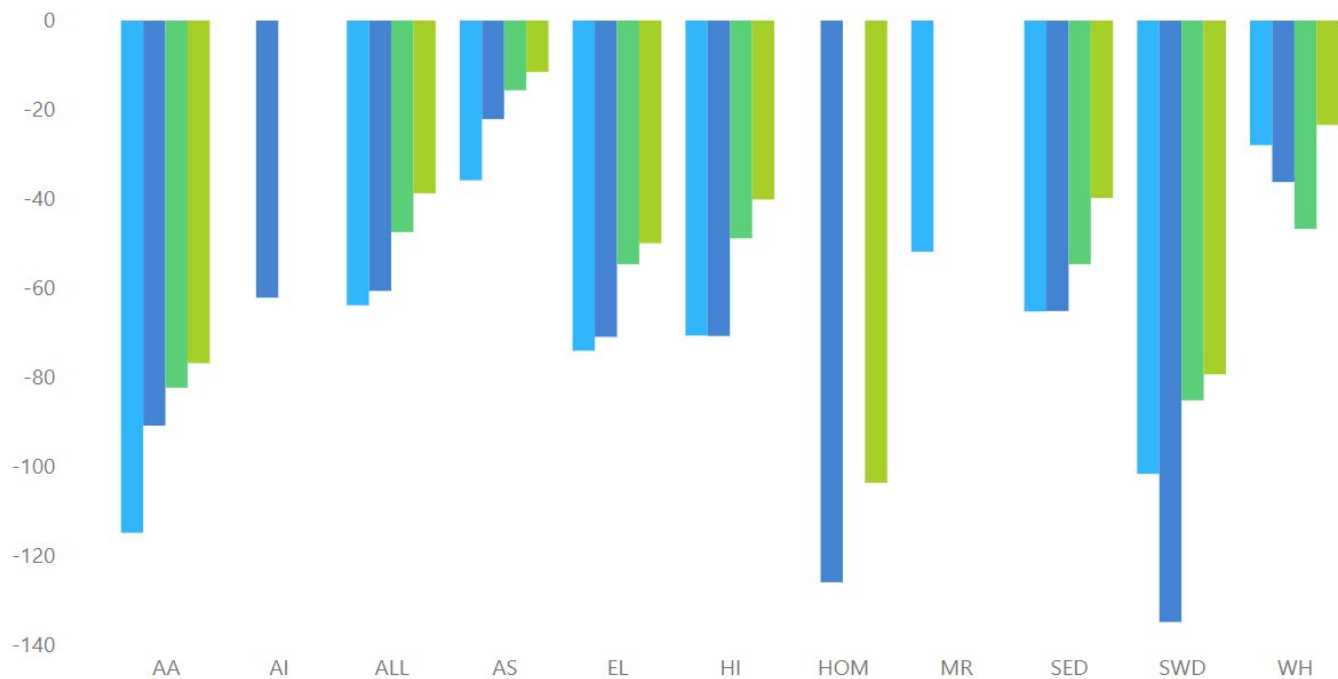
2019 Prelim ELA CAASPP: Area - Percent Above Standard





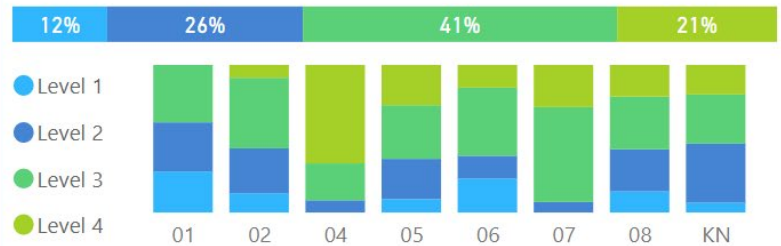
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

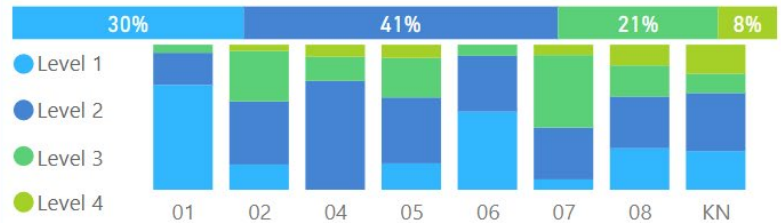




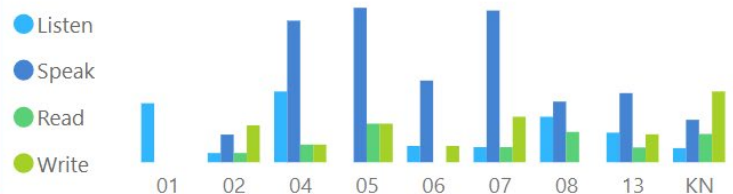
### Oral Language Overall Performance Level



### Written Language Overall Performance Level



### Performance Area: Percent Well Developed



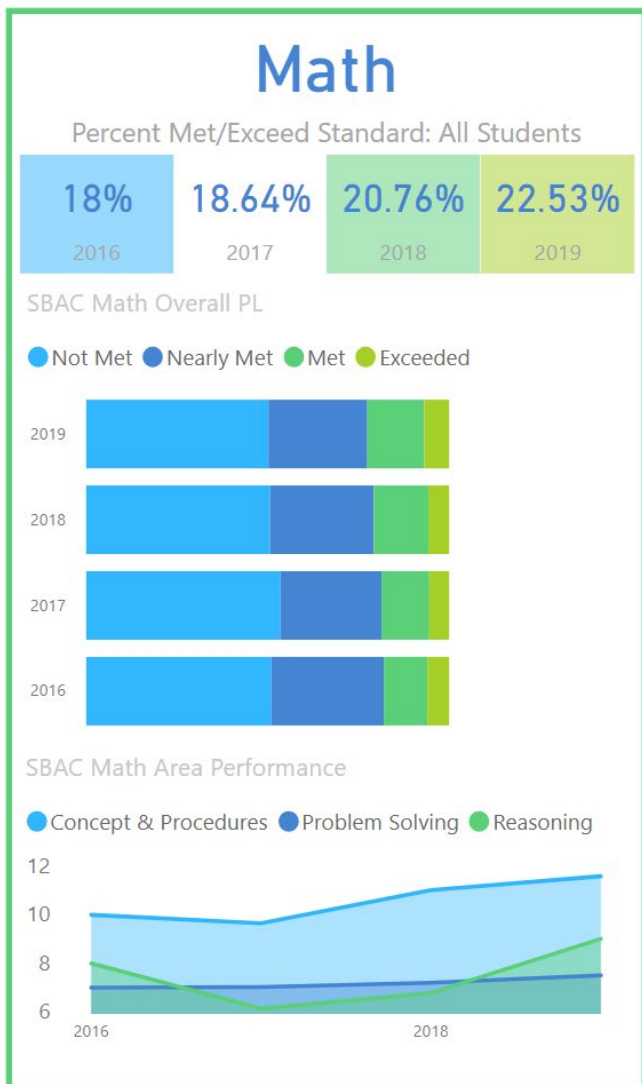
## English Learner Progress Reclassification Rates



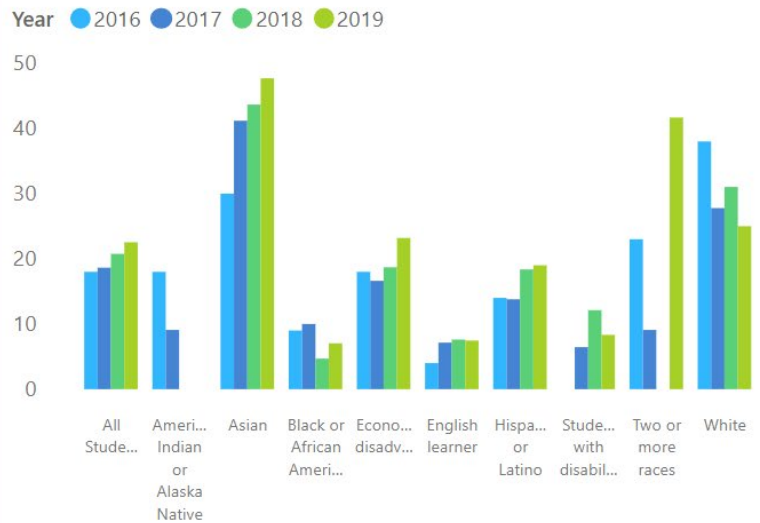
### English Learner Progress Indicator (ELPI)

43.3%

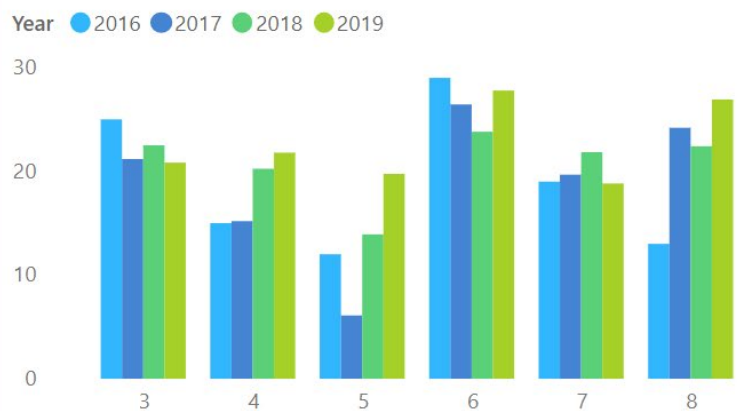
ELPI 2019



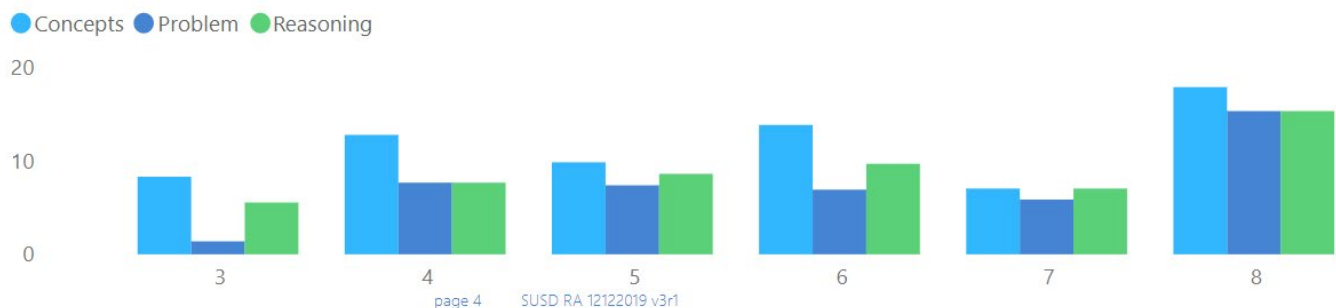
Math CAASPP: Percent Met/Exceed Standard

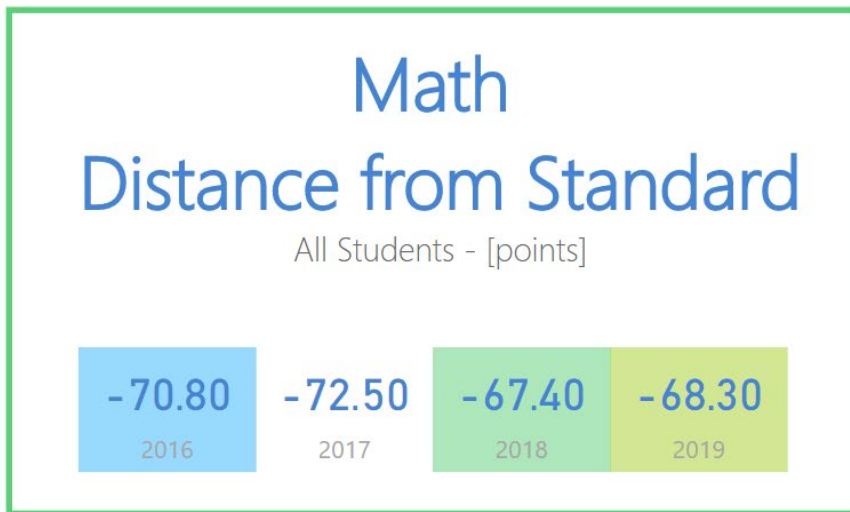


Math CAASPP: Percent Met/Exceed Standard by Grade Level



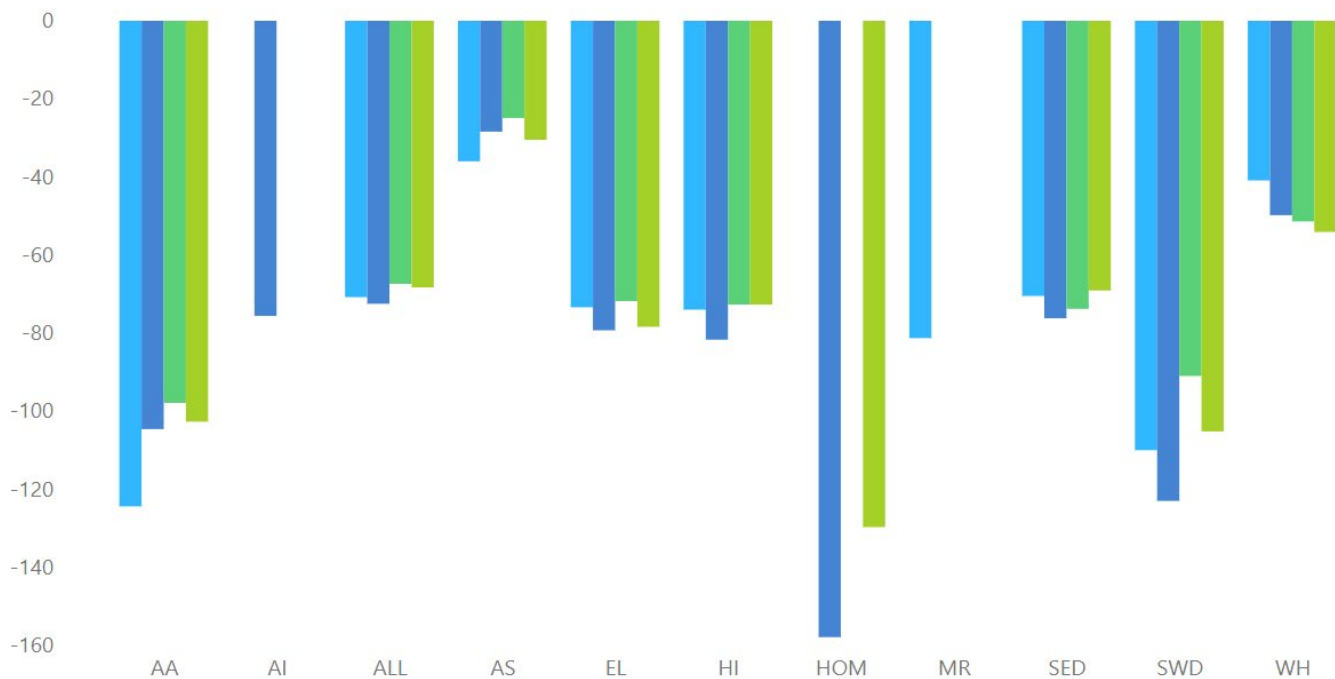
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



# PSAT NMSQT Grade 10

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

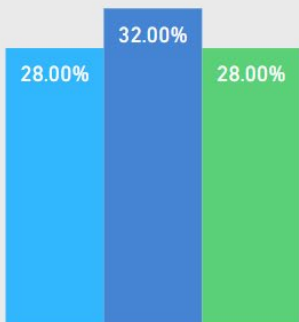
## PSAT 8/9 Grade 8

Percent Met Evidence-Based  
Reading & Writing  
Benchmark

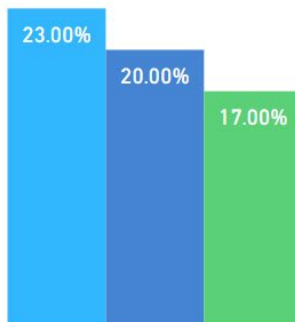
Percent Met Mathematics  
Benchmark

Percent Met ERW &  
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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**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%

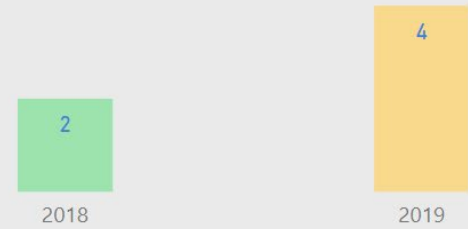
## Suspension Rate

All Students  
percent of unduplicated suspension



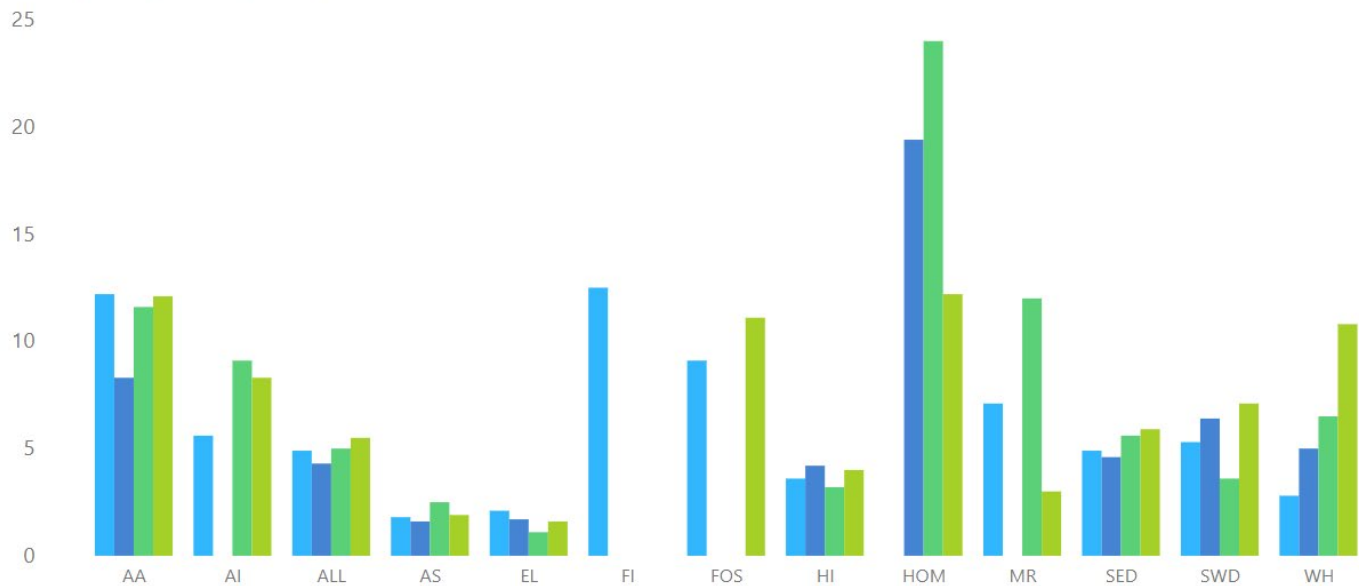
## Expulsion

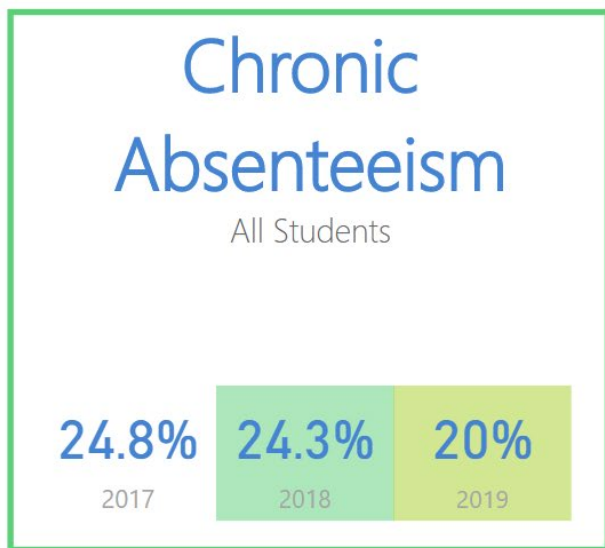
All Students - Count \*2019 Preliminary count  
Expulsion Count by Year - if available



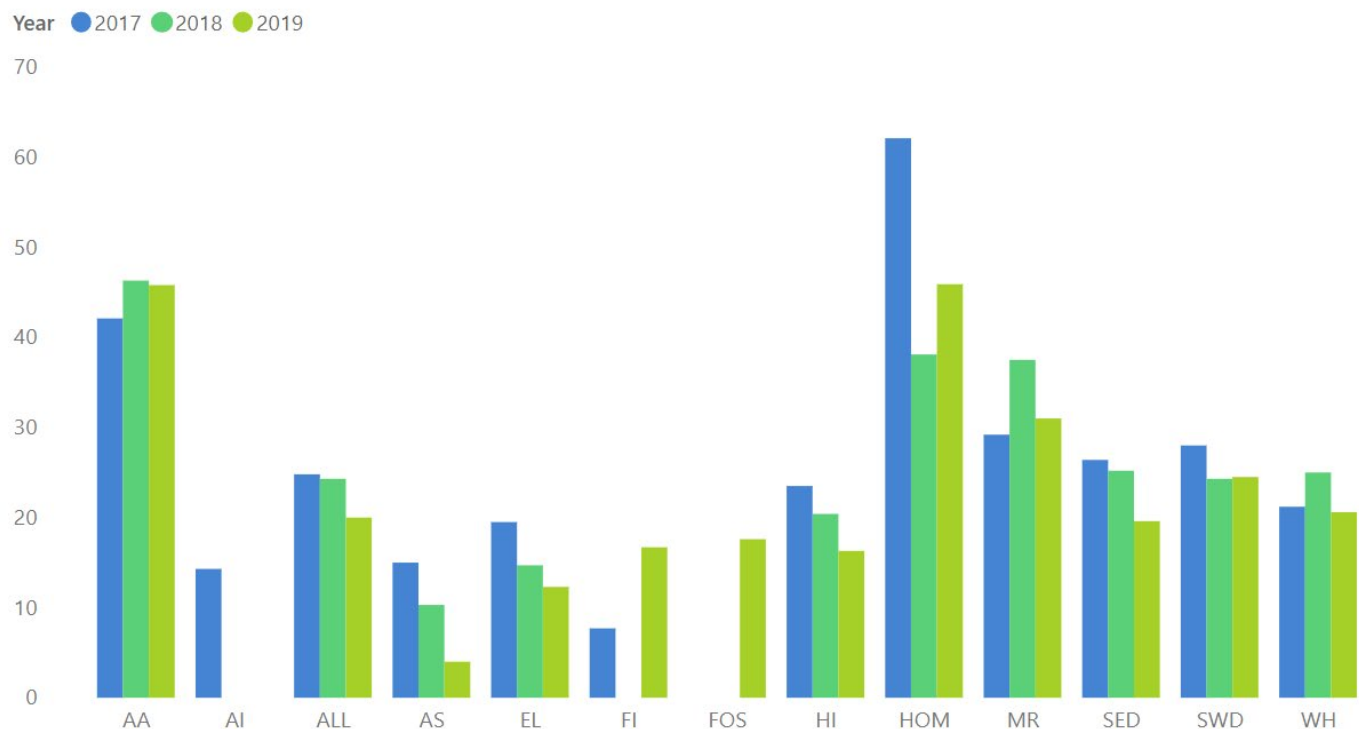
Suspension Rate: Student Group

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~~

No longer a viable strategy due to COVID-19 restrictions, modifications, and impacts.

### 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

## 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

#### Trauma Informed Care:

Consultant will provide professional development and consultation/coaching services to support staff (including administration, teachers, support staff) and parents in implementing best practices for a Trauma Responsive School. Professional development will focus on how developing a deep understanding of trauma's impact on student success helps educators recognize that learning requires safety, trusting relationships, connection, equity and belonging, and working together as a school community. This training will address the needs of our students experiencing trauma and the recent trauma of distance learning.

The goal of the professional development will be for staff to implement trauma-informed best practices which will help to identify and address the impact of trauma on students' learning and behavior, leading to improved student achievement, a decrease in chronic absenteeism, and fewer disciplinary referrals.

Drawing from the fields of neuroscience, cognitive psychology, and language, this newer academic discipline, neuroeducation, uses brain-based scientific findings to develop a novel approach to working with students of all ages. Professional development sessions are designed to help educators first make a paradigm shift in their practice by utilizing knowledge about how our brain works and then learn how that information can be used in the classroom to change teaching practices as it relates to both class management and curriculum instruction. Understanding the science behind the behavior and academic outcomes of students will allow educators to begin to make effective research-based changes to yield better results. By developing a strong emotional climate in the school setting educators will not only work to improve attendance and behavior in the classroom but when paired with curriculum delivery techniques educators will also see improved academic success.

**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

Fund Source – site LCFF:

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

## 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

## Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Cleveland's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

Furthermore, Cleveland's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

## Version 2

SPSA: Goal 1, Strategy 4:

Title I –

**\$5,000 – 52150 – Conferences:** Due to COVID-19 restrictions pertaining to social distancing and travel policies, in-person conference attendance no longer available.

**\$3,000 – 43110 – Instructional Materials/Supplies:** Reduced to cover teacher substitute expenditures.

**\$3,000 – 11700 – Teacher Substitutes:** Reallocating to cover teacher substitutes expenditures.

**\$2,750 – 43110 – Instructional Materials/Supplies:** Reallocating to purchase additional instructional materials for AVID school-wide implementation and WICOR organization goal. We will be distributing additional materials to students for Trimester 3.

**\$26,918 – 44000 – Equipment:** Reallocating to purchase between 6-10 Interactive Projectors (2,000 each + tax & shipping), two color printers (\$605 each + shipping), and 6-10 Document Cameras (\$500 each + tax and shipping). The Interactive Projectors allow students to engage with presentations on the screen which will keep students interested in the content. There are also capabilities for hands-on learning, group projects to be presented with the projector, student learning competitions, ability to create educational games, and enhance instruction. The document cameras will be used in classrooms to enhance instruction for students. The document camera allows for teachers to enlarge their instructional materials, share supplemental resources, and allow students to view teacher instruction closely.

LCFF –

**\$3,000 – 11700 – Teacher Substitutes:** Reallocating to cover instructional materials/supplies expenditures.

**\$3,000 – 43110 – Instructional Materials/Supplies:** Reduced to cover instructional materials/supplies expenditures.

SPSA: Goal 2, Strategy 1:

Title I –

**\$2,750 – 58450 – License Agreements:** Due to COVID-19 restrictions pertaining to social distancing and distance learning there is no longer a need for this program.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Cleveland is receiving additional monies in Parent Involvement (Cost Center: 50647). Cleveland's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 43200 – Non-Instructional Materials/Supplies for the purchases of hands-on materials supporting math, English and science skills taught to parents to support their student and for parent to participate during trainings and workshops.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
CLEVELAND	705	628	89.1%	\$ 171,387	\$ 3,815	\$ 175,202	\$ 3,416.00	\$ 399.00

Title I –

**\$21,918 – 29101 – .4375 FTE Community Assistant:** Reduced funds resulting from a vacancy of the position. Recruitment efforts were made and unsuccessful. Since that process, the district implemented a hiring freeze; therefore, recruitment efforts have ceased. Due to COVID-19 restrictions resulting in distance learning the position is no longer needed.

**\$2,000 – 43400 – Parent Meeting:** Reduced fund due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings were not held.

**\$2,000 – 43200 – Non-Instructional Materials:** Reallocating for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student, such as take-home books for parents to use with students. They come in multiple languages with comprehension questions for parents to ask students; and Math Take Home Packs with games for families to play and return. Also, 10-12 Chromebooks for parent use during training (Parent Cafe, Parent Coffee Hours, ESL Family Literacy) and to complete surveys and other school related requirements. We have a vacant locking cart which will be used for storage. The purchase of headphones for simultaneous translation at our meetings for parents.

# Cleveland Elementary – Amendments

CLEVELAND #215		As of 01/21/2021 jls				7/28/2020		INITIAL BUDGET/DATE				3/9/2021		REVISED BUDGET/DATE		50647 - inc. by \$399			
TITLE I		TOTAL ALLOCATION		\$ 171,387		LCFF		TOTAL ALLOCATION		\$ 200,960		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,815			
TOTAL BUDGET DISTRIBUTED BELOW		\$ 171,387				TOTAL BUDGET DISTRIBUTED BELOW		\$ 200,960				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,815					
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0					
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET
		50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME		50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS		50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE		50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS		23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	\$	5,760	\$	9,415												\$ 15,175		
11700	Teacher Substitute (incl benefits)	\$	29,000	\$	-												\$ 29,000		
12151	Counselor																\$ -		
30000	Statutory Benefits																		
12500	Counselor-add Comp (incl benefits)										\$ 1,000								
13201	Assistant Principal																\$ -		
30000	Statutory Benefits																		
19101	Program Specialist	0.280	\$ 29,265	0.720	\$ 77,541											1.000	\$ 106,807		
30000	Statutory Benefits		\$ 12,563		\$ 32,210												\$ 44,773		
19500	Prog Spec-Add Comp (incl benefits)		\$ 1,500																
19101	Instructional Coach																\$ -		
30000	Statutory Benefits																		
19500	Instr Coach-Add Comp (incl benefits)		\$ 1,500														\$ 1,500		
21101	Instructional Asst/CAI																\$ -		
30000	Statutory Benefits																		
21500	Inst Asst/CAI -Add Comp(incl benefits)																		
21101	Bilingual Assistant						0.438	\$ 18,694								0.438	\$ 18,694		
30000	Statutory Benefits							\$ 2,851									\$ 2,851		
21500	Bit Asst-Add Comp (incl benefits)							\$ 500											
22601	Library Media Assistant			0.438	\$ 17,023											0.438	\$ 17,023		
30000	Statutory Benefits				\$ 1,106												\$ 1,106		
22500	Lib Med Asst-Addl Comp (incl benefits)																		
22901	Community Assistant											0.438	\$ 8,082			0.438	\$ 8,082		
30000	Statutory Benefits																\$ -		
22500	Comm Asst-Add Comp (incl benefits)																		
29101	Parent Liaison																\$ -		
30000	Statutory Benefits																\$ -		
29500	Par Lia-Add Comp (incl benefits)																\$ -		
Sub Total - Personnel/Benefits		\$	79,588	\$	137,295	\$	-	\$ 22,045	\$	-	\$ 1,000	\$	8,082	\$	-	\$ -	\$ 245,012		
Books & Supplies																			
42000	Books	\$	1,384	\$	135												\$ 1,519		
43110	Instructional Materials	\$	38,621	\$	5,806												\$ 44,427		
43200	Non-Instructional Materials	\$	1,084	\$	3,926											\$ 3,815	\$ 8,825		
43400	Parent Meeting															\$ -	\$ -		
44000	Equipment	\$	29,428														\$ 29,428		
Sub Total - Books & Supplies		\$	70,517	\$	9,867	\$	-	\$ -	\$	-	\$ -	\$	-	\$	-	\$ 3,815	\$ 84,199		
Services																			
57150	Duplicating			\$	350												\$ 350		
57250	Field Trip-District Trans																\$ -		
56590	Maintenance Agreement	\$	4,000														\$ 4,000		
52150	Conference	\$	-														\$ -		
58450	License Agreement	\$	7,700	\$	13,598				\$ -								\$ 21,298		
58500	Professional Services	\$	1,500														\$ 1,500		
58920	Pupil Fees																\$ -		
58100	Consultants-Instructional																\$ -		
58320	Consultants-Noninstructional										\$ 16,805						\$ 16,805		
Sub Total - Services		\$	13,200	\$	13,948	\$	-	\$ -	\$	-	\$ 16,805	\$	-	\$	-	\$ -	\$ 43,953		
GRAND TOTAL		\$	163,305	\$	161,110	\$	-	\$ 22,045	\$	-	\$ 17,805	\$	8,082	\$	-	\$ 3,815			

## **Version 3 (Final 2020-2021 Version)**

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

### **2020-2021 Title I Allocation Revision Statement**

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

### **2021-2022 SPSA Continuation Statement**

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

## 2021-2022 School/SMART Goals

### Goal 1:

#### School Goal for ELA/ELD:

By EOY 2022, per i-Ready Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below standard, 256 students, will decrease by 25 students or 10%.

By EOY 2022, per ELPAC, the number of students who reclassify to Redesignated Fluent English Proficient (RFEP), will increase by one student or 10%.

All students and subgroups will increase the percentage of met/exceed standard by a minimum of 3% in ELA as measured by the California Dashboard by May 2022.

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 increase the percentage of met/exceed standard by a minimum of 3% in ELA, as measured by the California Dashboard by May 2022.

Students with Disabilities will increase the percentage of met/exceed standard by 3% in ELA as measured by the California Dashboard by May 2022.

Asian students will increase the percentage of met/exceed standard by 3% in ELA as measured by the California Dashboard by May 2022.

English Learner (EL) students will increase the percentage of met/exceed standard by 3% in ELA as measured by the California Dashboard by May 2022.

Hispanic students will increase the percentage of met/exceed standard by 3% in ELA as measured by the California Dashboard by May 2022.

Socioeconomically Disadvantaged students will increase the percentage of met/exceed standard by 3% in ELA as measured by the California Dashboard by May 2022.

#### School Goal for Math:

By EOY 2022, per i-Ready Diagnostic 3 Results Report, the total number of students performing 2 or more grade levels below standard, 244 students, will decrease by 24 students or 10%.

All students and subgroups will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

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 increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

Students with Disabilities will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

Asian students will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

EL students will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

Hispanic students will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

Socioeconomically Disadvantaged students will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2022.

## Strategy/Activity 1

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

#### Professional Development

A seven member team of Cleveland instructional staff will attend the AVID Elevate virtual conference on June 3-4, 2021. Cleveland received a grant to pay for the registration for three members. Cleveland will use Title 1 funds to pay the conference registration fee (\$565) and additional time for staff attending the conference.

Registration = 4 Teachers x \$565 = \$2,260

Additional Time = 4 Teachers x 12 hours x \$60 = \$2,880

Additional Time Program Specialist = 1 PS x 12 hours x \$75 = \$900

#### Collaboration

Cleveland teachers and staff will have the opportunity to collaborate on development of scope and sequence and alignment to school improvement focusing on transitioning from distance learning to in-person instruction.

Teacher Additional Compensation = 25 Teachers x 12 hours x \$60 = \$18,000 (Allocating \$18,015)

Instructional Coaches & Program Specialist Additional Compensation = 3 Coaches/PS x 12 hours x \$75 = \$2,700

Counselor Additional Compensation = 2 Counselors x 6 hours each x \$50 = \$600

Summer Learning Academy Additional Time for Teacher to provide intensive small group support to students.

Additional Compensation=1 Teacher x 15 hours x \$60= \$900

## 2021-2022 Strategy Update

### Academic Achievement Professional Development-

Teachers will receive professional development and coaching individually and as grade levels on high quality first instruction. Instructional Coaches, Program Specialist, Administrators, and district curriculum specialists will continue to support teachers with implementation of the curriculum for ELA/ELD and Math. Due to COVID19 restrictions and distance learning, teachers may need additional support with pacing and implementing small group instruction.

Teacher Additional Time for attending PD, planning and collaboration (11500)—

28 Teachers X 6 hours X \$60 per hour= \$7,080—LCFF, \$3,000 Title I

Substitute Teachers for Teacher release time (Coaching) and Academic Conferencing (11700)—

15 days X \$200=\$3,000—Title I

Instructional Coaches (2 @ .5 FTE Instructional Coach – Centralized Services) 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 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 works with identified 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.

50% - 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.

50% - 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--\$72,812 LCFF--\$72,811 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

Professional Learning Community (PLC) training for Cleveland staff provided by San Joaquin County Office of Education. Staff will review and learn effective strategies to ensure effective implementation of curriculum, utilize common formative assessments to differentiate instruction and form small groups for additional support. The PLC process will help build a culture focused on continuous professional growth and improved practices in order to positively and collectively impact students' learning.

Additional time for teachers= 27 Teachers x 6 hours x \$60 per hour=\$9,720 (Allocating \$7,720)

Additional time for Instructional Coaches= 2 Coaches x 12 hours x \$75 per hour =\$1,800 – Title I

Substitutes for teacher release time= (If funding is available.)

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
87,331	1000 Series	Certificated Personnel Costs (including benefits)
3,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
82,892	1000 Series	Certificated Personnel Costs (including benefits)
1,000	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None

## 2021-2022 Strategy Adjustment

By Student Group: K-2 student

Student Groups: African American and White students working below grade level in ELA and Math

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.

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 student groups 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 five teachers offer tutoring twice per week for 16 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.

5 Teachers X 16 weeks (32 sessions) X \$60 per hour=\$14,400

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
40,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Access to Library and High Interest Books

Cleveland students in grades K-8 will have access to the Library and the Book Adventures Program to build reading fluency and comprehension skills.

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 Book Adventures implementation and foster a love of reading to all students.

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.

Library Media Assistant (24101)—3.5 hr.--\$17,687—LCFF

Books (42000)-\$1,000--LCFF

## 2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
17,687	2000 Series	Classified Personnel Costs (including benefits)
1,000	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

According to the i-Ready data, 44% of Cleveland students are currently two or more years below grade level in reading. In response to the data, Cleveland will provide access for students to effective, research-based supplemental programs focused on decreasing the number of students two or more years below grade level.

Cleveland students in grades K-5 will have access to Lexia Core5 Reading Program and students in grades 6-8 will have access to Lexia Power Up Program to improve reading comprehension and vocabulary skills. The Lexia programs are research-proven and technology-based to accelerate the development of fundamental literacy skills for students. Lexia Core5 provides explicit, systematic instruction through personalized learning paths in the areas of phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. The supplemental program will be used during intervention and small group rotations.

Cleveland will use the Learning Together Program during the 7<sup>th</sup> and 8<sup>th</sup> grade reading intervention class to improve reading comprehension for students in grades 7-8 and 2-3. Learning Together is a school based intervention grounded in school wide policies and systems, restorative practices, and social and emotional education to reduce bullying and aggression and promote increased reading fluency and comprehension. Learning Together uses peer teaching to create positive changes in students reading and basic math skills. The older students learn by teaching and the younger students have a safe place to practice new skills.

Lexia Core5 and Power UP (58550) = \$14,600 Title 1

Learning Together (43110) =\$6,534

## 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
6,534	4000 Series	Books and Supplies
14,600	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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. This year Cleveland will also focus on writing as well as data notebooks and ebinders.

Cleveland planned to have a team of six teachers attend the AVID Summer Institute in San Diego this summer, but due to the COVID19, the conference was cancelled. Next year, Cleveland will plan to attend the AVID Summer Institute and 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.

AVID Conference (52150) \$5000 Title 1

Additional Compensation for AVID Leadership Team Teachers=9 Teachers x 10 meetings x \$60 per hour=\$5,400 Title 1

Additional Compensation for Program Specialist (site AVID Coordinator)= 1 Program Specialist x 10 meetings x \$75 per hour= \$750 Title 1

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

Equipment usage – copier, poster maker, laminator, etc. Maintenance agreements (56530)—\$ 4,000--Title I--

Equipment Purchase of classroom printers and/or replacement computers (44000) --\$1,000—Title I Instructional Materials (43110) \$28,947 Title I

\$49,249 LCFF

Cleveland School, Grades K-8, will have an AVID organizational and writing 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 strategy is determined by AVID administrators and evidence from the annual Certification CCI tool.

Cleveland also provides 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/achievement.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
6,150	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
29,947	4000 Series	Equipment/Instructional Materials/Maintenance Agreement
9,000	5000 Series	Conference

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
49,249	4000 Series	Instructional Materials/Supplies
500	5000 Series	Duplicating Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 6**

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

## English Learner- Activity 1

Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. Program Specialist additional compensation to review and share data with staff.

Additional Compensation Program Specialist (19500) x 6 hours x \$75 per hour=\$450 LCFF

Provide on-going professional development in the implementation of ELA/ELD strategies and language acquisition best practices.

## English Learner -Activity 2

One bilingual aide provides EL students at level 1 and 2 primary language support which is reading, scaffolding teacher provided lessons, writing skills and when needed using the students' primary language to give them access to grade level concepts. In addition, bilingual aides are to provide one-on-one and small group instruction focusing on basic content specific fluencies (reading/math facts).

Bilingual Aide Spanish (3.5 hours) =\$20,092 LCFF (21101)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
450	1000 Series	Certificated Personnel Costs (including benefits)
20,092	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 7**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

## Academic Support through STEM Activities

Cleveland has 38% of students two or more years below grade level in Math.

Cleveland will offer an after school STEM club to reinforce Science and Math concepts through hands-on experiences and activities. Students will have the opportunity to participate in the after school club and use real applications through experiments and experience hands-on learning. Students will also participate in competitions in the class and locally.

STEM Materials purchase \$2,000 LCFF

(Rocket kits, wheels, index cards, bands, etc.)

Additional Compensation Teacher= 1 Teacher x 28 weeks x \$60 per hour=\$1,680 Title 1

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

##### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
1,680	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

##### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Services
0	5000 Series	Services

##### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 7

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 8**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

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.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 8

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 2:

### 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 2022.

### School Goal for Attendance/Chronic Truancy:

To decrease the number of students chronically absent from school by 3%, from 21.3%\* to 18.3%, for all students and subgroups according to the California Dashboard by May 2022.

\*Data from SUSD Attendance Report 12/20

## Strategy/Activity 1

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

#### Social Emotional Intervention Program

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 Assistance Program (SAP).

Suite 360 is a digital character development and behavior intervention program. Suite 360 uses restorative practices for students who need extra support with conduct and behavior. Suite 360 Intervention is a web and mobile program for reducing suspension and detention, by allowing schools to assign modules related to a student's infraction. Cleveland students will be assigned a lesson and/or module related to the infractions as a means of restorative practices. The program is research based and has proven to decrease the number of suspensions, detentions, and office discipline referrals. Cleveland will train teachers and staff to implement the program so it is utilized as designed for maximum effectiveness on decreasing school-wide discipline.

Suite 360 License (58450) -\$2,750 LCFF

## 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,750	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

### Sports for Learning

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

Sports for Learning will provide structure to the playground while keeping students active and having fun. College athletic 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 increase student attendance and decrease the number of discipline referrals on the playground during lunch recesses. Consultant/Non-Instructional Consultant - \$2,750

Due to COVID-19 restrictions, modifications, and impacts, this program may not be available for schools in 2021-2022.

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,750	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 in lieu of suspension. The first hour focuses on student reflection/restorative practices and the second hour students will transition to completing community service.

Additional Compensation Counselors= 2 Counselors x 1 hour per month x \$50 per hour=\$1,000 LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
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1,000	1000 Series	Certificated Personnel Costs (including benefits)
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0	2000 Series	Classified Personnel Costs (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.		
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## CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
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0	2000 Series	Classified Additional Comp (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.		
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**Strategy/Activity 4**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

Bullying Assembly to promote a safe learning environment for students. Consultant/Non-Instructional Consultant - \$300 (LCFF)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
300	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 5**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

## PLUS Team

Students selected for the Cleveland PLUS Team will receive program training and develop a schedule of forums and activities throughout the year. One teacher and counselor will work with the team of students for an hour after school each week.

Additional Compensation Teacher=1 Teacher x 28 weeks x \$60 per hour=\$1,680 LCFF

Additional Compensation Counselors=1 Counselors x 28 weeks x \$50 per hour=\$1400 LCFF

### 2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,080	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

#### CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Strategy/Activity 6

### 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

### 2021-2022 Strategy Adjustment

#### PBIS Team

The Assistant Principal and Counselor will lead the PBIS Team of grade level representatives to develop and review Cleveland routines and procedures for positive behavior strategies. PBIS Team will also plan, organize, and schedule rewards and school events to reinforce positive behavior at school. The team will also present professional development to staff during faculty learning meetings. The team will meet for an hour after school once per month.

Additional Time Teachers= 9 Teachers x 10 months x \$60 per hour= \$5,400 LCFF

Additional Time Counselor= 1 Counselor x 10 months x \$50 per hour= \$1,000 LCFF

## 2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
6,400	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

## Goal 3:

School Goal for Meaningful Partnerships:

Cleveland will increase the number of volunteers and/or meaningful partnerships from 25 to 40 by May 2022.

Cleveland will increase parent involvement from 3% to 10% (70 parents) as measured by parent attendance at conferences, school events, volunteers, PTA membership, and through regular communication on student school planners by May 2022.

Parent attendance at CAMP Meetings and Parent Coffee Hours will increase from an average of 20 parents to 30 parents by May 2022.

Cleveland will be offering Parent Cafés focusing on child nutrition on Friday mornings this fall and will increase parent participation from 8 to 15 parents.

Due to COVID19 restrictions and CDC guidelines volunteers may not be able to volunteer in the classroom. Volunteers may assist teachers with preparing classroom activity materials at home and/or participate in parent events virtually.

### Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Parent Involvement Meeting supplies and refreshments for parents attending school events in May 2021.

Non-Instructional Materials/Supplies – 43200 - \$304 - total of Title I Parent Allocation funds is \$3,705.

2021-2022 Strategy Adjustment

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:

20 hours X \$25 = \$500 (LCFF)

Parent Café Meeting Refreshments and Supplies (Nutrition and cooking)

Presenters will instruct Cleveland parents on preparing nutritious meals for their families.

Parent Meeting Supplies/Refreshments \$1,220 Title 1 Parent (50647)

- Number of parents contacted
- Number of parents attending ESL class
- Number in attendance and participation of school activities, events, workshops, and conferences/meetings.

#### 2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

#### Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
500	2000 Series	Classified Personnel Costs (including benefits)
1,220	4000 Series	Books & Supplies
0	5000 Series	Services

#### Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

#### Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

**Strategy/Activity 2**

## 2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

## 2021-2022 Strategy Adjustment

Cleveland will host one or two Family Nights for Math, Science and/or to showcase Project Lead the Way and the AVID Program at school or virtually depending on COVID19 restrictions and guidelines for proper social distancing.

\$500 (50647) for supplies for families to participate in the learning games/activities. (paper, spinners, duplicating, dice, etc)

## 2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
500	4000 Series	Books & Supplies
0	5000 Series	Services

## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

## CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

### Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

Cleveland will purchase planners for communicating with parents daily. Students in grades 3-8 will receive a planner to log assignments/scores and for teachers to write notes and communicate with parents. Planners include new age-appropriate information which supports common core standards for character education, tobacco prevention, and substance abuse awareness curriculum. Parents are encouraged to review the planners daily/weekly and space provided for parent communication with school/teacher.

\$2,000 Title 1 Parent (50647)

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
2,000	4000 Series	Books & Supplies

\$ Amount(s)	Object Code	Description
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0	5000 Series	Services
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## Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Personnel Costs (including benefits)
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0	2000 Series	Classified Personnel Costs (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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## Comprehensive Support and Improvement (CSI) Addition:

Not applicable.		
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## CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

## Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
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0	2000 Series	Classified Additional Comp (including benefits)
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0	4000 Series	Books & Supplies
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0	5000 Series	Services
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## Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.		
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# 2020-2021 Budget Spreadsheet

CLEVELAND #215

TITLE I		TOTAL ALLOCATION		\$ 199,642		LCFF		TOTAL ALLOCATION		\$ 200,960		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,720			
TOTAL BUDGET DISTRIBUTED BELOW		\$ 199,642				TOTAL BUDGET DISTRIBUTED BELOW		\$ 200,960				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,720					
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0					
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET		
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)		\$ 28,140		\$ 9,415												0.000	\$ 37,555	
11700	Teacher Substitute (incl benefits)		\$ 29,000		\$ -												0.000	\$ 29,000	
12151	Counselor																0.000	\$ -	
30000	Statutory Benefits																0.000	\$ -	
12500	Counselor-add Comp (incl benefits)		\$ 1,200									\$ 1,000					0.000	\$ 2,200	
13201	Assistant Principal																0.000	\$ -	
30000	Statutory Benefits																0.000	\$ -	
19101	Program Specialist	0.280	\$ 29,265	0.720	\$ 77,541												1.000	\$ 106,806	
30000	Statutory Benefits		\$ 12,563		\$ 32,210												0.000	\$ 44,773	
19500	Prog Spec-Add Comp (incl benefits)		\$ 2,115														0.000	\$ 2,115	
19101	Instructional Coach																0.000	\$ -	
30000	Statutory Benefits																0.000	\$ -	
19500	Instr Coach-Add Comp (incl benefits)		\$ 3,300														0.000	\$ 3,300	
21101	Instructional Asst/CAI																0.000	\$ -	
30000	Statutory Benefits																0.000	\$ -	
21500	Inst Asst/CAI -Add Comp(incl benefits)																0.000	\$ -	
21101	Bilingual Assistant							0.438	\$ 18,694								0.438	\$ 18,694	
30000	Statutory Benefits								\$ 2,851								0.000	\$ 2,851	
21500	BIl Asst-Add Comp (incl benefits)								\$ 500								0.000	\$ 500	
22601	Library Media Assistant			0.438	\$ 17,023												0.438	\$ 17,023	
30000	Statutory Benefits				\$ 1,106												0.000	\$ 1,106	
22500	Lib Med Asst-Add Comp (incl benefits)																0.000	\$ -	
22901	Community Assistant												0.438	\$ 8,082			0.438	\$ 8,082	
30000	Statutory Benefits																0.000	\$ -	
22500	Comm Asst-Add Comp (incl benefits)																0.000	\$ -	
29101	Parent Liaison																0.000	\$ -	
30000	Statutory Benefits																0.000	\$ -	
29500	Par Lia-Add Comp (incl benefits)																0.000	\$ -	
Sub Total - Personnel/Benefits			\$ 105,583		\$ 137,295		\$ -		\$ 22,045		\$ -		\$ 1,000		\$ 8,082		\$ -	2.3125	\$ 274,005
Books & Supplies																			
42000	Books		\$ 1,384		\$ 135													\$ 1,519	
43110	Instructional Materials		\$ 38,621		\$ 5,806													\$ 44,427	
43200	Non-Instructional Materials		\$ 1,084		\$ 3,926												\$ 3,720	\$ 8,730	
43400	Parent Meeting																\$ -	\$ -	
44000	Equipment		\$ 29,428															\$ 29,428	
Sub Total - Books & Supplies			\$ 70,517		\$ 9,867		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,720	\$ 84,104	
Services																			
57150	Duplicating				\$ 350													\$ 350	
57250	Field Tnp-District Trans																	\$ -	
56590	Maintenance Agreement		\$ 4,000															\$ 4,000	
52150	Conference		\$ 2,260															\$ 2,260	
58450	License Agreement		\$ 7,700		\$ 13,598					\$ -								\$ 21,298	
58500	Professional Services		\$ 1,500															\$ 1,500	
58920	Pupil Fees																	\$ -	
58100	Consultants-Instructional																	\$ -	
58320	Consultants-Noninstructional											\$ 16,805						\$ 16,805	
Sub Total - Services			\$ 15,460		\$ 13,948		\$ -		\$ -		\$ -		\$ 16,805		\$ -		\$ -	\$ 46,213	
GRAND TOTAL			\$ 191,560		\$ 161,110		\$ -		\$ 22,045		\$ -		\$ 17,805		\$ 8,082		\$ -	\$ 3,720	

# 2021-2022 Budget Spreadsheet

## 2021-2022 BUDGET CLEVELAND - 215 - C1 PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 199,642		LCFF		TOTAL ALLOCATION		\$ 190,400		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,720					
TOTAL BUDGET DISTRIBUTED BELOW		\$ 199,642		TOTAL BUDGET DISTRIBUTED BELOW		\$ 190,400		TOTAL BUDGET DISTRIBUTED BELOW		\$ 190,400		TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,720		\$ 3,720					
TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)		0		0					
Object	Description	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS
Personnel Cost-Including Benefits																					
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 32,200	0.000	\$ 7,080	0.000		0.000		0.000		0.000	\$ 7,080	0.000		0.000		0.000		0.000	\$ 46,360
11700	Teacher Substitute (incl benefits)	0.000	\$ 29,000	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 29,000
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000	\$ 3,400	0.000		0.000		0.000		0.000	\$ 3,400
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
19101	Program Specialist (incl benefits)	0.500	\$ 72,811	0.500	\$ 72,812	0.000		0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 145,623
19500	Prog Spec-Add Comp (incl benefits)	0.000	\$ 3,750	0.000		0.000		0.000	\$ 450	0.000		0.000		0.000		0.000		0.000		0.000	\$ 4,200
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
19500	Instr Coach-Add Comp (incl benefits)	0.000	\$ 1,800	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 1,800
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
21101	Bilingual Assistant (incl benefits)			0.000				0.000	\$ 20,092	0.000		0.000				0.000				0.000	\$ 20,092
21500	BIl Asst-Add Comp (incl benefits)			0.000				0.000				0.000				0.000	\$ 500			0.000	\$ 500
22601	Library Media Assistant (incl benefits)			0.000	\$ 17,687			0.000				0.000				0.000				0.000	\$ 17,687
22500	Lib Med Asst-Addl Comp (incl benefits)			0.000				0.000				0.000				0.000				0.000	\$ -
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
29500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -
Sub Total - Personnel/Benefits			\$ 139,561		\$ 97,579		\$ -		\$ 20,542		\$ -		\$ 10,480		\$ -		\$ 500		\$ -		\$ 268,662
Books & Supplies																					
43110	Books/Supplies/Materials (less than \$500 per item)		\$ 35,481		\$ 52,249														\$ 2,500		\$ 90,230
43400	Parent Meeting																		\$ 1,220		\$ 1,220
44000	Equipment (\$500 - \$4999.99 per item)		\$ 1,000																		\$ 1,000
Sub Total - Books & Supplies			\$ 36,481		\$ 52,249		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 3,720		\$ 92,450
Services																					
57150	Duplicating			\$ 500																	\$ 500
57250	Field Trip-District/Non-District Trans																				\$ -
56590	Maintenance Agreement		\$ 4,000																		\$ 4,000
52150	Conference		\$ 5,000		\$ 2,750																\$ 7,750
58450	License Agreement		\$ 14,600									\$ 2,750									\$ 17,350
58920	Pupil Fees																				\$ -
58100	Consultants-Instructional/Non-Instructional											\$ 3,050									\$ 3,050
Sub Total - Services			\$ 23,600		\$ 3,250		\$ -		\$ -		\$ -		\$ 5,800		\$ -		\$ -		\$ -		\$ 32,650
GRAND TOTAL			\$ 199,642		\$ 153,078		\$ -		\$ 20,542		\$ -		\$ 16,280		\$ -		\$ 500		\$ 3,720		\$ 393,762
Assumptions:																			\$ 393,762		

Assumptions:

\* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSA.

\*\* State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSA and budget, supplies/materials will be identified as 43110.

\*\*\*State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.

\*\*\*\*State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSA and budget, professional learning will be identified as 52150.

\*\*\*\*\* State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSA and budget consultants will be identified as 58100.

## 2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

### Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: C1

CLEVELAND K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27206673	PROGRAM SPEC	0090	12303021C1	19101	0.7260	0.7260
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	27206673	PROGRAM SPEC	3010	15064321C1	19101	0.2740	0.2740
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64169217	LIBRARY MEDIA ASSISTANT	0090	12303024C1	22601	0.4375	1.0000
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70507628	COMMUNITY ASST	3010	15067226C1	22901	0.4375	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71256198	BILINGUAL ASST/SPANISH	0091	12302010C1	21101	0.4375	1.0000
TOTALS, THIS LOCATION:										215	2.3125

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN 27206673 New Fund 12303021C1 19101 0.50  
 Fund Change for PCN 27206673 New Fund 15064321C1 19101 0.50  
 Fund Change for PCN \_\_\_\_\_ New Fund \_\_\_\_\_

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

#### NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On 01/14/21 School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-2022 school year.

Site Administrator's Approval: [Signature]

DATE: 1/22/21

ID: Staff\_Position\_Listing\_NO\_SALARY\_STATE\_FED\_Landsca  
 Location: CDD \ Accounting\ State and Federal  
 TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020  
 Current Time: 04:05:14  
 Page #: 5

## **2020-2021 SPSA Evaluation**

# 2020-2021 School Plan for Student Achievement (SPSA)

## Evidence-Based Title I Funded Program Evaluation

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
1 Strategy 1	Program Specialist	<p>*Virtual coordination of EL Programs</p> <p>-ELPAC Testing Coordinator which requires working with families to monitor testing environment. Mrs. Both contacts all families and explains process to administer ELPAC test to students. She has met all deadlines for test completion.</p> <p>-Oversee ELPAC training with staff who assist with the ELPAC administration. Two staff members have been trained to assist.</p> <p>-Creating on-line videos for completion of EL Monitoring Forms</p> <p>*AVID Coordinator-virtual monthly AVID Team meetings. Mrs. Both leads the team and monthly meetings</p>	<p>ELPAC testing is very time consuming due to having to coordinate testing schedules and document pick up with parents.</p> <p>Cleveland was certified in 2020 and received positive feedback and scores on the certification tool and PP</p>	Some students not able to connect/access testing sites were invited to test in person at school to complete testing.

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
		<p>to work virtually for ebinders, AVID PP, and collecting evidence for certification.</p> <p>*Technology Support for DL -Mrs. Both assists with CB and materials check out as well as troubleshooting with students and families.</p> <p>*Professional Development presentation for staff</p> <p>Program Specialist provides PD on AVID instructional strategies, EL Classroom Strategies, Technology APPS, and data analysis at monthly Faculty Learning.</p>	<p>Presentation submitted. AVID Team is working on CCI currently for certification in May 2021. Team working effectively virtually with scheduled monthly meetings. Every grade level is collecting evidence to submit for certification.</p>	
SPSA #1 Strategy 2	<p>Additional time to attend PD for Teachers, Coaches, and Program Specialist</p> <p>Professional Development</p>	<p>Due to COVID 19 requirements, staff are able to use office hours and collaboration time for Academic Conferences, Reading/Math Data Chats, planning/coaching and PD. Providing additional compensation has not been needed as much due to teachers having office hours.</p>		<p>Teachers will be provided the opportunity to receive additional compensation for attending virtual PD, conferences, and a site day for planning on the development of a site/grade level intervention plan in June 2021.</p>

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
		Teachers/staff have requested additional training on PLC and Guided Reading.	Some grade levels had difficulty having effective PLC Meetings virtually.  Teachers to implement guided reading strategies for intervention blocks	Provide PLC training for staff in 2021-2022.  Teachers to implement guided reading strategies for intervention blocks next year and need training.
SPSA #1 Strategy 2	Foundational ELA reading skills support in small groups with trained substitute	COVID19 funds the revolving substitute(1) to provide small group support to students in grades K-4.  Students are attending and enjoy the small group intervention with Mrs. Montgomery. The CARE/SST Teams refers students to intervention groups with substitute. She now services identified students in grades K-4.	The substitute was trained by teachers and coaches on effective strategies for early literacy support. The retired reading specialist was not available for distance learning. Cleveland needs additional support staff to provide literacy foundational skills/ELA support to students in K-8.	The SPSA was to fund two part time retired teachers, but we currently have one full time substitute. When school resumes, the site will use funds to support the additional time and support from the substitute. According to Winter 2020 i-Ready results, 33% of kinder students, 58% of 1 <sup>st</sup> grade, 40% of 2 <sup>nd</sup> grade students are at least one level below standard in ELA.
SPSA #1 Strategy 2	Additional time for Tutoring/Extended Day	Cleveland started offering virtual tutoring. We extended the number of weeks and have 6 teachers tutoring	The 7 <sup>th</sup> grade ELA class had very low attendance and that section was cancelled.	Funds were re-allocated from Primary intervention because we did not use them as

Goal	Actions/Activities (Strategies)	What is working and why? (Effective indicators)	What is not working and why? (Ineffective indicators)	Modification(s) based on evaluation results
		groups of at least 10 students after school.		<p>we had a district funded substitute. This re-allocation allowed for more teachers to tutor and additional number of weeks.</p> <p>According to Winter i-Ready data, for students in grades 3-8 scores range from 41%-63% of students 2 or more levels below standard in ELA. For Math, the range of scores for students in grades 3-8 is 44%-56% two or more levels below standard. Cleveland students will need additional time and support targeting specific standards and unfinished learning.</p>
SPSA #1 Strategy 2	Bilingual Para-professional	Ms. Mendez provides virtual small group primary language support for students in all grades needing language development.	It was difficult for Para to coordinate small groups with students. Hard for students to log in at correct times for small group support.	Para-professional was provided with technology and Zoom training.

<b>Goal</b>	<b>Actions/Activities (Strategies)</b>	<b>What is working and why? (Effective indicators)</b>	<b>What is not working and why? (Ineffective indicators)</b>	<b>Modification(s) based on evaluation results</b>
			The Para assists with ELPAC testing which has taken many hours from her small groups with EL students.	
SPSA #1 Strategy 3	Purchase of student licenses for Accelerated Reader Program	Purchased 250 student licenses for teachers who requested to use the program to increase reading comprehension skills	Due to DL, many students have not used the program. Students in grades 7-8 have not used the program at all.	Purchase of 250 student licenses rather than 500 from previous year. Cleveland will use Book Adventure next year (no cost)
SPSA #1 Strategy 3	Smarty Ants Program	Students are using the Smarty Ants Program. Teachers report that students enjoy working on the program. Program cost is \$3,950 and for all students. Available to students during the summer.	Due to COVID19 and DL, we had a late start. We started using the program in October rather than in August 2020.	Available in Spanish  Training scheduled for 2/09/21 for reading strategies for DL
SPSA #1 Strategy 3	Achieve 3000 Close Reading Program	4 <sup>th</sup> grade teachers and students are using the program. Grades 5 -6 have very limited usage. The usage compared to last year at this time is a 81.7% decrease.	Limited instructional minutes impacts the time teachers have for the program. The cost was \$13,598 and if we are not using the program, we will not see the desired results.	Provide training on 2/09/21 for lesson modeling for synchronous vs. asynchronous time
SPSA #1 Strategy 3	Library Media Assist	The Library Assist helps with Chromebook, Hot spot, and textbook check-out. He also assists with testing and on-line book check-out.	Students are not able to visit the library.	SORA is available through the district for ebooks.

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SPSA #1 Strategy 4	AVID School-wide Implementation	AVID monthly meetings virtually during office hours. Teachers and students working on ebinders.	Organizational skills, such as binders and note-taking, are difficult for teachers to monitor due to DL and not observing the actual documents. School is attempting to use ebinders whenever possible during DL.	Ebinder training for staff and students. Teachers created videos to teach students how to set up the ebinder.
SPSA #1 Strategy 4	AVID Summer Institute \$5,000  AVID Elevate XP June 3-4, 2021 \$1,695 Title 1, Instructional	Cleveland planned to send teachers out of town to the conference, but teachers are attending on-line training after school which they receive additional compensation for attending.  Cleveland was awarded a grant for three staff members to attend the two day virtual AVID Elevate training. Cleveland has an additional three staff members wanting to attend. The site would pay registration fee of \$565 for each additional member (\$1695 total) to attend.	Teachers may not want to attend virtually. Last year we had only one teacher interested in the 3 day digital training. Teachers were not compensated to attend.	Professional development offered through the district after school.  Teachers will be receive additional compensation to attend the training in June 2021.
SPSA #1 Strategy 4	Duplicating, materials, and supplies for teaching	Instructional materials and supplies were duplicated and are distributed to students monthly.	Some students do not pick up materials and resources for the elective classes.	Four teachers have started using ebinders during distance learning. The AVID Team presented

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	organizational skills			training on ebinders/notebooks to staff.
SPSA #2 Climate Strategy 1	Provide students with social emotional supportive resources such as PLUS, PBIS, Suite 360 Intervention Program	The PLUS team meets during elective classes. PBIS team meets monthly during office hours to review procedures, routines, and develop safety plans for return to school.	The number of forum conducted this year has decreased. Student attendance is challenging. Cleveland did not renew the Suite 360 Intervention Program contract this year due to distance learning.	The 7 <sup>th</sup> grade ELA teacher attended PLUS training. The counselors help with PLUS Team activities. Support staff team wants to purchase the program when we return to school. They suggested teachers attend training so they can use the intervention program.
SPSA #2 Climate Strategy 4	Provide Trauma Informed Care training for Cleveland staff.	<p>According to survey results, 90% of Cleveland staff were interested in participating in the Trauma Informed Care training from Angela Beyer to deepen their understanding to respond to our students experiencing trauma.</p> <p>PD was well attended by staff.</p>	Many teachers did not want to participate in the coaching portion of the training during distance learning. One of 27 teachers participated in the coaching session with presenter.	Cleveland staff participated in 4 sessions of Trauma Informed Care PD. Only one teacher requested the consultation/coaching.

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## **Comprehensive School Profile Data:**

Continuous Improvement: Decision Making Model -- Essential Questions--Cleveland School---

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p><b>Goal 1</b>            *87.94% Socio-economically disadvantaged            *11% Students with Disabilities            *23.31% English Language Learners</p> <p><b>ELA 4 Yr. Trend</b>            % Met/Exceeded</p> <ul style="list-style-type: none"> <li>• 2017=25.66%</li> <li>• 2018=28.57%</li> <li>• 2019=34.33%</li> <li>• 2020=27% (i-Ready 12/20)</li> </ul> <p>2019= +5.76 Points for ALL students            38.7 points from L3 (Yellow)</p> <p>2019=All subgroups had an increase in ELA ranging from 23.3 points to 4.1, but almost 65% of</p>	<p>The goal or desired outcome is for All subgroups is decreasing distance from L3 by a minimum of 3 points</p> <p>Focus on specific subgroups with decreased achievement as follows:            -SWD decrease of 14.1 points in Math            105.2 points from L3            -AA decrease of 4.8 points in Math            102.7 from L3            -Asian decrease of 5.6 points in Math            30.5 points from L3            -EL decrease of 6.5 points. 78.4 from L3            -White decrease of 2.7 points. 54.1 from L3</p>	<p>According to the 2018-2019 Transitional Kindergarten School Readiness data, the majority of Cleveland students have few school readiness skills.</p> <p>High percentage (19.07%) of students chronically absent from school.</p> <p>Teachers work bi-weekly within their PLC to analyze data and plan lessons/reteach to support their students in ELA and math.</p> <p>Distance Learning and technology challenges for</p>	<p>*Extra support/Tutoring after school            *Summer Learning Institute June 2021</p> <p>Struggling primary students will receive additional support (i.e. from a retired reading intervention specialist/teacher) focusing on foundational skills.</p> <p>Cleveland is building a library with high interest books to motivate students to read and complete Accelerated Reader quizzes for improved reading comprehension.</p> <p>Monitor ELD implementation and</p>	<p>Begin after school support/tutoring earlier in the school year and for a longer period of time. Currently we have funding for 10 weeks and started in February 2020. Priority for students in targeted subgroups.</p> <p>Funding for teacher additional time.</p> <p>Funding for subs (retired reading specialist) to provide additional support for struggling primary students.</p> <p>Library Media Clerk will provide library book access to students on a weekly basis.</p>	<p>Data that will be followed up on includes:</p> <ul style="list-style-type: none"> <li>-Student grades</li> <li>- Attendance</li> <li>-Increase family turnout at events</li> <li>-Number of referrals and services to families</li> <li>-Parent Conferences</li> </ul> <p>Review i-Ready data, PLC notes, and PD feedback.</p>

<p>students not meeting standard. According to the 4 Yr. trend for ELA, the EL and SWD subgroup have the fewest students meeting standards.</p> <p><b>Math 4 Yr. Trend</b> % Met/Exceeded</p> <ul style="list-style-type: none"> <li>• 2017=18.64%</li> <li>• 2018=20.76%</li> <li>• 2019=22.53%</li> <li>• 2020=20 % (i-Ready 12/20)</li> </ul> <p>2019=The SED subgroup had a 4.8 point increase. The Hispanic subgroup maintained. The White (2.7), AA (4.8), Asian (5.6), EL (6.5), and SWD (14.1) subgroups had a decrease in students meeting standards in Math.</p> <p><b>Reclassification Rate</b></p> <ul style="list-style-type: none"> <li>• 2016 15%</li> <li>• 2017 16%</li> <li>• 2018 6%</li> <li>• 2019 17%</li> </ul> <p><b>Current i-Ready</b></p>	<p>Cleveland was identified for Additional Target and Support Intervention (ATSI) due to the AA and White subgroups decrease in math achievement.</p> <p>Support staff and admin have found through monitoring PLC meetings that Cleveland teachers need additional PLC training with a focus on learning and identifying gaps of unfinished learning.</p>	<p><b>students/families.</b></p> <p>Bilingual Assist provides support to K-2 students. Program Specialist provides PD on integrated ELD strategies. Instructional coaches support teachers on designated and integrated ELD.</p> <p>Collaboration is more difficult virtually to share work samples, assessment data, and instructional strategies.</p> <p>Difficult to find personnel for implementation of MATH CORPS Program. Recently, one of our tutors resigned with no replacement available.</p>	<p>develop targeted PD. Achieve 3000, a close reading web-based program for students in grades 4-6. Program implemented in the after school program and one lesson per week in grades 4-6. PD is provided for staff.</p> <p>Smarty Ants Program for students in grades K-3 to build early literacy skills. Program to be implemented in STEP UP After School Program and as needed for extra support for EL's and struggling readers. Smarty Ants is available for students to use at home and during the summer. PD is provided.</p> <p>Plan for PLC PD for staff.</p> <p>Build basic facts fluency by using daily fluency classroom charts.</p>	<p>Purchase new library books. Bilingual assist and extra support substitute will provide targeted student support in grades K-2.</p> <p>Provide supplemental instructional materials to teachers for after school and intervention groups.</p> <p>To support RFEP rate, a sub and/or 45 day day consultant will be hired/requested using LCFF funds to assist administering the ELPAC.</p> <p>Program Specialist will monitor and support ELD program.</p> <p>Purchase the Smarty Ants Program for another year and begin implementing program in after school programs and small groups in August 2020.</p>	<p>Review RFEP and ELPAC scores. Monitor targeted students' i-Ready data.</p> <p>Develop schedule for substitutes and coaches. Monitor notes from collaboration and PLC.</p> <p>Monitor budget.</p>
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<p><b>Winter Results-ELA</b> 12/20 27% of students (k-8) at or above level.</p> <p><b>Current i-Ready Winter Results-Math</b> 12/20 20% of students (k-8) at or above level</p> <p><b>Goal 2</b> Chronic Absenteeism</p> <ul style="list-style-type: none"> <li>• 2017=24.8%</li> <li>• 2018=24.3%</li> <li>• 2019=19.07%</li> <li>• 2020=19.9%</li> <li>• <b>Dec. 2020=21.3%</b></li> </ul>	<p>The goal is to decrease the percentage of students chronically absent from school by three percent. The percent of all students chronically absent has decreased according to the 3-year trend, but remains very high.</p> <ul style="list-style-type: none"> <li>• 2017=24.8%</li> <li>• 2018=24.3%</li> <li>• 2019=19.07%</li> <li>• 2020=19.9%</li> </ul> <p>The AA subgroup has the highest percentage of students chronically absent from school and lowest percentage of students meeting standards in Math according to recent trends.</p> <p>AA % of students chronically absent</p> <ul style="list-style-type: none"> <li>• 2017=42.10%</li> </ul>	<p>PBIS and PLUS team implement an incentive program every 2-3 months for positive attendance. Collaboration with counselor, admin, and CWA liaison.</p> <p>*Early start time/ Transportation Problems</p> <p>* General Health--students stay home sick frequently.</p>	<p>Teachers need release time each month to collaborate more in-depth with instructional coach, observe team teachers, and continue PLC work. Provide PD for teachers on new curriculum implementation and instructional routines.</p> <p>Enhance curriculum through updating technology and purchasing classroom supplies.</p> <p>Provide additional time for planning, collaboration and PLC Data Analysis Protocol.</p> <p>Conduct monthly walkthroughs, analyze data, and plan teacher PD.</p> <p>During Academic Conferencing, staff will focus on targeted subgroups for additional support through</p>	<p>Continue implementing the MATH CORPS Program for the year.</p> <p>Substitutes to release teachers for coaching, collaboration, and PLC. Purchase equipment; short throw projectors, printers, headphones. Purchase classroom supplies. Additional time for Leadership Team (teacher, coaches, and program specialist), AVID Team, and PBIS Team as well as release time for walkthroughs.</p> <p>PBIS funds aligned with attendance goals and incentive program.</p> <p>Two full-time counselors and mental health clinician.</p> <p>Child Welfare and</p>	<p>Monitor and evaluate monthly attendance rates.</p> <p>Continue staff check-ins, incentives, and interventions with students identified as truant or between 8%-10% chronically absent from school.</p>
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	<ul style="list-style-type: none"> <li>• 2018=46.3%</li> <li>• 2019=41.2%</li> </ul> <p>*High Chronic Absenteeism for identified subgroups</p> <p>SWD=24.07% White=20% AA=41.22% HOM=28.89%</p> <p>Current data as of 12/20</p> <ul style="list-style-type: none"> <li>• SWD=20.45%</li> <li>• White=26.53%</li> <li>• AA=32.71%</li> <li>• HOM=50%</li> </ul>	<p>*Families in transition remain enrolled at home school, but transitional housing too far from school and no transportation available.</p> <p>One of the gaps is that families are not accepting the transportation or bus passes to help students get to school.</p>	<p>curriculum interventions/resources. In addition, targeted subgroups will be given priority enrollment for extended day tutoring and STEP UP After School Program.</p> <p>In January 2021, Cleveland was invited to implement the MATH CORPS Program with one fulltime tutor and one part time tutor providing additional instruction to at-risk identified students in grades 4-8 in virtual small groups. A pre-test/post test will be administered to measure student growth.</p> <p>Cleveland Academic Meetings for Parents (CAMP), by grade level, for teachers to share student data and give parents opportunities to set SMART goals for their children.</p>	<p>Attendance staff to target subgroups with highest % of students chronically absent from school for home visits and individual student contracts. Identified subgroups are African American, Homeless, and Students with Disabilities Support staff "check-in" for students between 8-10% chronically absent for possible turn around.</p> <p>Distribute Chromebooks, Hotspots, and other resources.</p> <p>Distribute instructional materials and supplies.</p> <p>Home visits to check on students who have poor attendance or do not log in to school.</p> <p>Provide Social/Emotional services for</p>	
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			<p>Allocate PBIS funds to support attendance incentives for multiple years. Continue systems for admin, counselor, and CWA to support students at risk for low attendance.</p> <p>Position: Community Assistant to connect with parents at home to increase attendance. The Community Assist can also help bridge the gap and refer families to resources such as Cal Works and transitional housing. A Community Assist may also transport students and families if necessary. <b>Update 01/21-Position recently deleted due to difficulty filling position and budget decrease for 2021-2022</b></p> <p>Rewards/Incentives for students and parents-Attendance</p> <p>Staff Check-In with</p>	students/families.	
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			targeted students		
<p>Suspension</p> <ul style="list-style-type: none"> <li>• 2016=4.9%</li> <li>• 2017=4.30%</li> <li>• 2018=5.00%</li> <li>• 2019=5.48%</li> </ul>	<p>The goal is to decrease the number of students suspended from school. The percent of unduplicated suspensions has hovered at approximately 5% for the last 4 years. According to the 3-year trend, the number of unduplicated suspensions is increasing slightly.</p>	<p>Cleveland School has increased by a class of students for the last several years.</p> <p>The African American and Homeless student enrollment has increased in the last three years.</p> <p>An increase in students with behavior/social emotional issues.</p> <p>Two full time counselors and AP supporting Tier 1 for behavior.</p> <p>The Mental Health Clinician assigned to Cleveland to support Tier 3</p>	<p>Cleveland has an on-line intervention program, Suite 360, for Tier 2 behaviors, which provides lessons for specific offenses. Staff are able to assign lessons to students for identified offenses and restorative practices. After watching a lesson, students must pass a test by scoring 85% or higher or watch the lesson again.</p> <p><b>Update 01/21- Program not used in 20-21 due to DL</b></p> <p>Cleveland offers a Friday After School Detention in lieu of suspension for some offenses. Counselors</p>	<p>We purchased the Suite 360 Program at the beginning of the school year, but had to wait until November to use the program due to district and program rostering systems. To use the Suite 360 Program more effectively, we need to have the program set for implementation at the beginning of the year and expand program use for preventative measures.</p> <p>A Point Break Assembly on "Bullying" is scheduled.</p> <p>Lunchtime</p>	<p>Monitor and evaluate monthly suspension rates, PLUS surveys, and office referrals.</p> <p>Monitor schedule and implementation of preventative in-class presentations by counselors.</p> <p>In order to begin using the Suite 360 Program at the beginning of the school year,, we need assistance from the district IS Department to help with rostering our students so we can assign lessons. Suite 360 has reports available to track individual and small group progress to</p>

<p><b>Goal 3</b> Meaningful Partners</p>	<p>The goal is to increase parent</p>	<p>students did not start her job until late October. Mental health services were not provided to our students in need during the first trimester of school.</p>	<p>assign students an on-line lesson, review restorative practices, and facilitate community service. <b>Update 01/21-Friday Detention not used as of 12/20</b></p> <p>School wide Rules Rotations at the beginning of each trimester to review Cleveland rules and expectations for students.</p> <p>Continue in-class presentations, restorative practices, and targeted on-line Tier 2 behavior support for students.</p> <p>Counselors have small group and individual supports for specific students for identified counseling needs.</p> <p>Support staff "check-in" for students requiring positive reinforcement.</p>	<p>organized sports program. In 2019-2020, fewer disciplinary problems occurred during the lunch recess time. Sports for Learning provided games during three lunch periods four days per week.</p>	<p>use as an annual program review.</p> <p>A barrier to our Friday After School Detention is transportation and parent support. Cleveland needs to offer an after school bus for tutoring and other school events and tutoring after school. If a bus on our route, could add a stop at Cleveland after pick up at a school with a later dismissal, more students could participate in the programs offered after school.</p> <p>Annual review of Discipline Reports on</p>
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<p>The goal is to increase parent involvement at school.</p> <p>Students that did not feel connected:</p> <p>2019/2020: 100 students 2018/2019: 144 students 2017/2018: 72 students 2016/2017: 46 students</p> <p>Concerns on Bullying:</p> <p>2019/2020: 49 students 2018/2019: 54 students 2017/2018: 108 2016/2017: 43 students</p>	<p>involvement by 5% by organizing weekly workshops for parents at school.</p> <p>Parent Involvement increased by 5% according to sign-ins from school events and parent workshops.</p> <p>According to the PLUS Survey data as well as parent concerns documented in SSC and ELAC minutes, bullying was a significant issue for students at Cleveland School.</p> <p>The goal is for all students to feel safe at school and decrease the number of bullying/disciplinary offenses.</p>	<p>comes to Parent Coffee Hour to deliver free produce for families.</p> <p>Second Harvest no longer provides groceries biweekly to Cleveland families.</p> <p>Parent Liaison worked only three months, November – February, not giving sufficient time to plan/organize more school events.</p>	<p>Friday Preferred Activity Time (PAT) with CSA.</p> <p>This year we planned more opportunities for workshops, conferences, and parent meetings at school. Parents participated in ESL classes, Parent Café classes, R.A.D. classes, Cleveland CAMP meetings, Student-led conferences, attendance meetings, and Parent Coffee Hours.</p> <p>Utilize the staff at the SUSD Community Outreach Dept. to organize events and workshops.</p> <p>Survey parents to determine interest for workshops and presenters.</p> <p>Continue offering Cleveland Academic Meetings for Parents (CAMP) to share student academic progress</p>	<p>Outreach Department to schedule workshops.</p> <p>Funding for Parent Liaison or Community Assistant to help develop relationships with families and to increase opportunities for parents on campus. Focus on building strong relationships with targeted subgroups.</p> <p>Coordinate bullying assembly with Point Break or another community partner. <b>Update 01/21-Assembly cancelled 03/20</b></p> <p>Two full time counselors to provide preventive lessons to all classes, small groups, and individual students.</p> <p>Continue working with UOP students and staff to provide 1:1 after school support to our EL students. <b>Update</b></p>	<p>number of unduplicated suspension/expulsion for <b>all</b> students and by subgroup for the school year according to data from California Dashboard.</p> <p>Monthly review of SUSD Discipline/Attendance reports on number of suspensions and specific offenses for <b>all</b> students and by subgroup. <b>Update 01/21-No discipline/suspension to report at this time</b></p>
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			<p>Utilize Parent Liaison or Community Assist to organize events for families.</p> <p>Schedule assemblies focused on bullying and teach students strategies on how to react to bullying.</p> <p>Counselors to teach preventive lessons in classrooms, small groups, and individually.</p>	<p>01/21-UOP students will resume working with students in a virtual setting.</p>	
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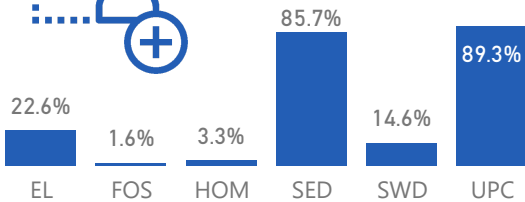
**Overview:** The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



## 673

Enrollment



December

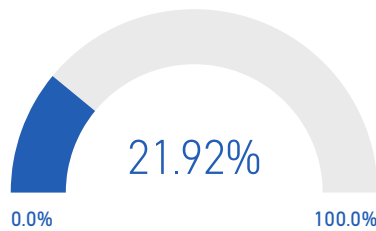


CWA

## 8

Parent Outreach

## Engagement



Chronic Absenteeism

Winter

## Academics



Participation

## 97%

ELA: K-11

On-Track

## 32%

Percent



Participation

## 98%

Math: K-8

On-Track

## 21%

Percent



Participation

## (Blank)

MDTP-Fall

Nearly + Ready

## (Blank)

Percent-Fall

High School: No Credits Earned



## English Learners

ELPAC IA

## 100%

Percent GL Tested

ELPAC IA

## 22

Total Tested

Reclassification



RFEP ● Eligible

## Curriculum:

Tests Administered Through January

Benchmark

## 1572

Total Test Count

Ready Class

## 2080

Total Test Count

Saavas

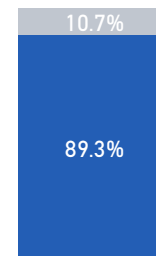
## 178

Total Test Count

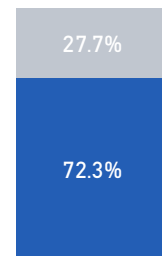


Plus Survey

## School Climate



At my school, there is a teacher or other adult who really cares about me.



I feel like I am part of this school.



# Enrollment

school search

Cleveland Elementary

Month

All

Student G...

All

2020-2021

## Change: All Enrollment

(current-previous month)

5↑

Dec-Jan change

01-Aug

683

Enrollment

06-Jan

678

Enrollment

02-Sep

659

Enrollment

03-Oct

671

Enrollment

04-Nov

669

Enrollment

05-Dec

673

Enrollment

SUSD RA v1.1

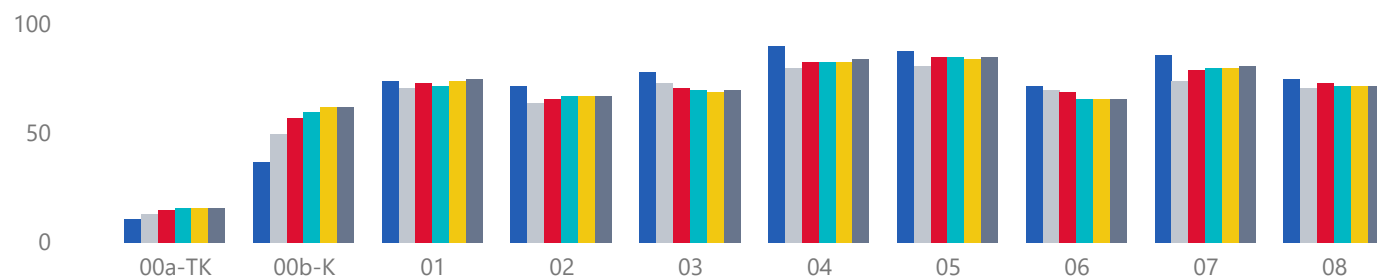
**Overview:** Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

**Navigation:** All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

**Source:** Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

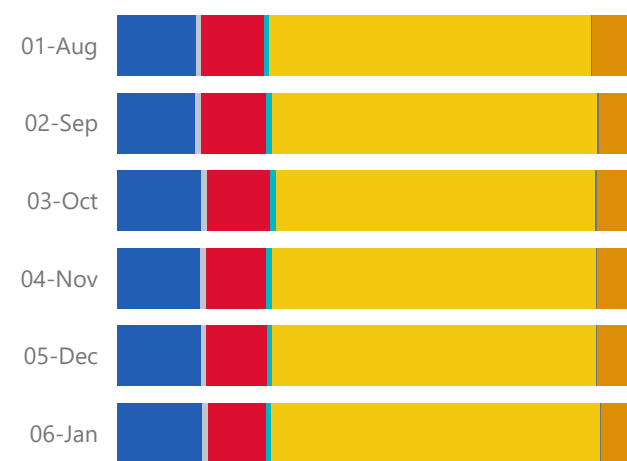
### Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



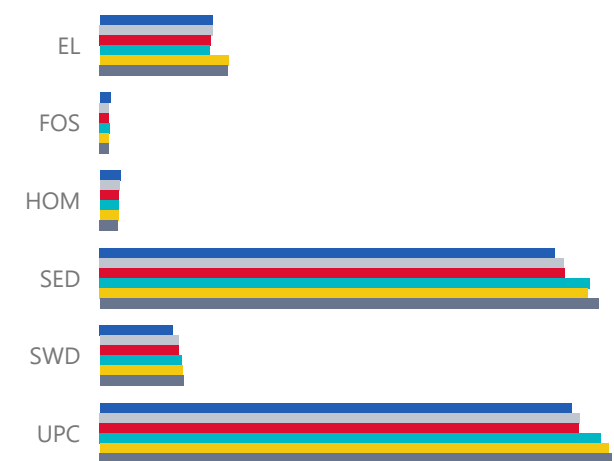
### Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



### Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



# Engagement

school search

Cleveland Elementary

Month

All

2020-2021

Connections

Rate Change:  
Chronic Abs

-0.01↓

Nov - Dec change

**Overview:** Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

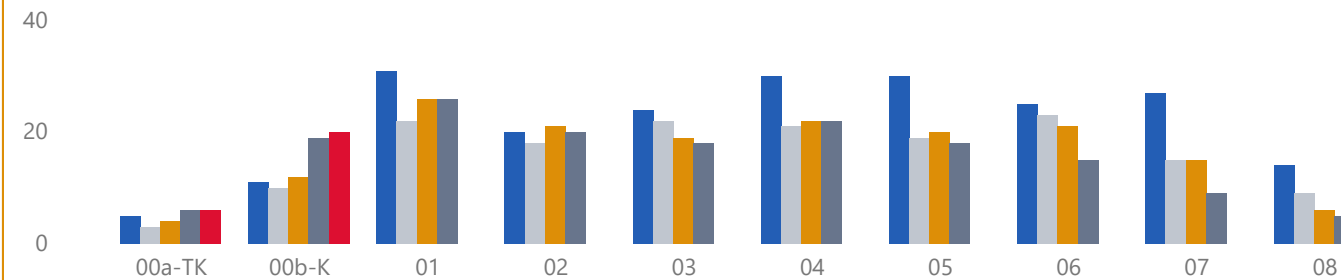
**CWA outreach** includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

**Navigation:** All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

**Source:** Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

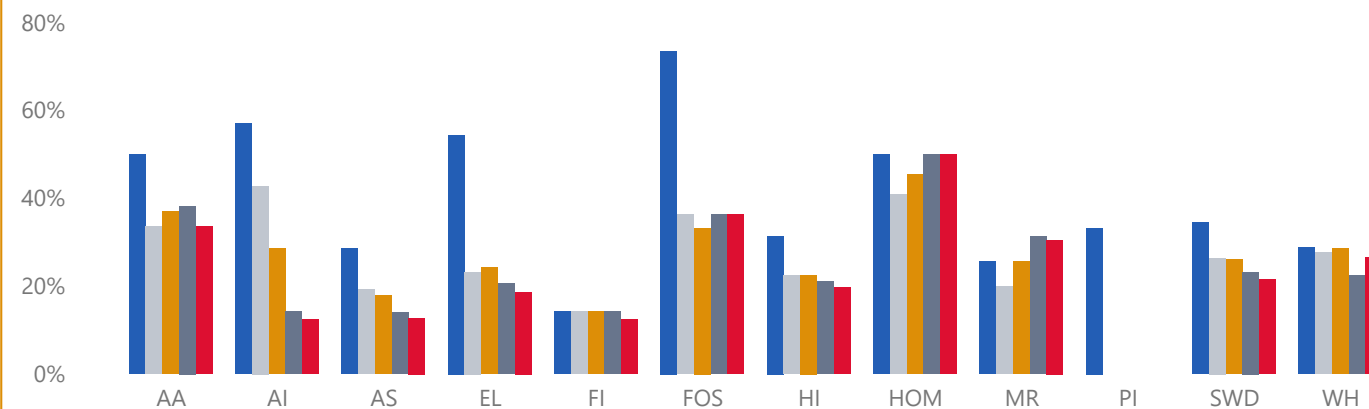
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



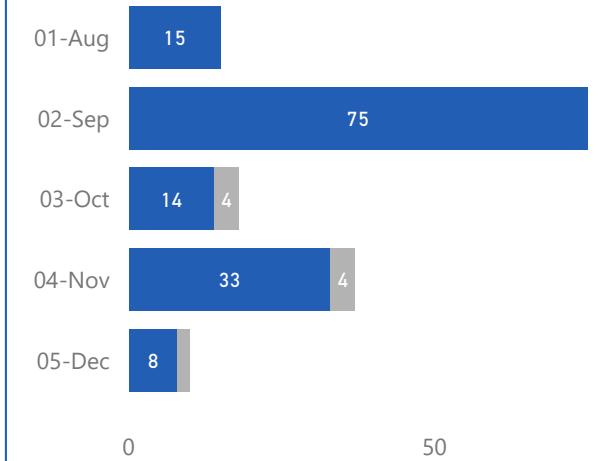
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation		
96%	97%	
Fall	Winter	Spring

**Overview:** Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

- On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
- Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
- No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

**Navigation:** Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

**Source:** Research; Program Exports

**Frequency:** Reports are updated after assessment administration; **Updated:** January 2021 - winter.

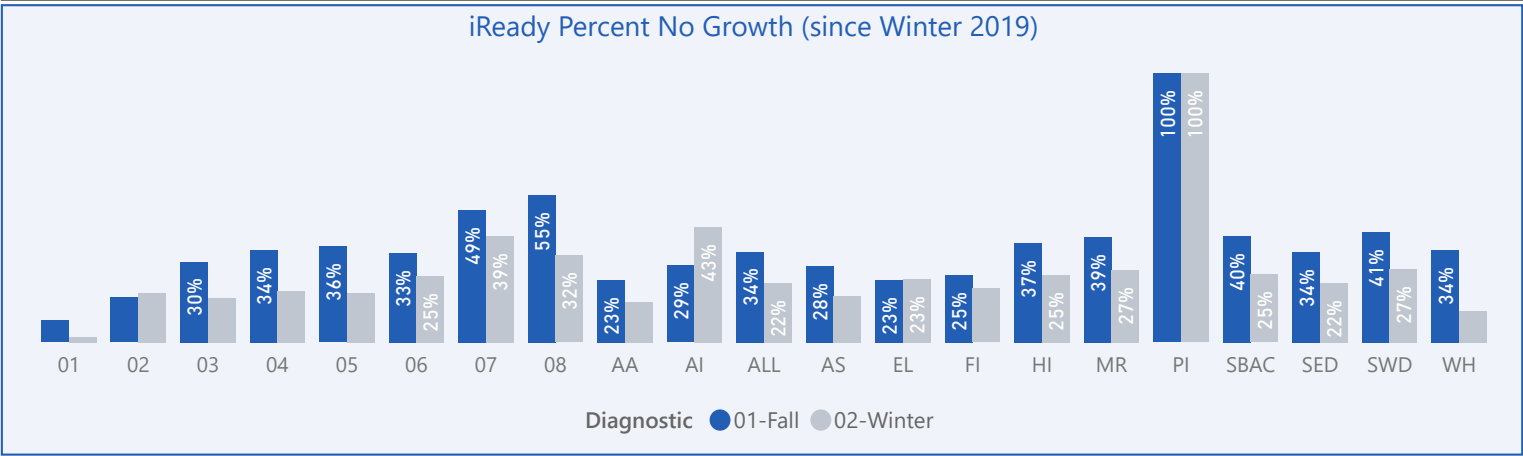
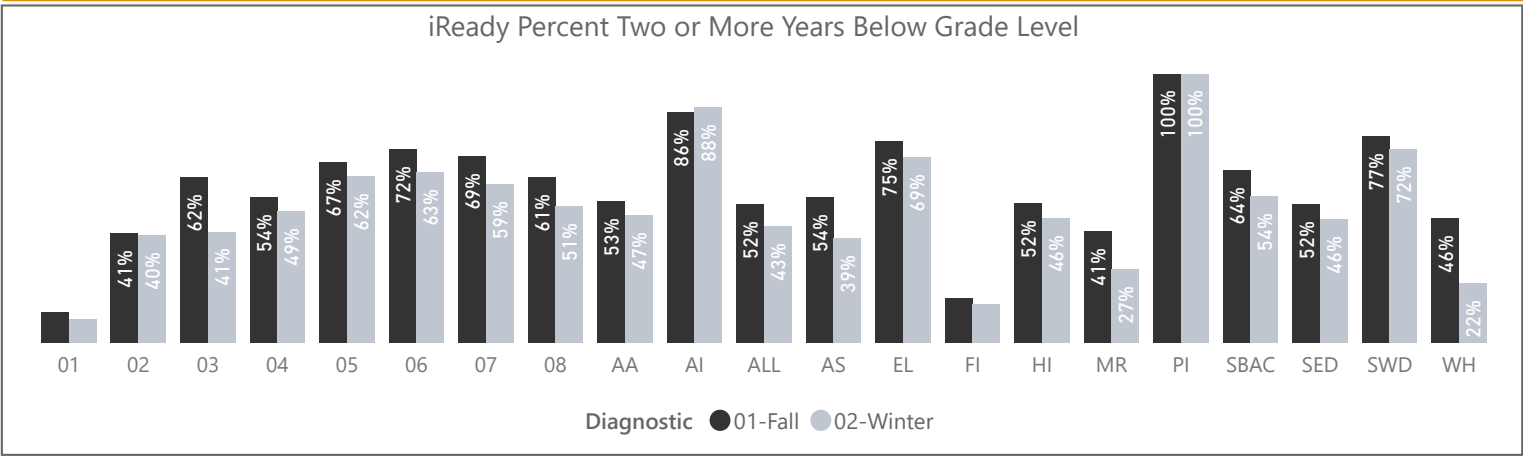
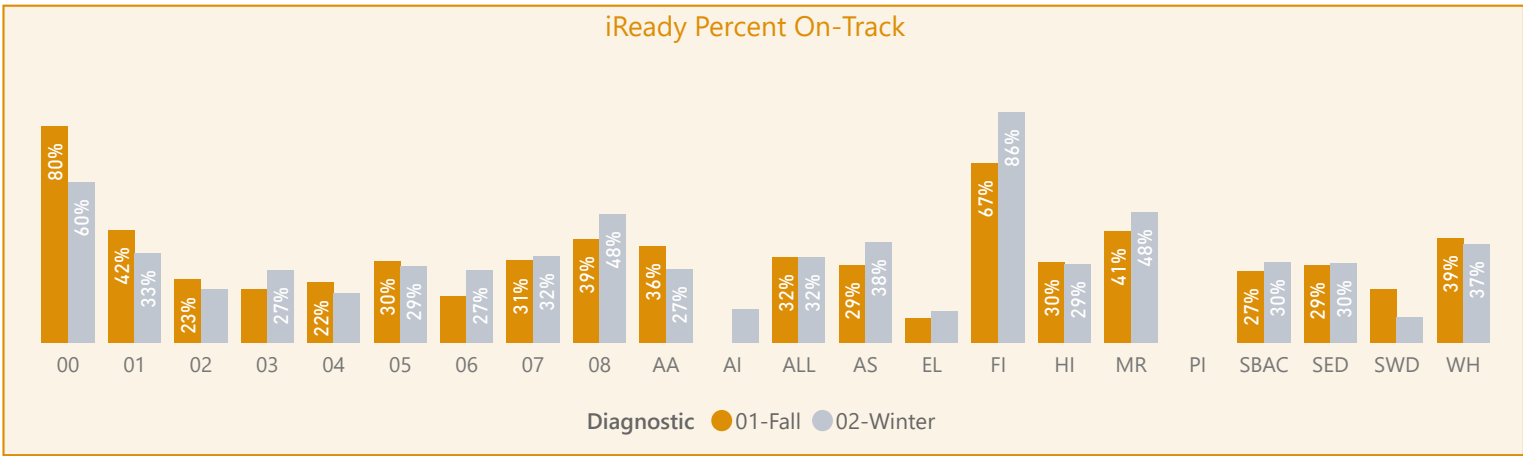
High School Data Currently Not Reported

SUSD RA v1.1

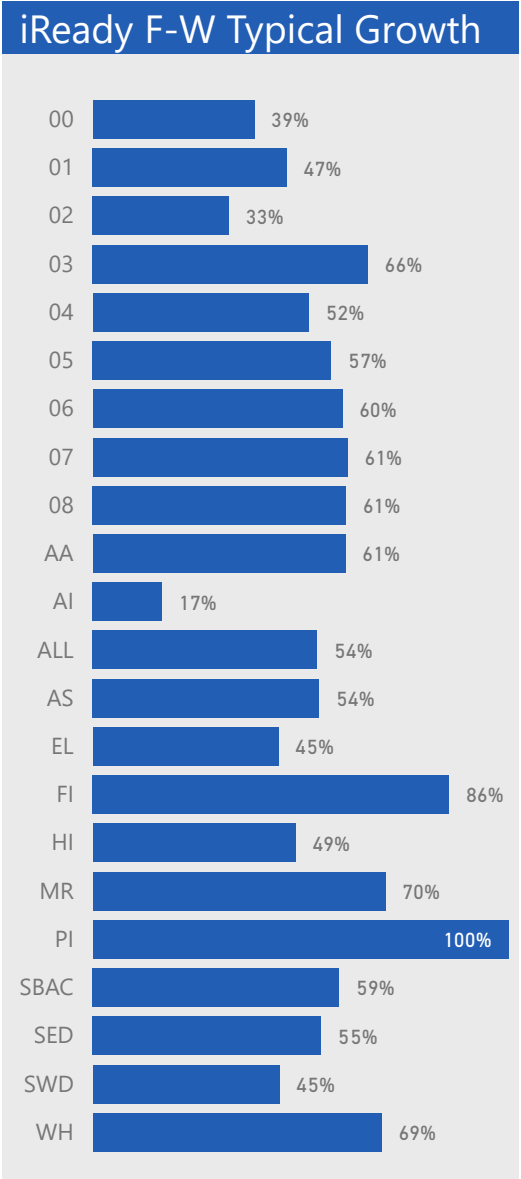
On Track
32%
Fall
32%
Winter
Spring

2+ Below
52%
Fall
43%
Winter
Spring

No Gro...
34%
All
22%
Winter
Spring



F-W Growth	F-S Growth
54%	
All	



**Overview:** Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

\* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

\* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

\* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

\* 30 minutes: percent of students averaging 30 minutes per subject per week

\* Passed Lesson: percent of students passing online instruction (<70%)

**Navigation:** N/A

**Source:** Research; Curriculum Exports, Illuminate

**Frequency:** Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

2080

Total Test Count

Saavas

178

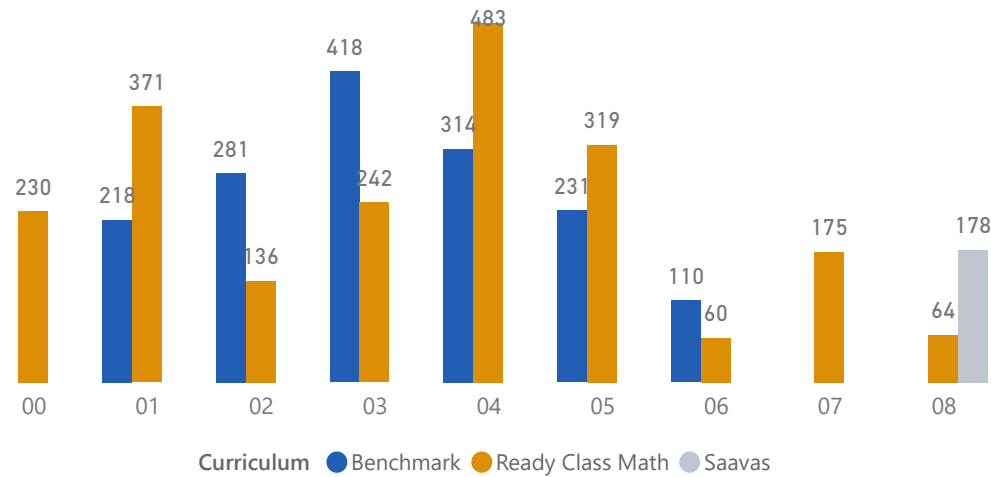
Total Test Count

Benchmark

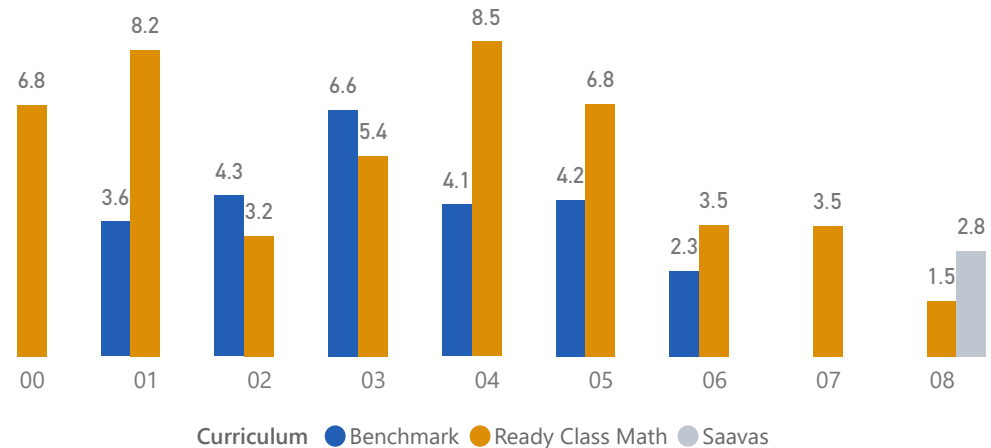
1572

Total Test Count

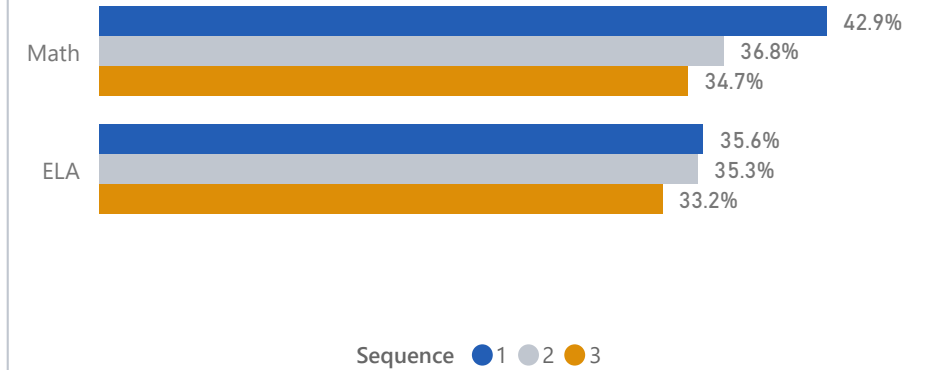
## Curriculum: Test Count



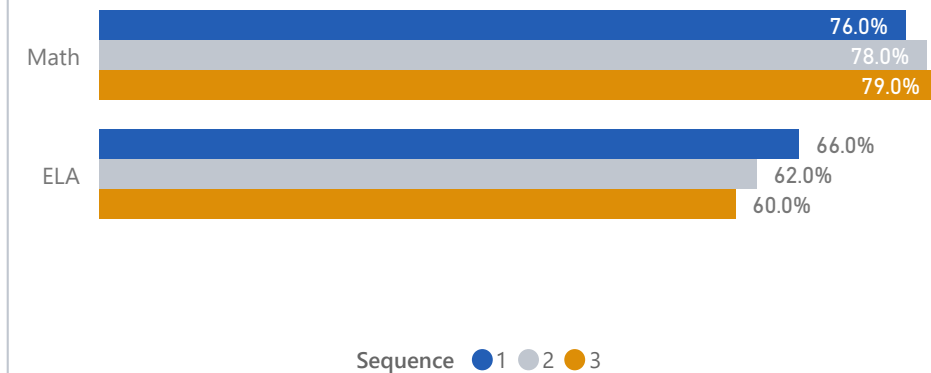
## Curriculum: Average Test Count



## Online Instruction: 30+ minutes



## Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

**Overview:** English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

\* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

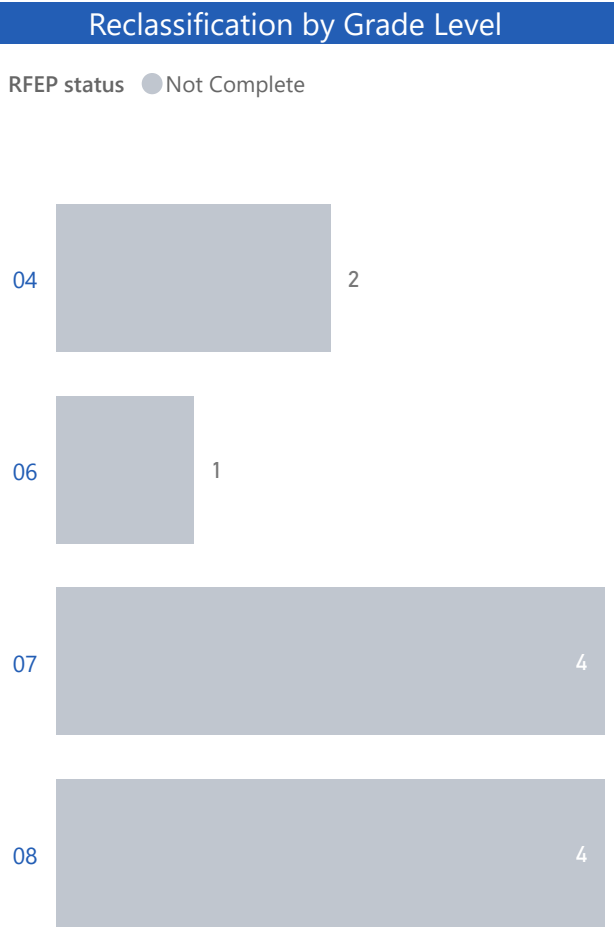
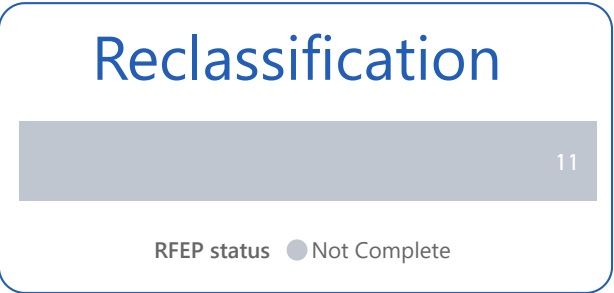
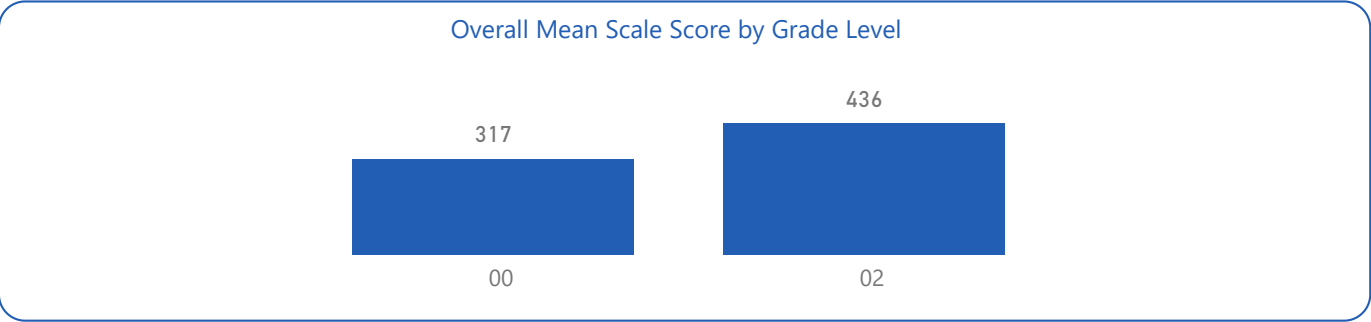
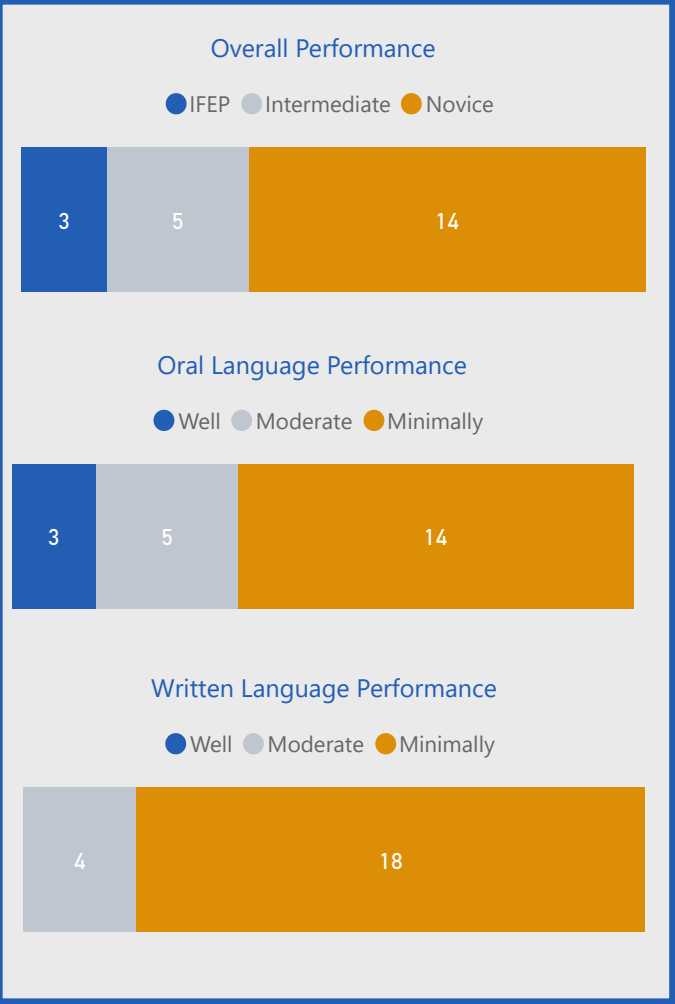
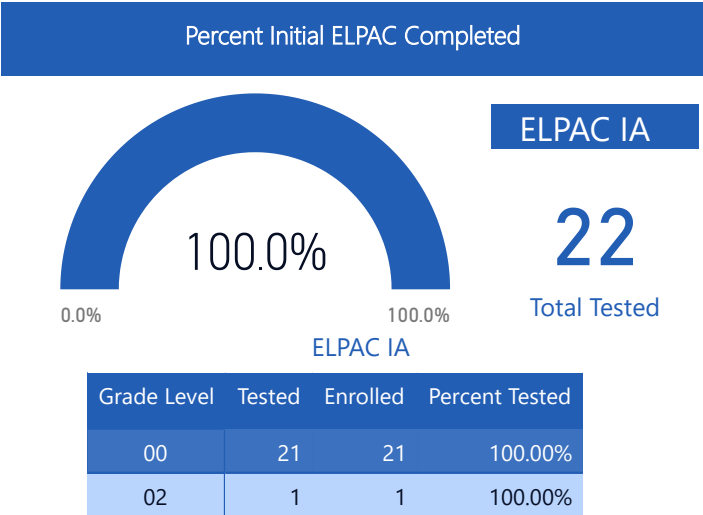
**IFEP:** Initial Fluent English Proficient  
**Intermeidate English Learner**, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

\* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

**Navigation:** NA  
**Source:** Research; ELPAC; Illuminate  
**Frequency:** Reports are updated periodically;  
**Updated:** January 2021

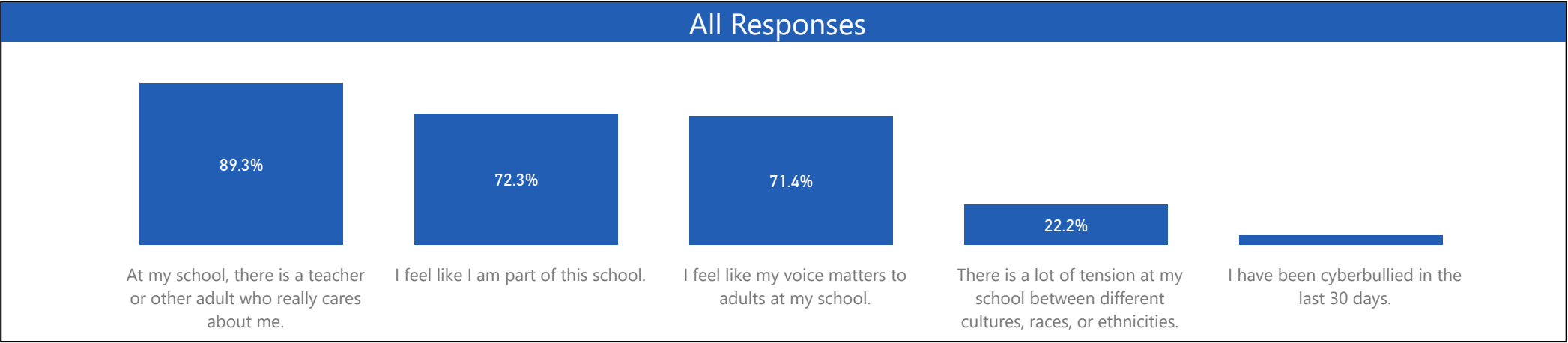


**Overview:** School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

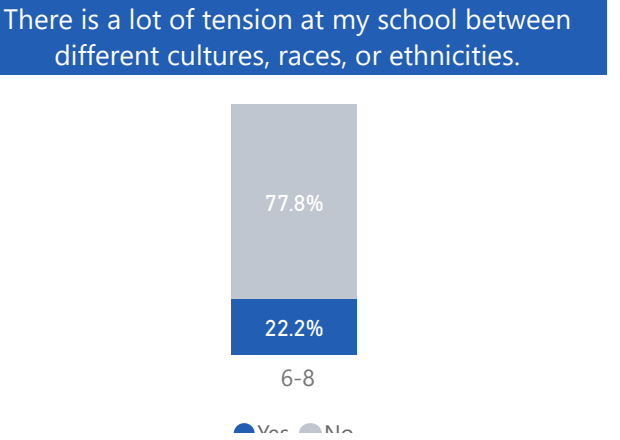
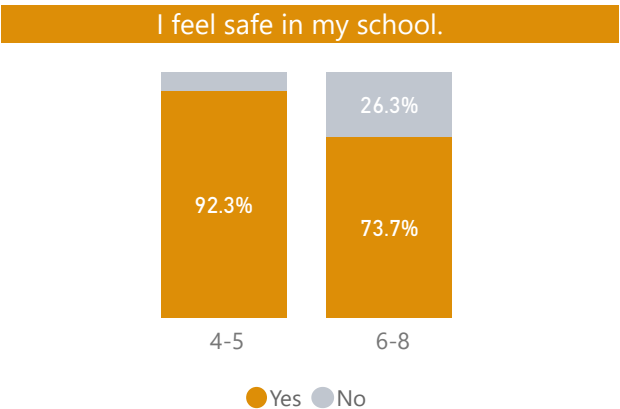
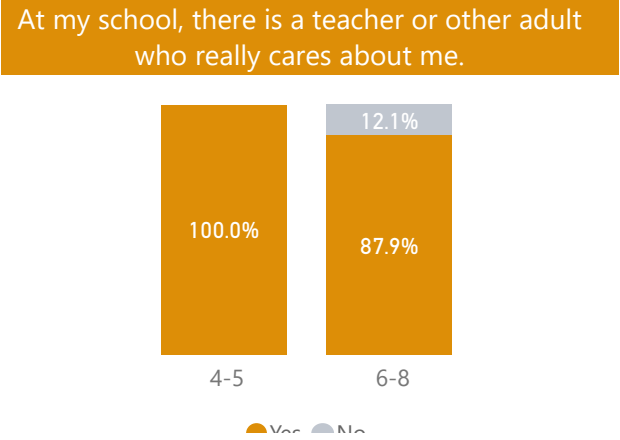
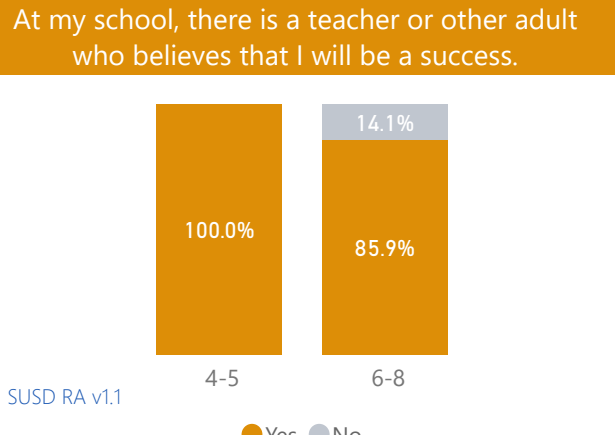
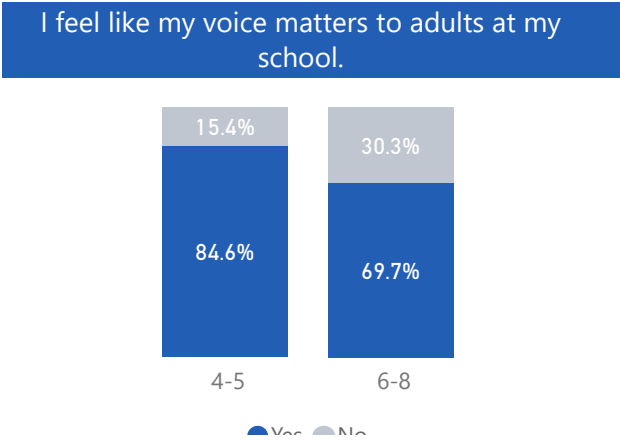
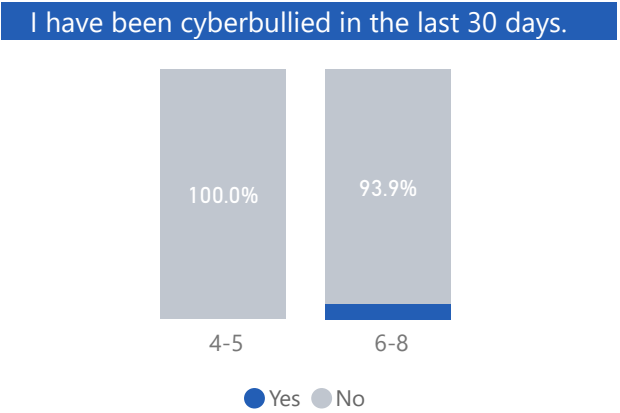
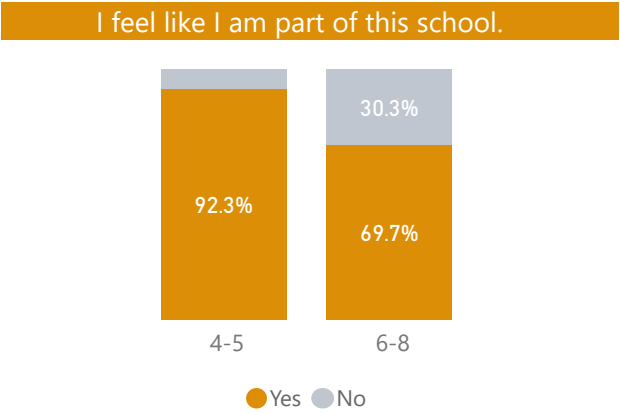
**Navigation:** NA

**Source:** Student Support Services - PLUS program

**Frequency:** Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Count	Count	Count
13	99	(Bla...
Grade 4-5	Grades 6-8	Grades 9-12



Grade Distribution and Term

**Overview:** Distribution of transcript grades reported by grade, course, and credits earned.

**Transcript Grades:**

\* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

\* Credits Earned: Credits earned as indicated on transcript

**Credit Attempted/Earned:** Count of students meeting the credit attempted and earned categories for the most recent grading period.

\* All: all credits attempted were earned

\* Half: more than half of credits attempted were earned

\* Less than half: less than half of credits attempted were earned

\* None: no attempted credits were earned

\***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

**Readiness** is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

**Navigation:** NA; **Source:** Research; IS, Synergy  
**Frequency:** Reports are updated after at end of term, test: **Updated: January 2021**

Participation Fall

Near/Ready

(Blank)

(Blank)

Percent

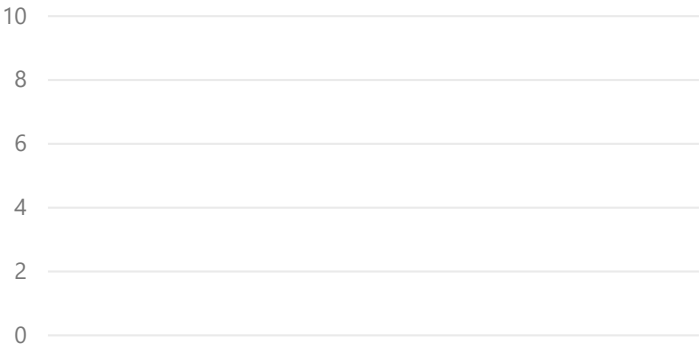
All

MDTP: Fall Diagnostic

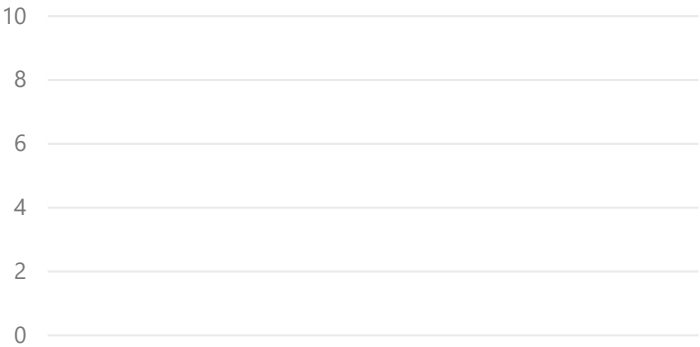
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



## Report Log

- \* v1 01122021: preliminary review
- \* v1.1 01212021 administrators - published

## Report Content

### Student Level Reports

- \* [iReady](#) (portal), [Student Level](#) (Illuminate)
- \* [RFEP eligibility](#) (Illuminate)
- \* [ELPAC IA testing list](#)
- \* [Benchmark Universe](#)
- \* MDTP
- \* [Saavas](#) (portal)

## Acronyms

### Student Groups

ALL – all students  
AA – Black/African American  
AI-American Indian/Native Alaskan  
AS-Asian  
FI-Filipino  
HI-Hispanic  
MR-Two or More  
PI-Pacific Islander/Native Hawaiian  
WH-White  
EL-English Learner  
FOS-Foster Youth  
HOM-Homeless Youth  
SED-socioeconomically disadvantaged, SWD-students with disabilities.

### Metrics

**Feedback Suggestions Comments**  
**Questions Ideas**

Share your thoughts with our team!

## Participation

94%

Fall

98%

Winter

Spring

## On Track

24%

Fall

21%

Winter

Spring

**Overview:** Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

\* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

1. **On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.

2. **Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.

3. **No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

**Navigation:** Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

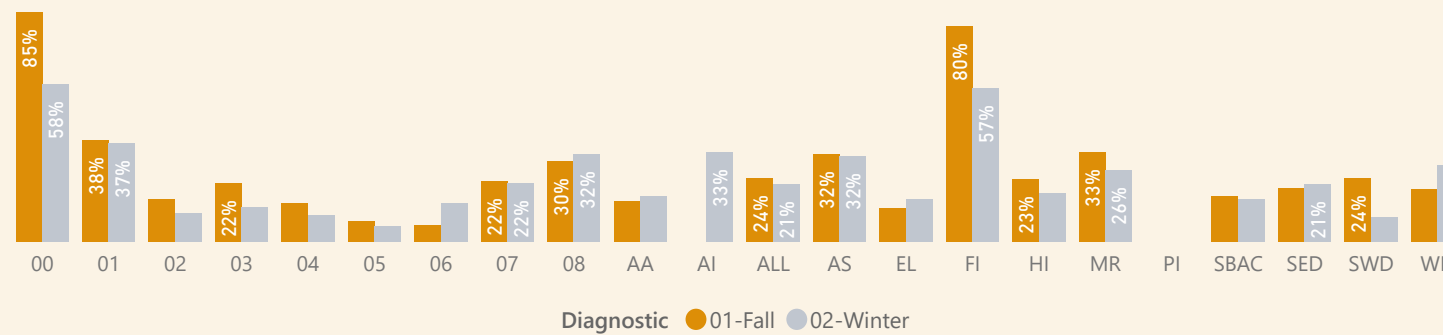
**Source:** Research; Program Exports

**Frequency:** Reports are updated after assessment administration; **Updated:** January 2021 - winter.

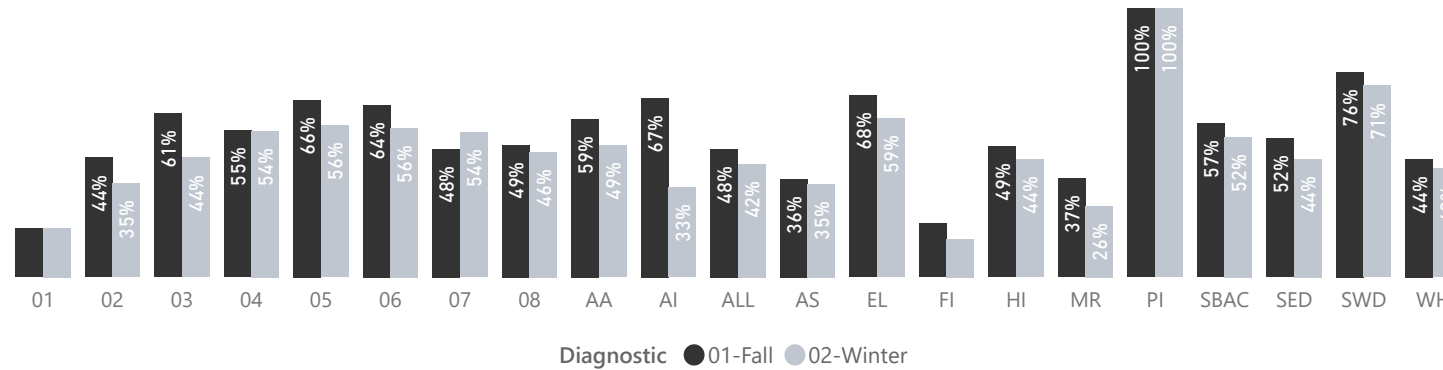
High School Data Currently Not Reported

SUSD RA v1.1

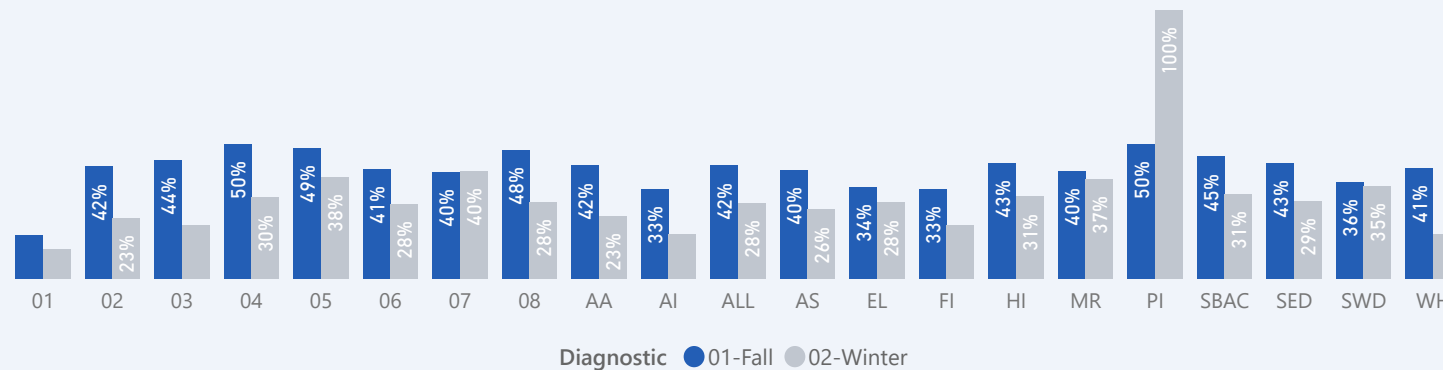
## iReady Percent On-Track



## iReady Percent Two or More Years Below Grade Level



## iReady Percent No Growth (since Winter 2019)



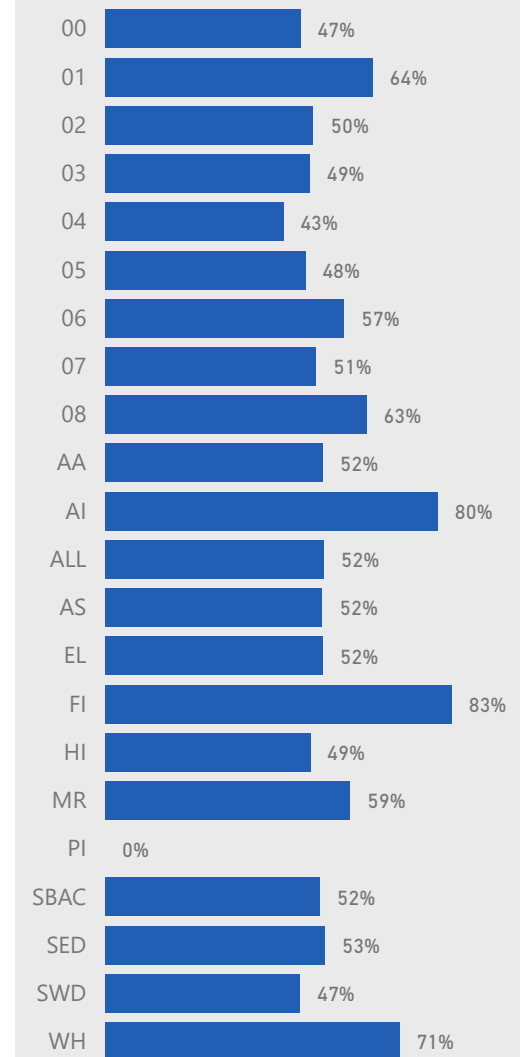
## F-W Growth

52%

All

## F-S Growth

## iReady F-W Typical Growth



School Search

Cleveland Elementary

Attendance

Suspension

ELA-Curr

ELA-iReady

Math-Curr

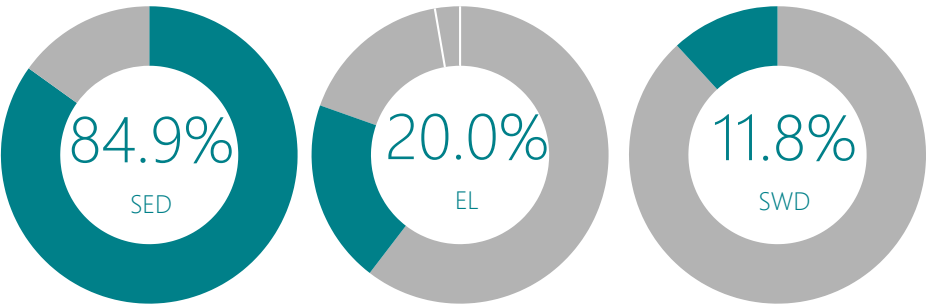
Math-iReady

# 2019-2020 School Progress: End of Year Summary

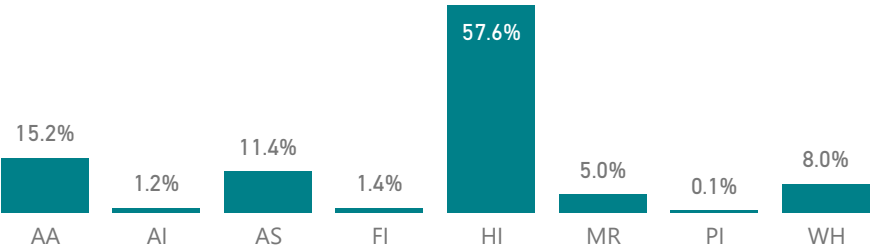
735

Enrollment

Demographics	Count
AA	112
AI	9
AS	84
FI	10
HI	423
MR	37
PI	1
WH	59



Demographics: Student Groups



Enrollment Data: Synergy (Active 2019-2020)

Attendance  
Chronic Absenteeism

19.9%

Rate

138

Count

Chronic Absenteeism Data; Student Support Services March 2020

Suspension  
Count

34

Unduplicated

72

Duplicated

Suspension Data; Student Support Services March 2020

iReady Diagnostics  
Grade Level K-11

13.6%

Fall

14.1%

Winter

## English Language Arts

K-6 Benchmark Avg Unit Participation

U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
48.9 %	38.3 %	46.8 %	12.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %

G7-12 MyPerspectives Avg Unit Participation

U1	U2	U3	U4	U5	U6
10.8 %	0.0 %	0.0 %	0.0 %		

iReady Diagnostics: iReady/Illuminate close of assessment window; Unit Assessemnts: Illuminate (Active 2019-2020)

## Mathematics

iReady Diagnostics  
Grade Level K-11

6.4%

Fall

7.6%

Winter

K-6 Benchmark Avg Unit Participation

MidU1	U1	MidU2	U2	MidU3	U3	MidU4	MidU4.2	U4	MidU5	U5	U6
28.5 %	52.6 %	18.1 %	11.5 %	11.4 %	19.4 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %

iReady Diagnostics: iReady/Illuminate close of assessment window; Unit Assessemnts: Illuminate (Active 2019-2020)

HS Math Test Participation

Course	Test1	Test2
Algebra 1	0.0 %	0.0 %

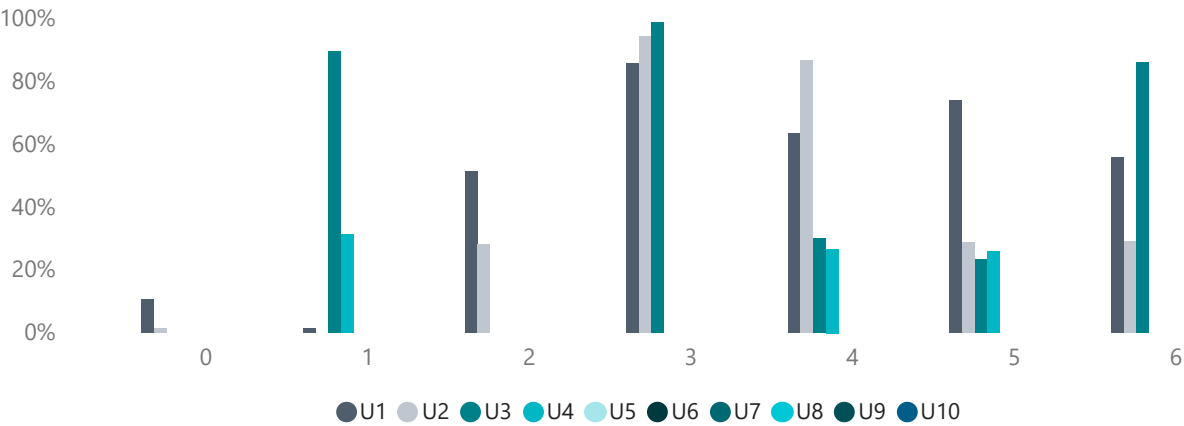
# 2019-2020 School Progress: ELA Curriculum

## Benchmark K-6

Average Overall Unit Participation (%)

	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
	48.9 %	38.3 %	46.8 %	12.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %

Unit Participation (%) by Grade



Unit Achievement Average (%) by Grade

Grade	U1	U2	U3	U4	U5	U6	U7	U8	U9	U10
0	52.5 %	100.0 %								
1	52.0 %		56.4 %	56.6 %						
2	41.8 %	36.8 %								
3	39.8 %	34.6 %	39.4 %							
4	36.7 %	46.0 %	43.5 %	43.4 %						
5	39.9 %	42.3 %	37.6 %	49.5 %						
6	39.6 %	46.8 %	45.0 %							

## MyPerspectives 7-12

Average Overall Unit Participation (%)

	U1	U2	U3	U4	U5	U6
	10.8 %	0.0 %	0.0 %	0.0 %		

Unit Participation (%) by Grade

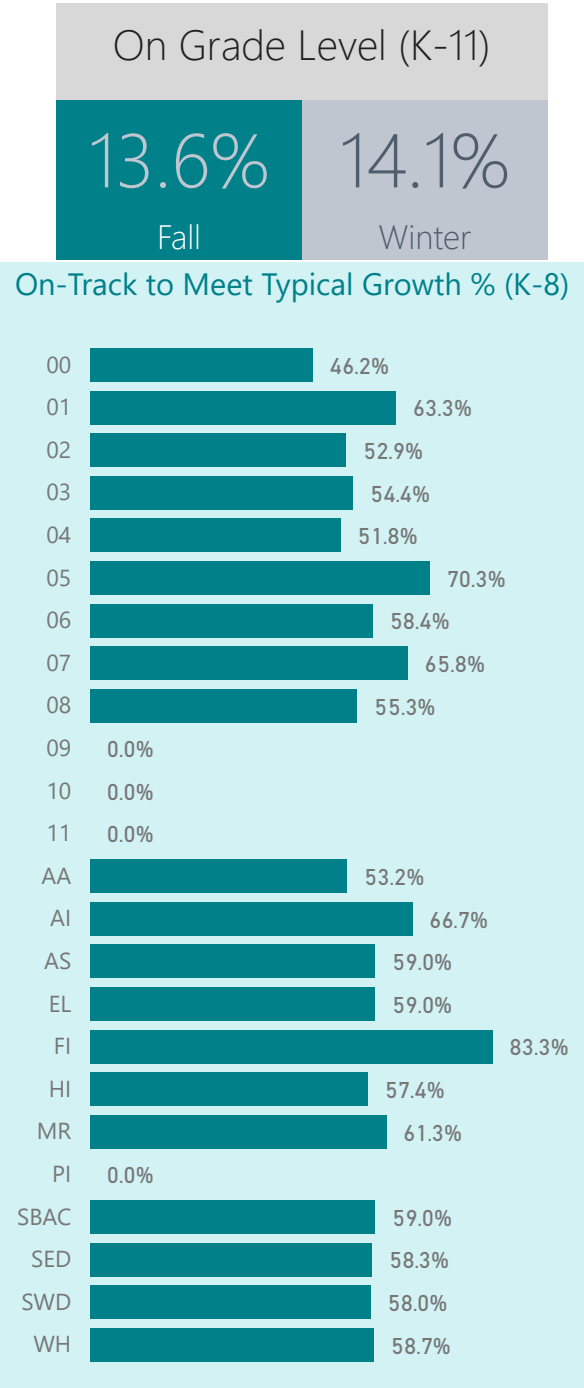


Unit Achievement Average (%) by Grade

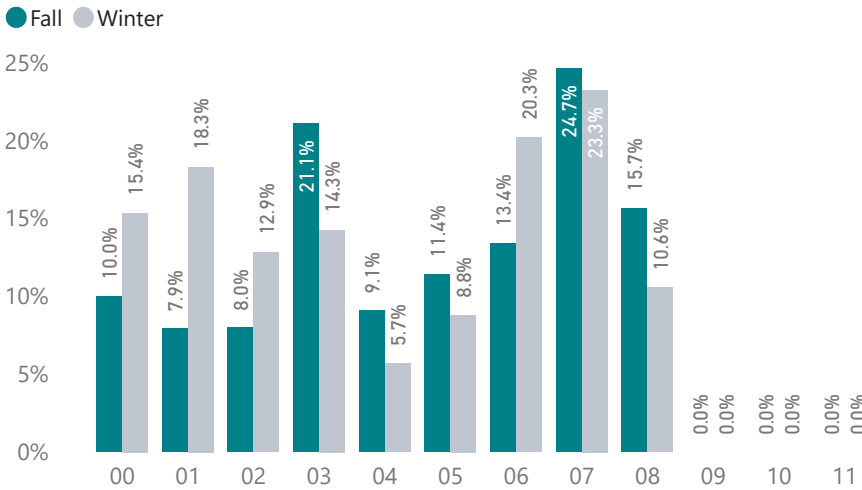
Grade	U1	U2	U3	U4	U5	U6
8	51.0 %					

# 2019-2020 School Progress: ELA iReady

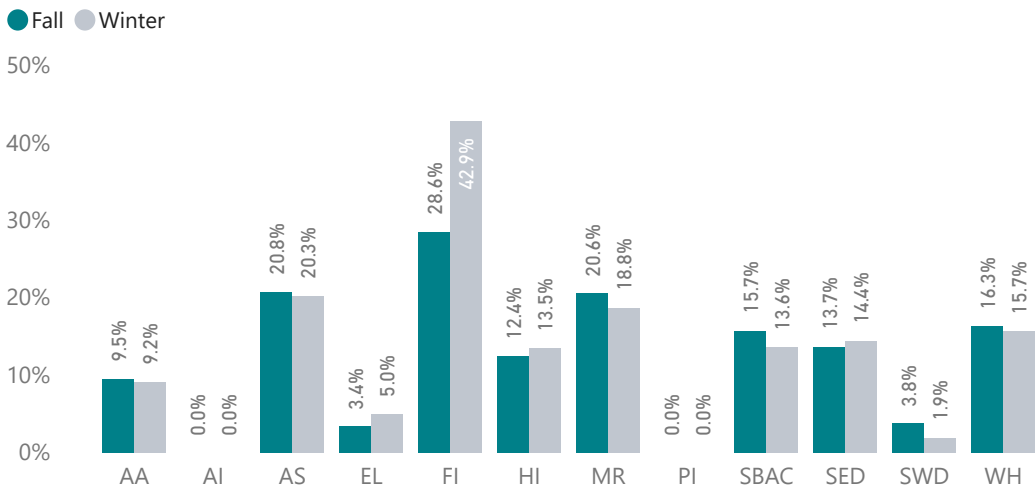
iReady Diagnostics: iReady/Illuminate close of assessment window



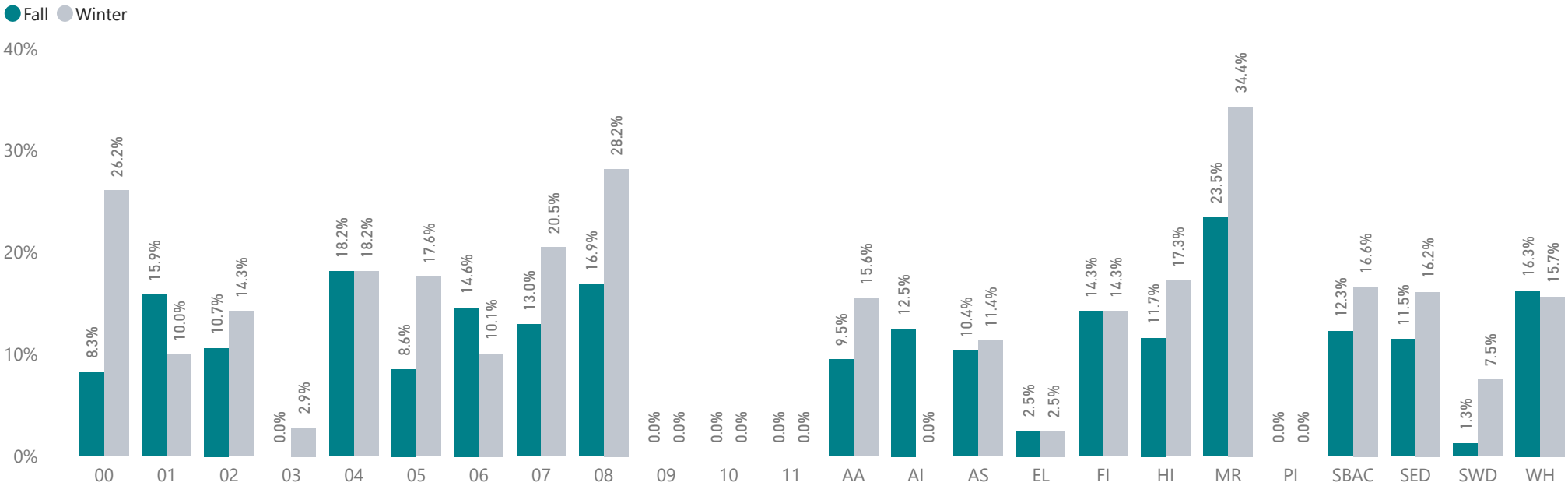
On Grade Level (K-11) by Grade and Term



On Grade Level (K-11) by Student Group and Term



On-Track (K-8) by Student Group and Term



2019-2020 School Progress:

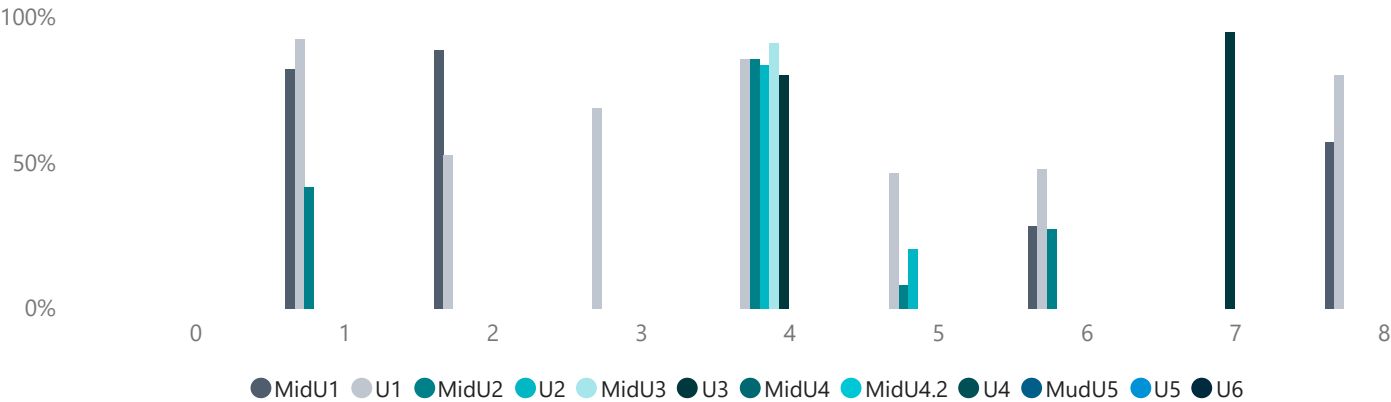
Mathematics Curriculum

Ready Math/Classroom K-8

Average Overall Unit Participation (%)

MidU1	U1	MidU2	U2	MidU3	U3	MidU4	MidU4.2	U4	MidU5	U5	U6
28.5 %	52.6 %	18.1 %	11.5 %	11.4 %	19.4 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %	0.0 %

Unit Participation (%) by Grade



Unit Achievement Average (%) by Grade

Grade	MidU1	U1	MidU2	U2	MidU3	U3	MidU4	MidU4.2	U4	MidU5	U5	U6
1	64.0 %	56.2 %	70.3 %									
2	48.1 %	40.9 %										
3		43.7 %										
4		34.0 %	38.0 %	25.0 %	43.4 %	27.4 %						
5		33.8 %	22.0 %	43.5 %								
6	53.7 %	35.8 %	14.4 %									
7						20.0 %						
8	57.9 %	25.2 %										

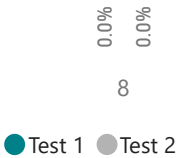
High School Math

Average Overall Test Participation (%)

Algebra 1	
Test1	Test2
0.0 %	0.0 %

Test Participation by Grade

Algebra 1      Algebra 2      Geometry

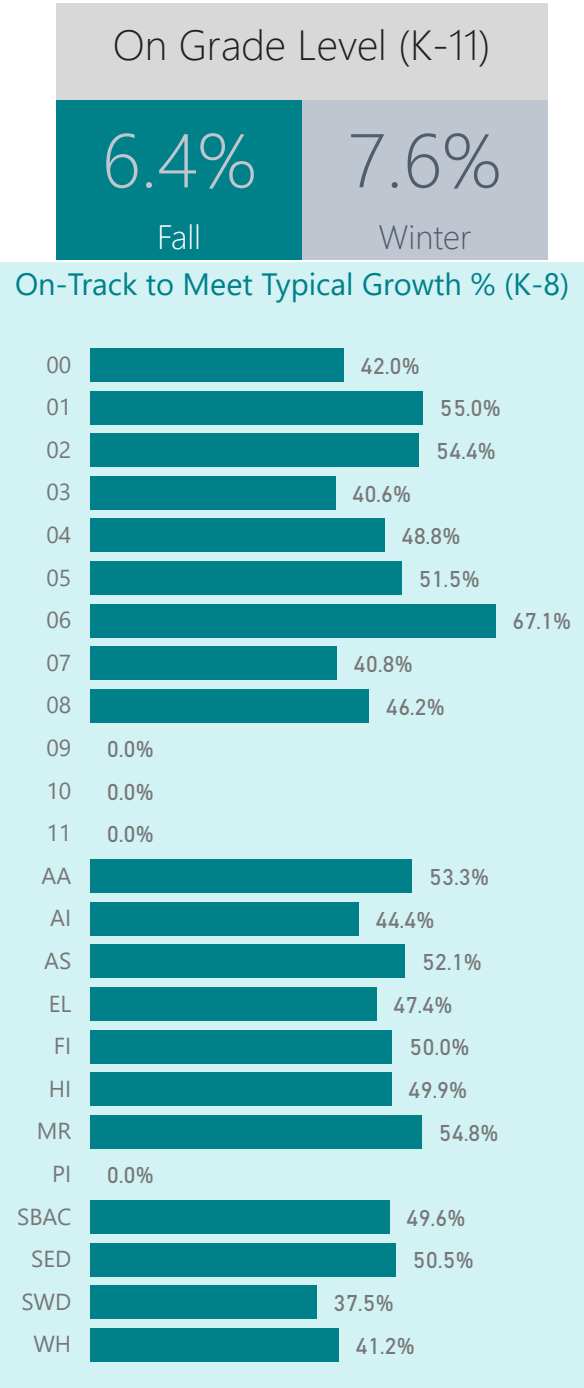


Test Achievement Average (%) by Grade

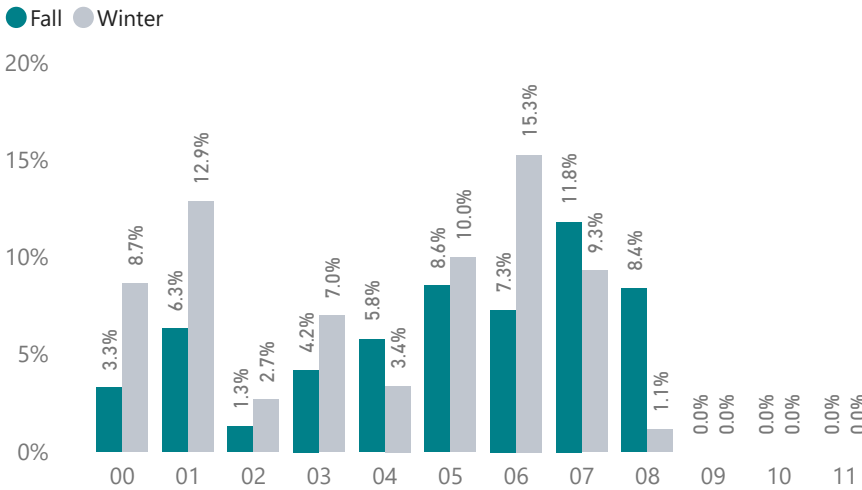
Course
Grade

# 2019-2020 School Progress: Math iReady

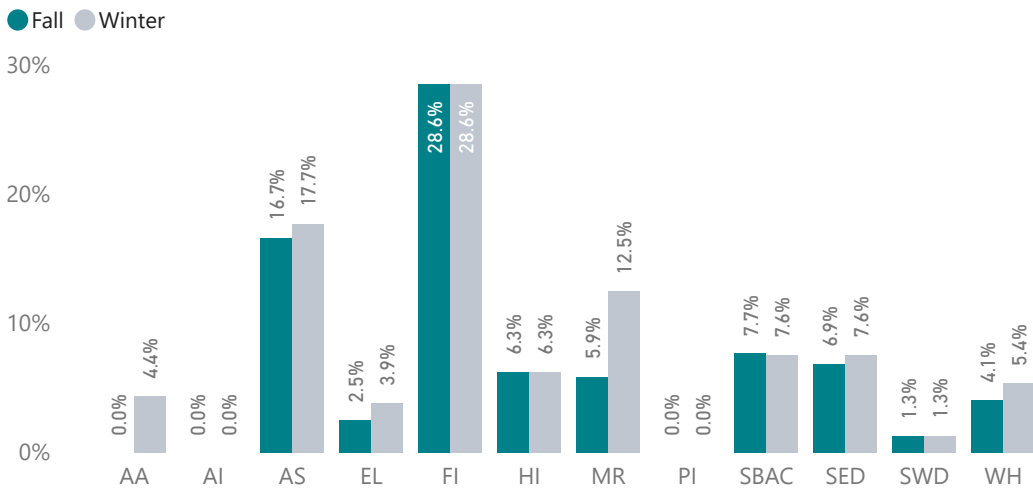
iReady Diagnostics: iReady/Illuminate close of assessment window



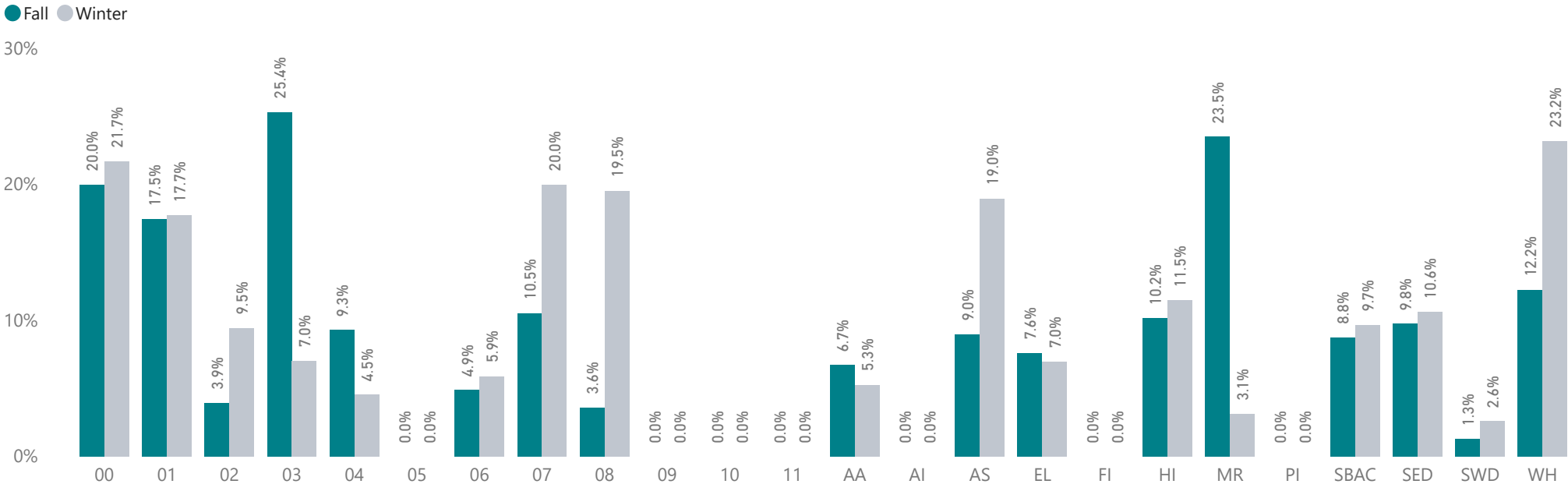
On Grade Level (K-11) by Grade and Term



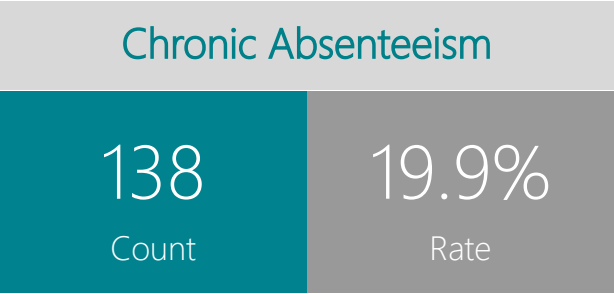
On Grade Level (K-11) by Student Group and Term



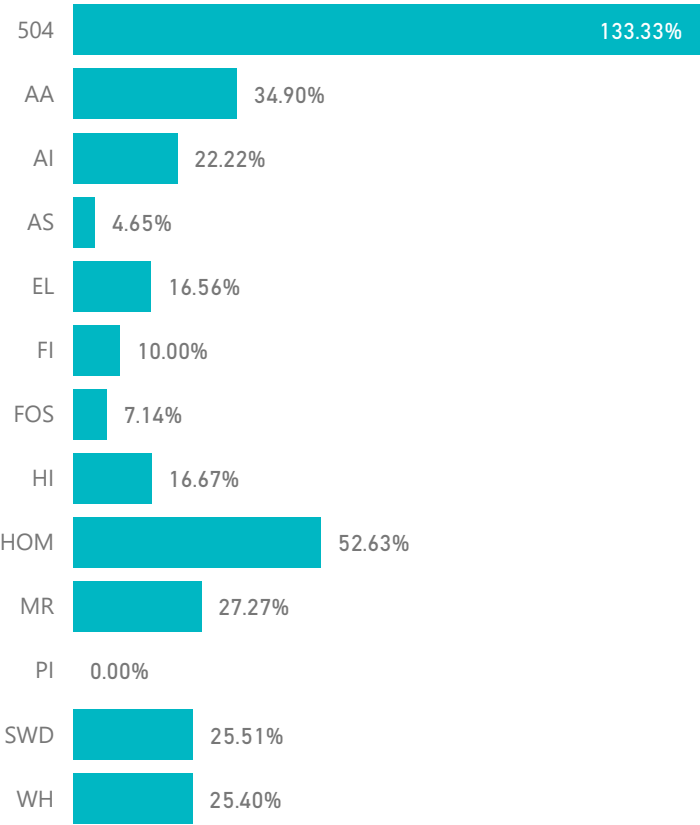
On-Track (K-8) by Student Group and Term



# 2019-2020 School Progress: Chronic Absenteeism

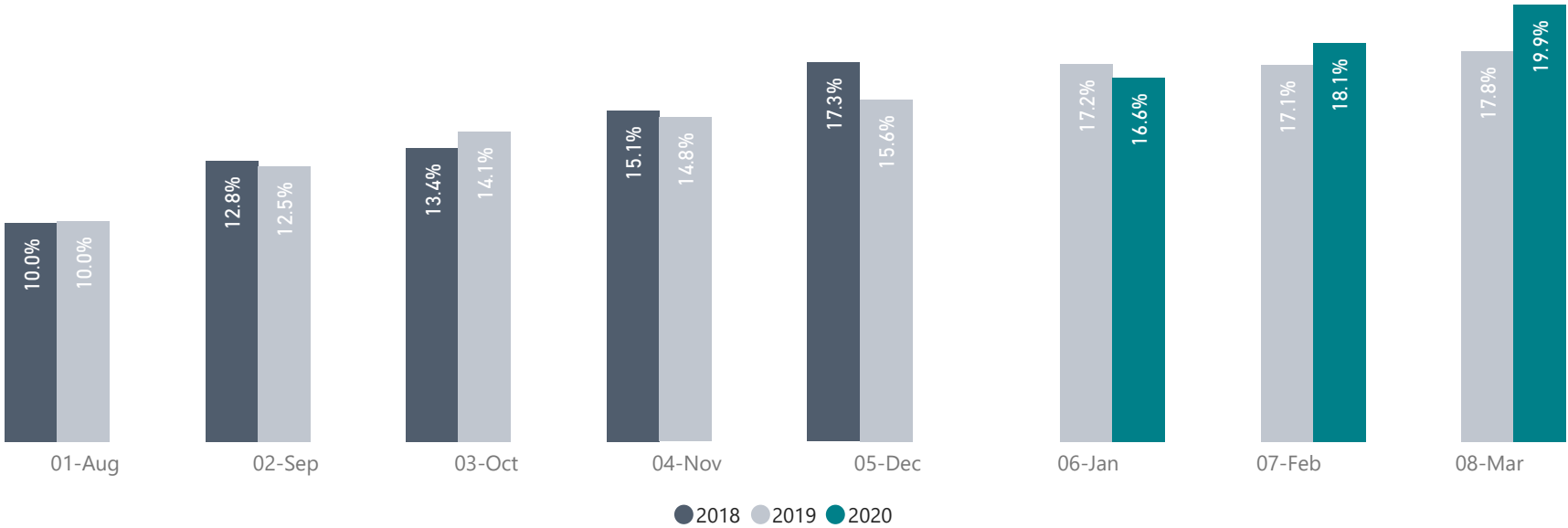


Chronic Absenteeism by Student Group

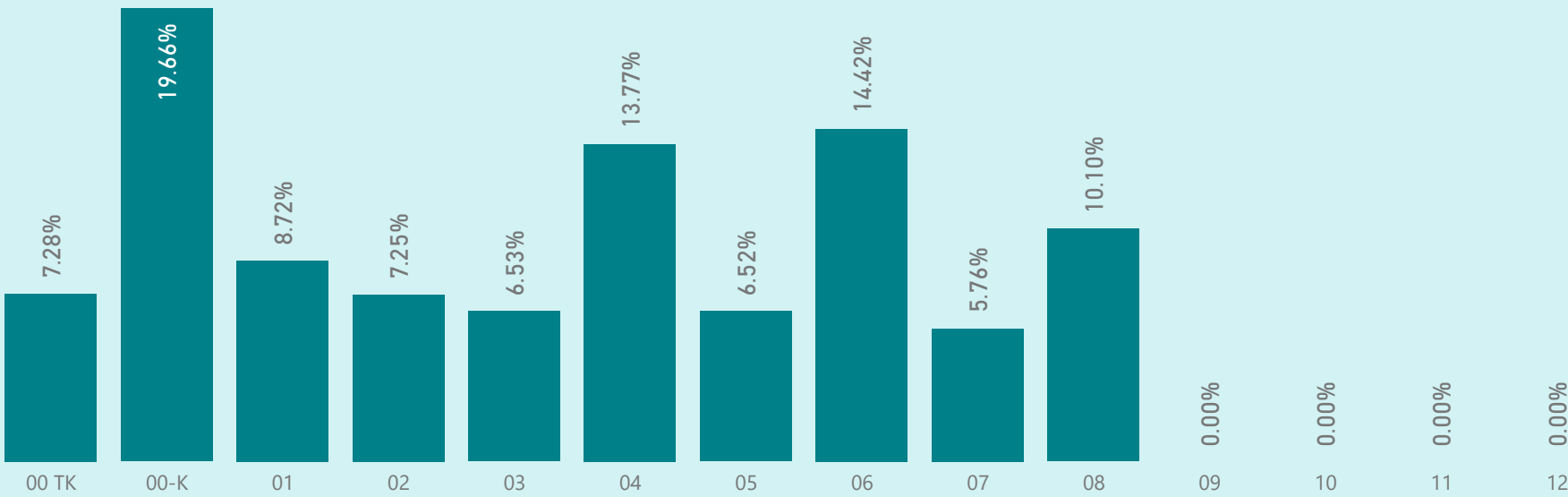


Chronic Absenteeism Data; Student Support Services March 2020

Chronic Absenteeism by Month and Year



2019-2020 Chronic Absenteeism by Grade Level



# 2019-2020 School Progress: Suspensions

Suspensions

5.5%

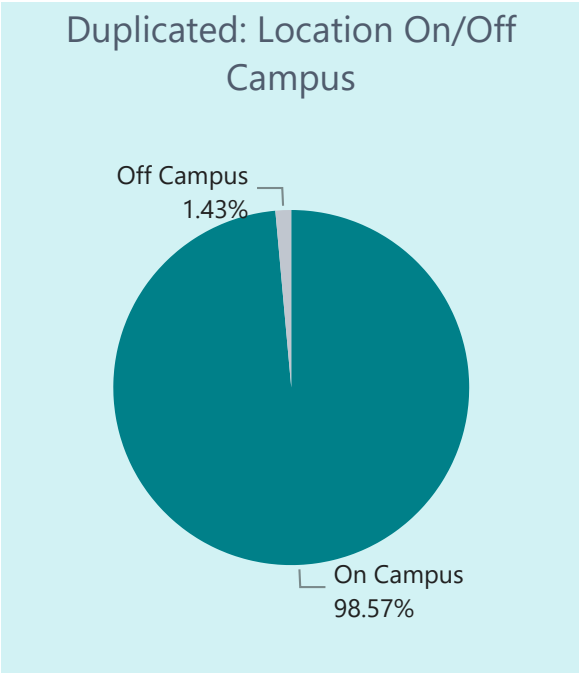
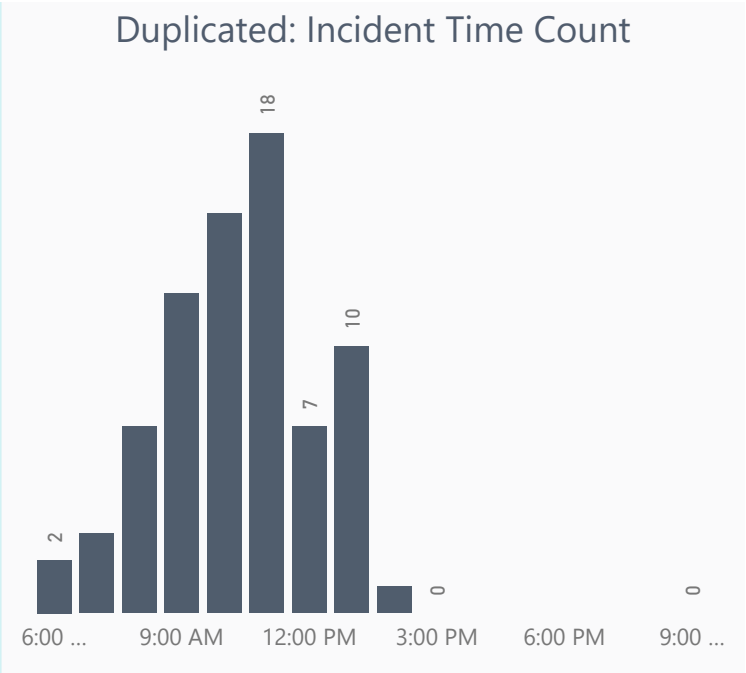
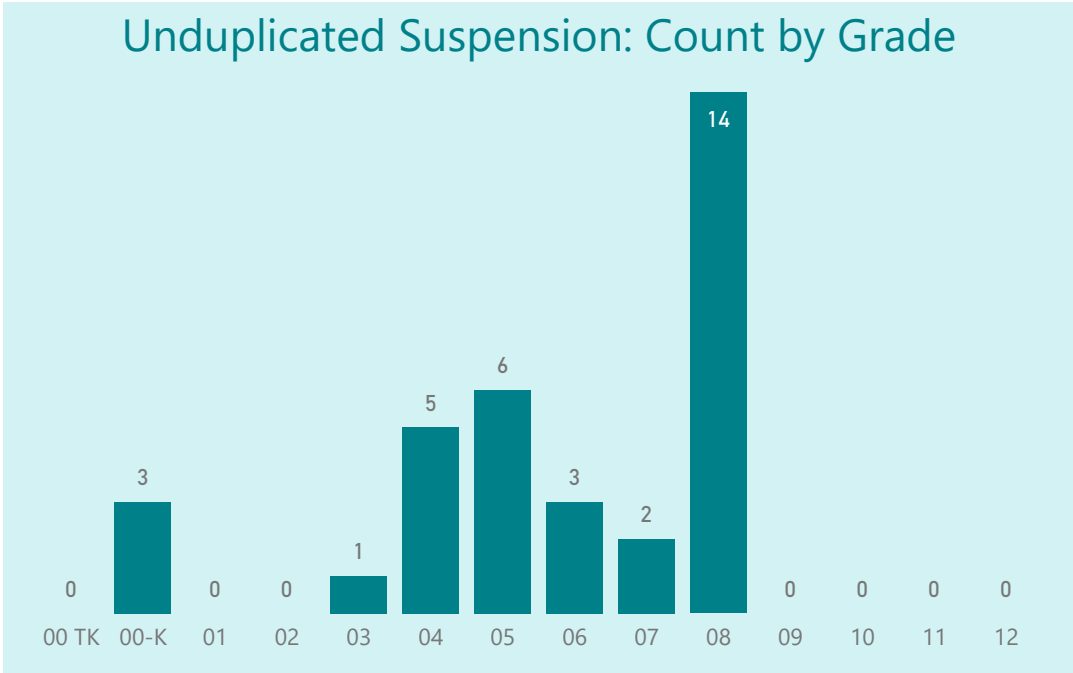
2019 Rate

46

2019 Undup Count

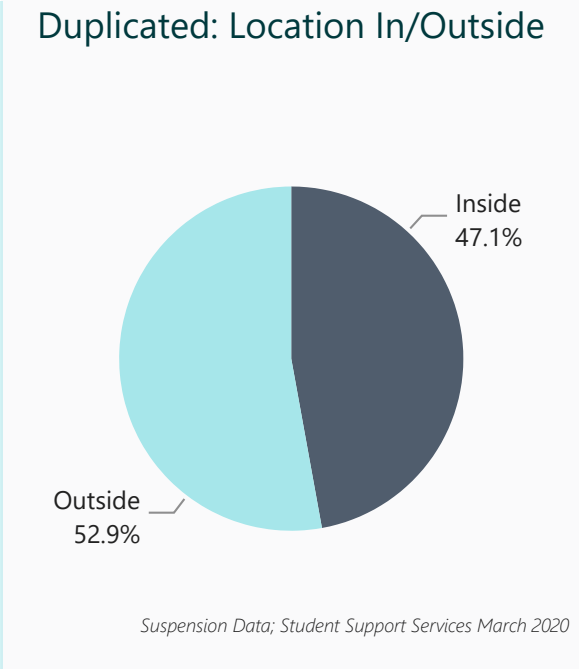
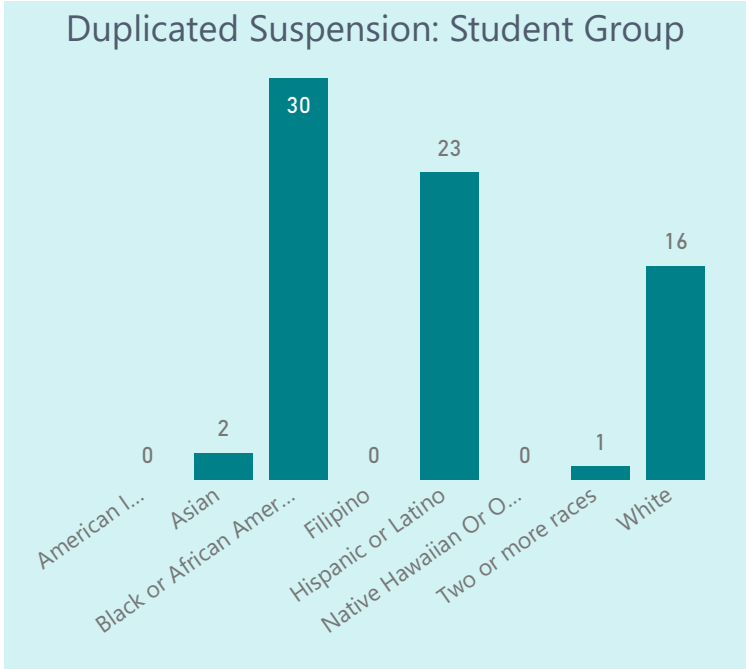
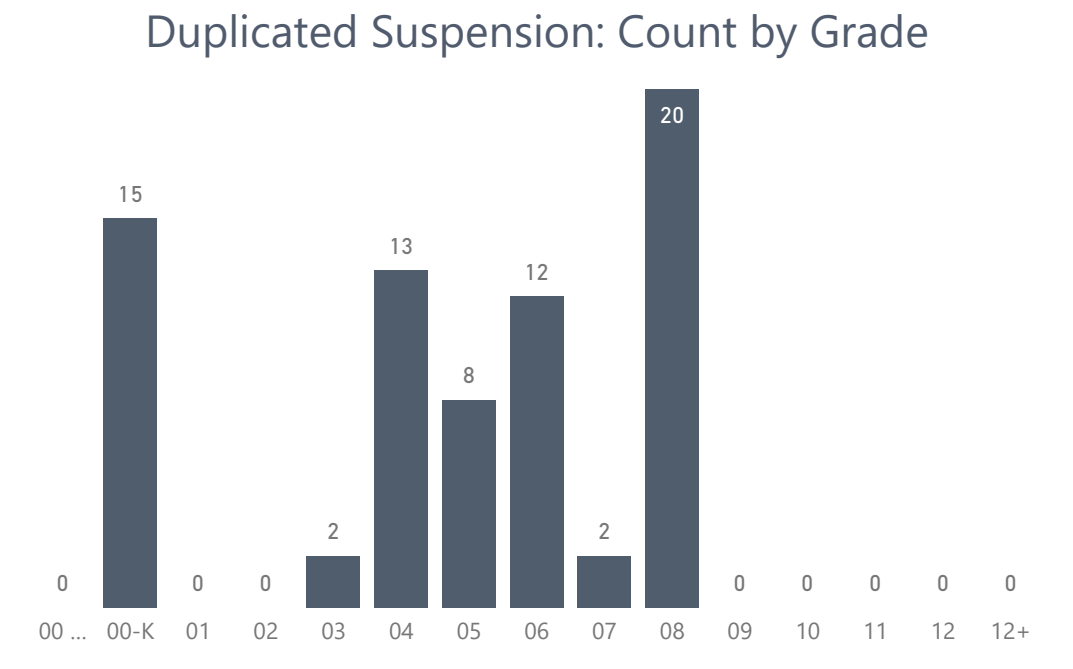
34

2020 Undup Count



**Duplicated**  
count (%) of ALL in- or out-of-school suspensions.

**Unduplicated**  
count (%) of unique students suspended at each site.





# CLEVELAND ELEMENTARY

## Winter i-Ready Analysis

January 22, 2021



# Winter 20-21 Analysis

This analysis creates a picture of your school's strengths and challenges as of December 2020. Districtwide there is evidence of score inflation in grades K-1. Please review slide 6 to confirm if there is grade inflation at your site. Reflecting the uncertainty about the reliability of K/1 scores, this analysis focuses on four key areas:

- Score inflation and the implications;
- Proficiency level growth and % of typical growth met;
- Your school's most academically challenged students; and
- i-Ready lesson completion and program participation.

See the next slide for definitions on key measures and background context.

The Research and Accountability department would like your feedback on the usefulness of this analysis and your suggestions for improvements for future i-Ready analysis. After you have reviewed this presentation, please answer the prompts in this [Google Form](#) (note this link is also on the last page of this analysis).

# Definition of Key Measures and Background

**% of Typical Growth Met:** I-Ready assigns all students a year long typical growth target based on their initial diagnostic score. These targets are calculated based on i-Ready's research and represent the average growth of students starting at the same grade and initial scale score (See the appendix for the specific targets by grade). As of the winter diagnostic, students making at least 40% of their typical growth are considered on-track to meet their end of year target. Students making less than 40% of their typical growth goal are not on track and are at risk of falling further behind.

**Most Academically Challenged Students:** We focus particularly on the most academically challenged students to promote equity and to increase your school's long term performance. Students are not for example, going to perform well on SBAC if they are not reading close to grade level (i.e. they are not going to be able to access the content of the test).

In the Winter, we are defining the most academically challenged students as those who:

1. Have the lowest achievement levels; and
2. Have not made any growth or have lost ground since last November's diagnostic. Students must have matched scores (i.e. Winter 19 and Winter 20) in order to have a learning loss measure. Note this definition of loss focuses on last winter as the comparison point. As a result it is a conservative measure of loss. Unfortunately i-Ready doesn't have a good way to translate gains into grade level equivalents. **Therefore, students who have only made minimal gains since last winter are not included in this definition of loss.**

# Participation



Overall 94.7% of your school's students in ELA and 95.3% in math took the winter i-Ready diagnostic.

## Winter Administration Dates

## Winter Participation by Grade

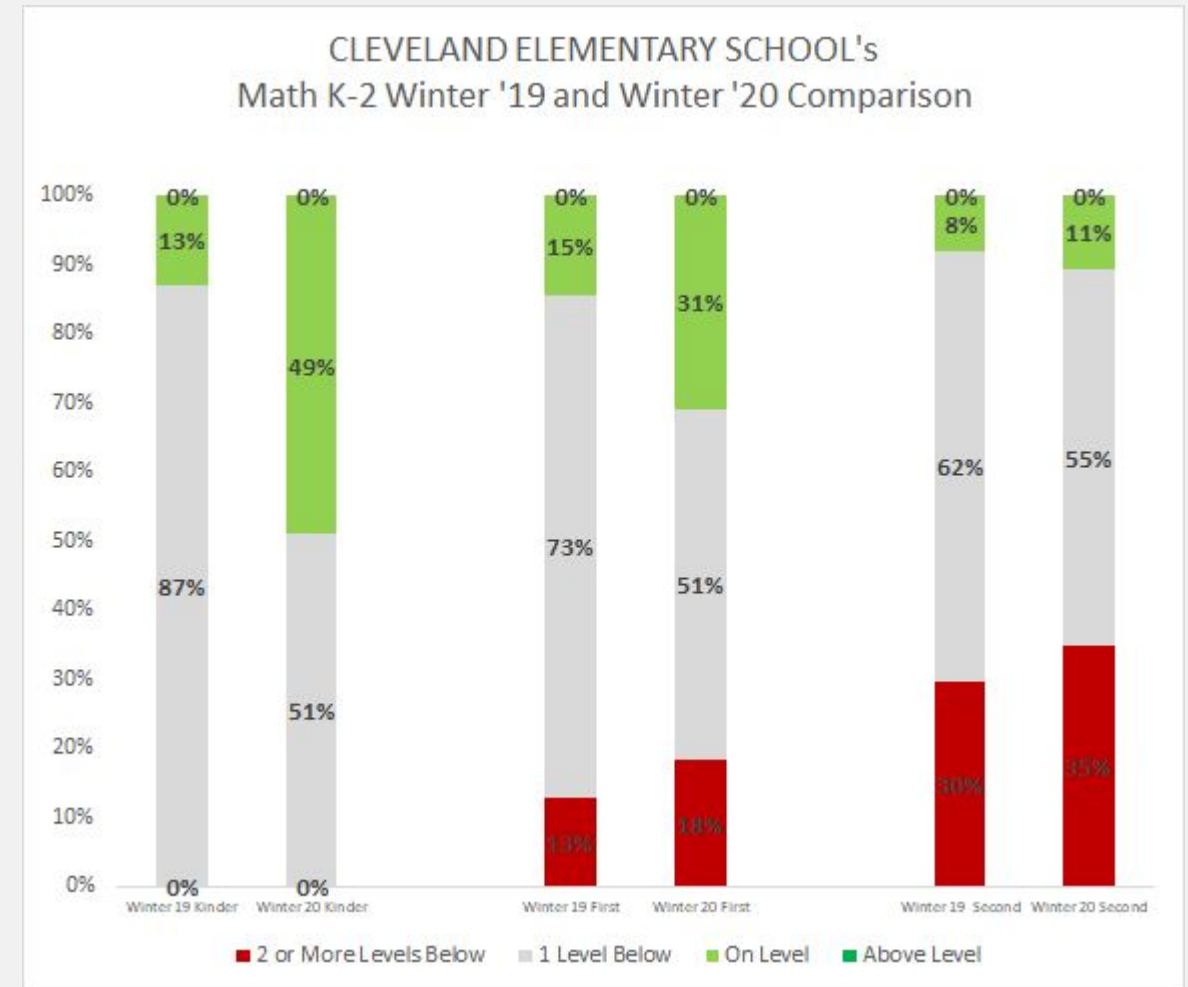
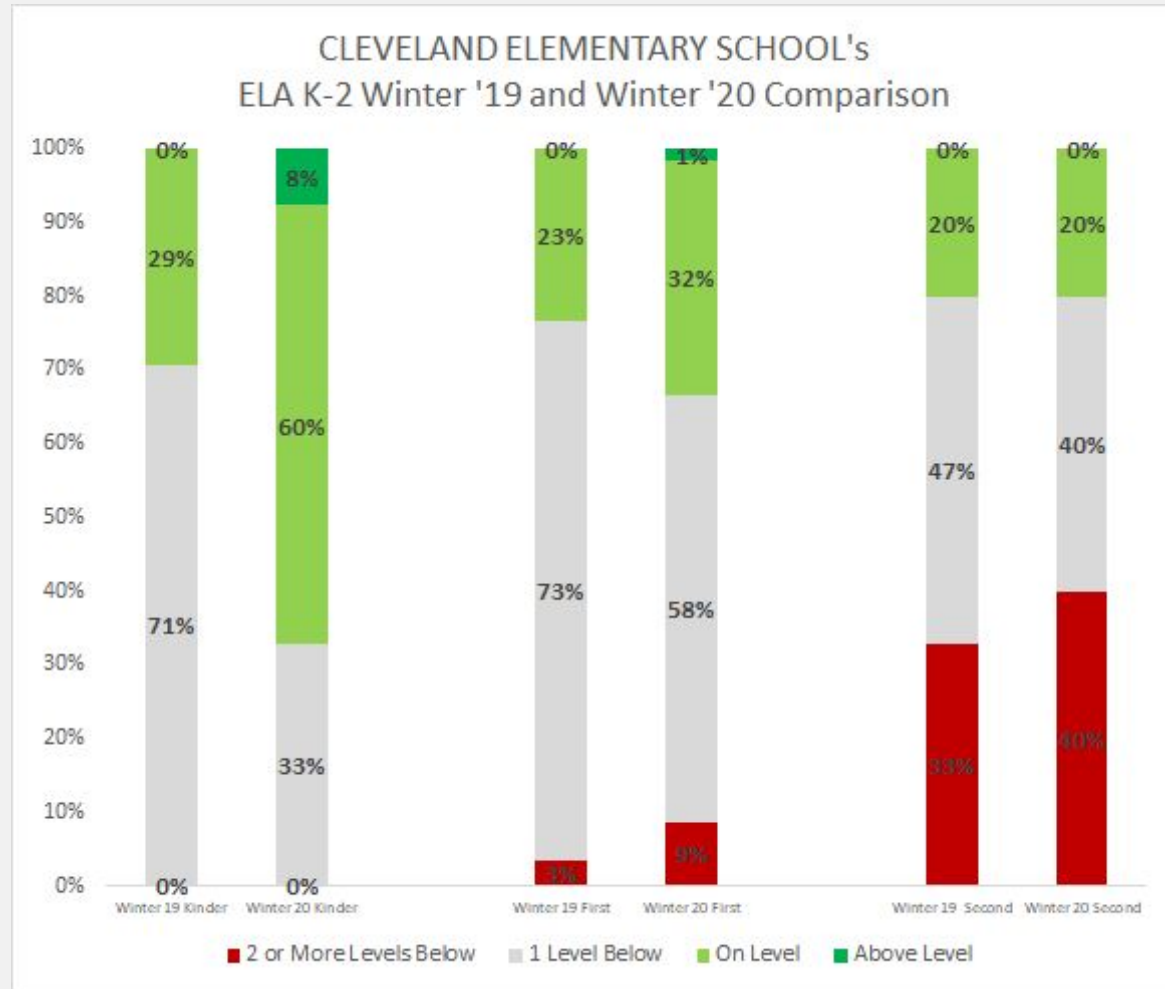
Grades	Dates		K	1st	2nd	3rd	4th	5th	6th	7th	8th	All
K-11 and EL 12	12-1 to 12/16	ELA	83.9%	92.0%	97.0%	90.0%	97.6%	98.8%	95.5%	96.3%	98.6%	94.7%
		Math	85.5%	94.7%	98.5%	90.0%	96.4%	100.0%	95.5%	96.3%	98.6%	95.3%

**Inflated**

**Winter**

**Results**

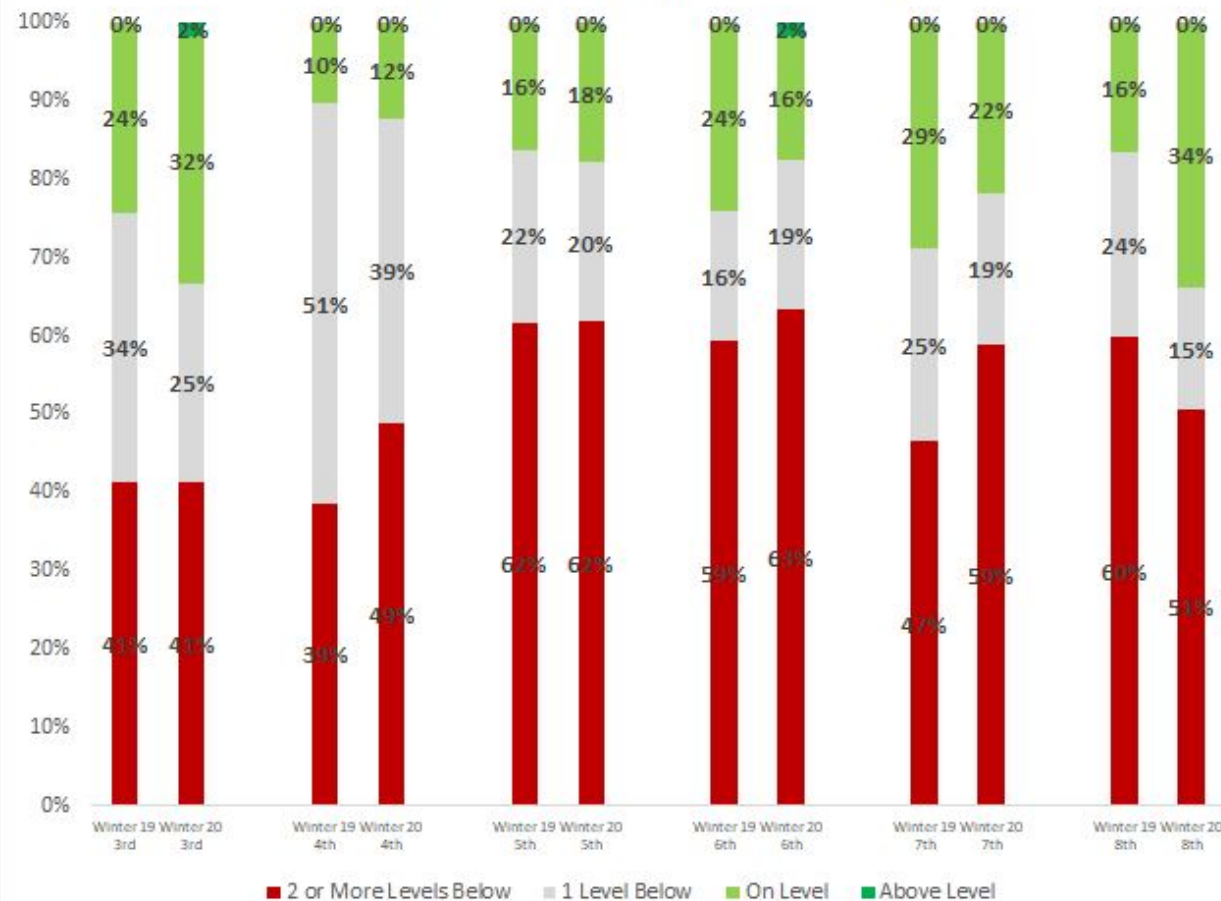
# How are your school's 20-21 students performing compared to their peers in 19-20? Which grade levels are performing lower? Are any scoring higher? Why do you think that is the case?\*



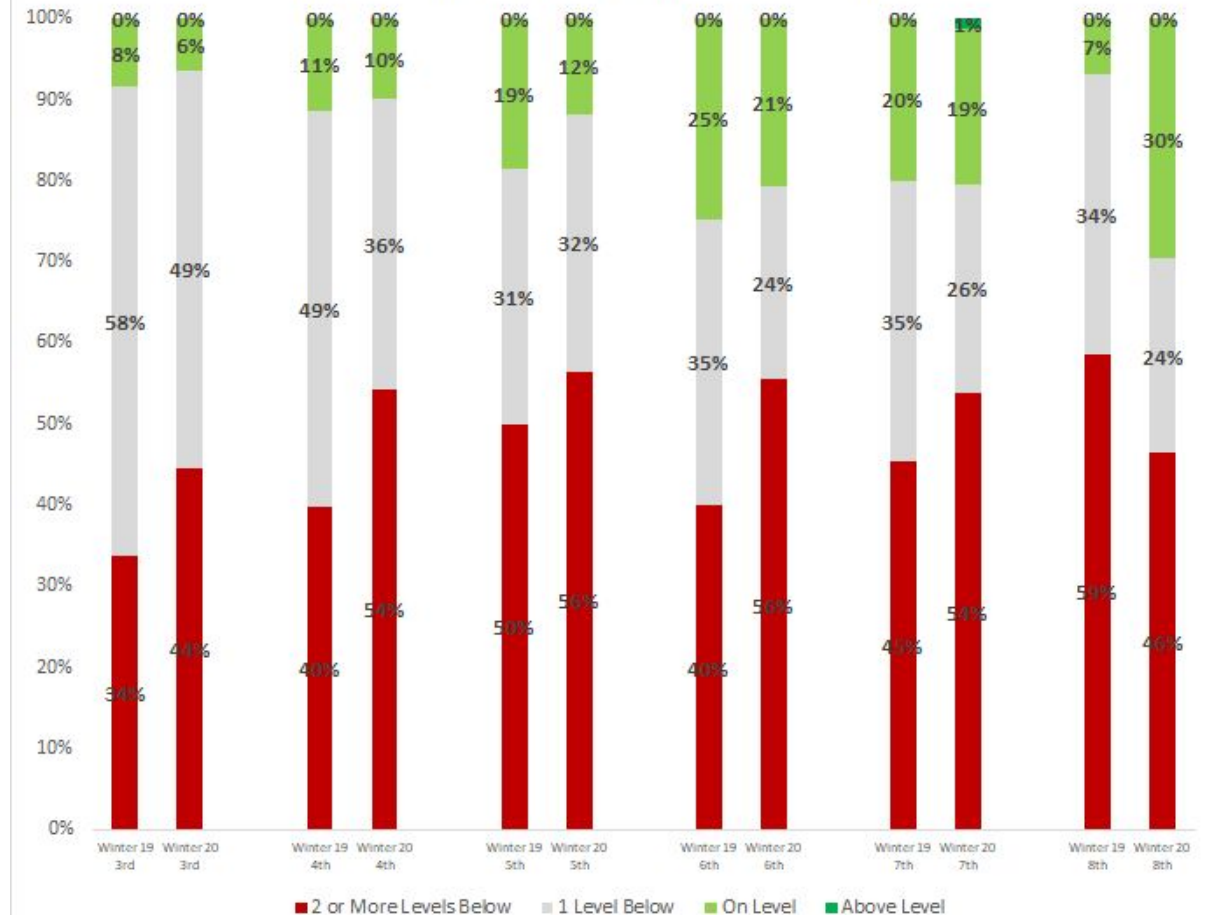
\*There is a clear difference between in-class and virtual testing environments that may lead to inflated or depressed scores.

**How are your school's 20-21 students performing compared to their peers in 19-20? Which grade levels are performing lower? Are any scoring higher? Why do you think that is the case?\***

CLEVELAND ELEMENTARY SCHOOL's  
ELA 3-8 Winter '19 and Winter '20 Performance



CLEVELAND ELEMENTARY SCHOOL's  
Math 3-8 Winter '19 and Winter '20 Performance



\*There is a clear difference between in-class and virtual testing environments that may lead to inflated or depressed scores.

# Implications of Inflated Scores

Because we know some scores have been inflated we need to be cautious about interpreting winter results, particularly at the K-1 levels.

- Stakeholders should look at other forms of performance indicators to compare with i-Ready results to help determine accuracy, especially when used for placement purposes.
- Teachers needs to pay particularly close attention to students progress in online instruction. If their diagnostic score is inflated they will likely struggle with their lessons.
- Teachers have the option of resetting a student's pathway if students are struggling. The challenge is figuring out how to most accurately lower a students pathway.

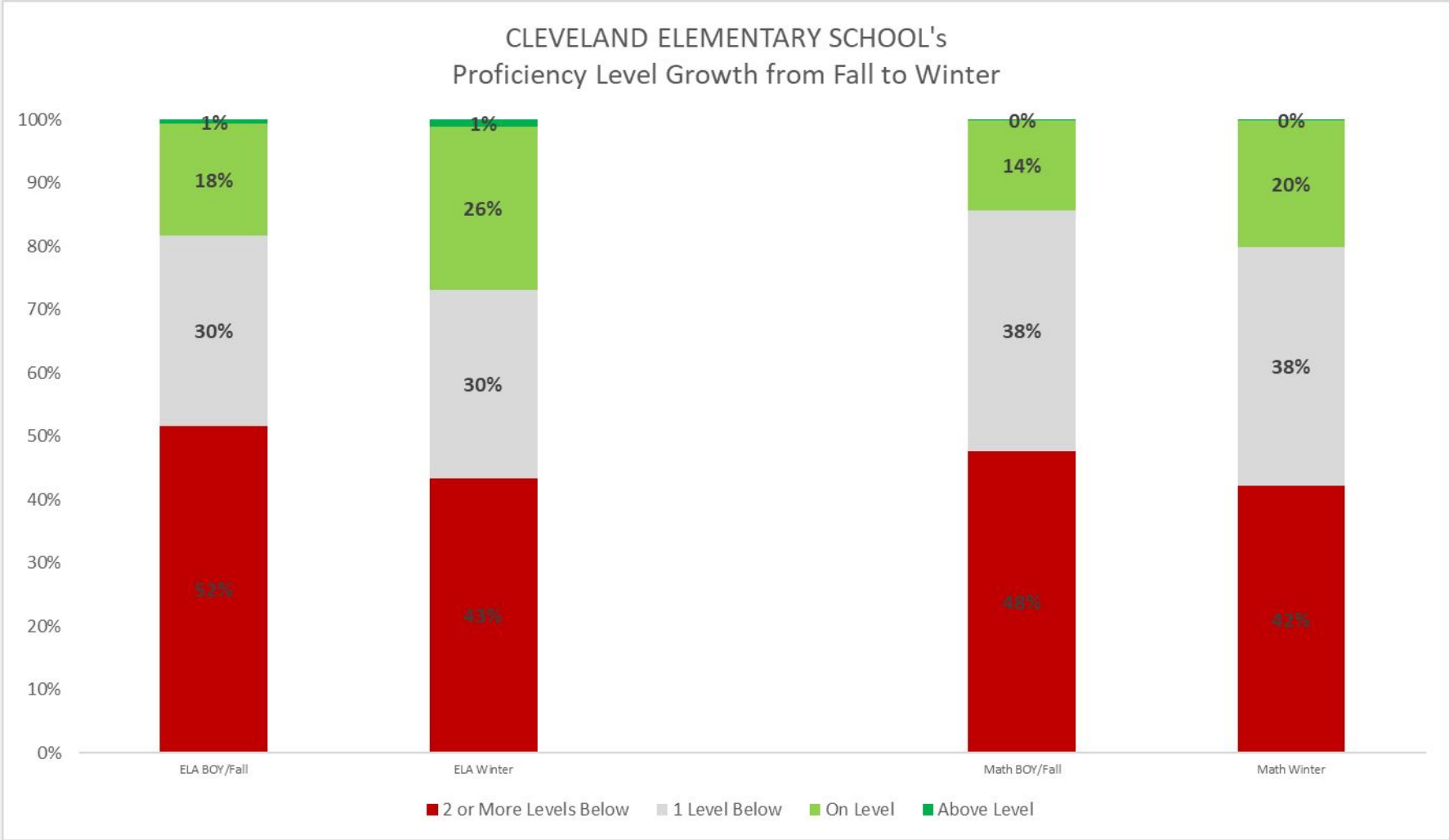
**Fall**

**Growth**

**Winter**

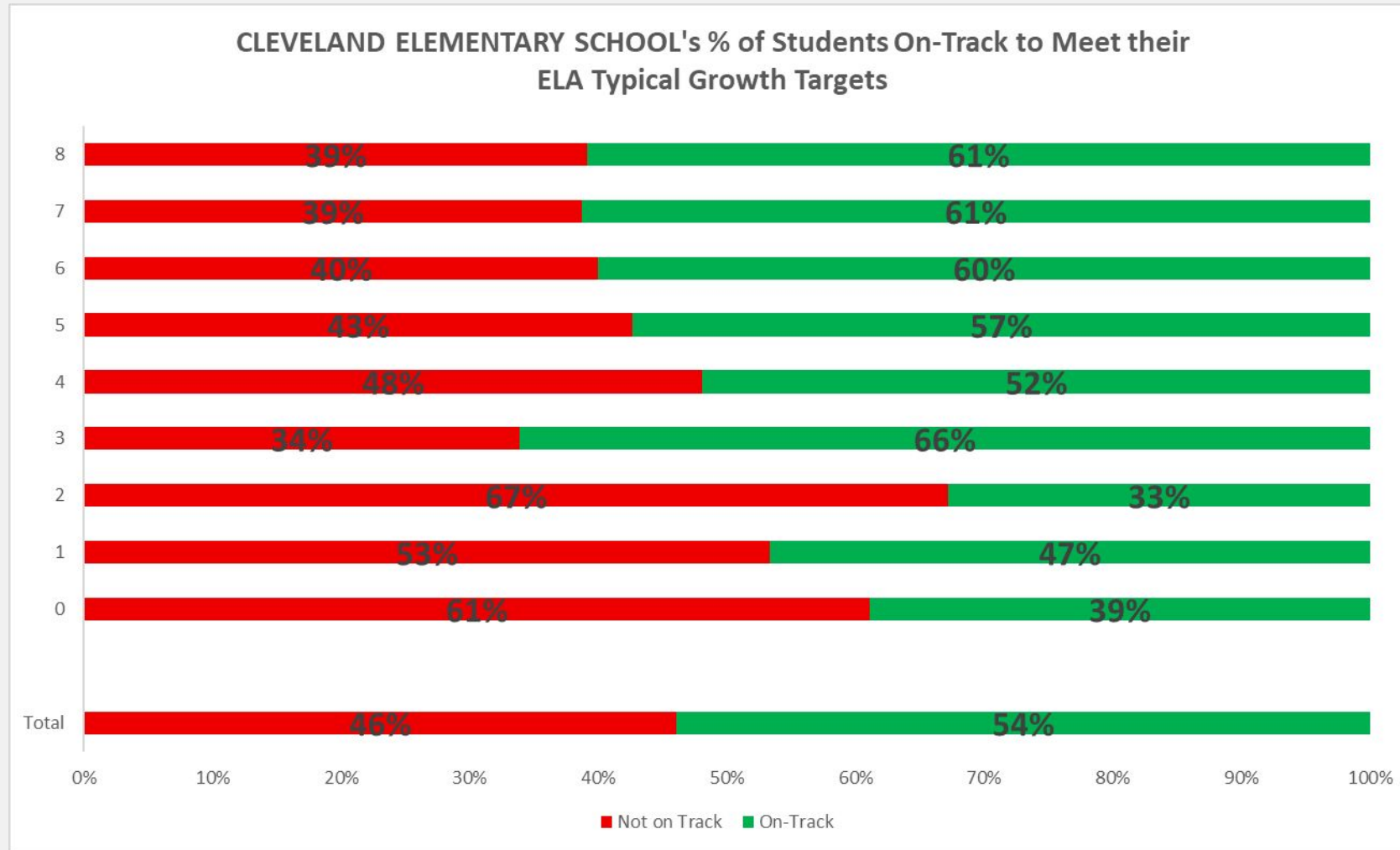
# Has the proportion of your school's students scoring at the At/Above levels increased since the fall (if so by how much)? Has the proportion of students scoring 2 or more years below grade level decreased (if so by how much)?

**Note:** These results should be interpreted carefully if your site experienced score inflation on the BOY or Winter diagnostics.



# What proportion of your school's students are on-track to make their ELA typical growth target at the end of the year? What proportion are not on-track? Which grade levels have the highest proportion of students not on-track?

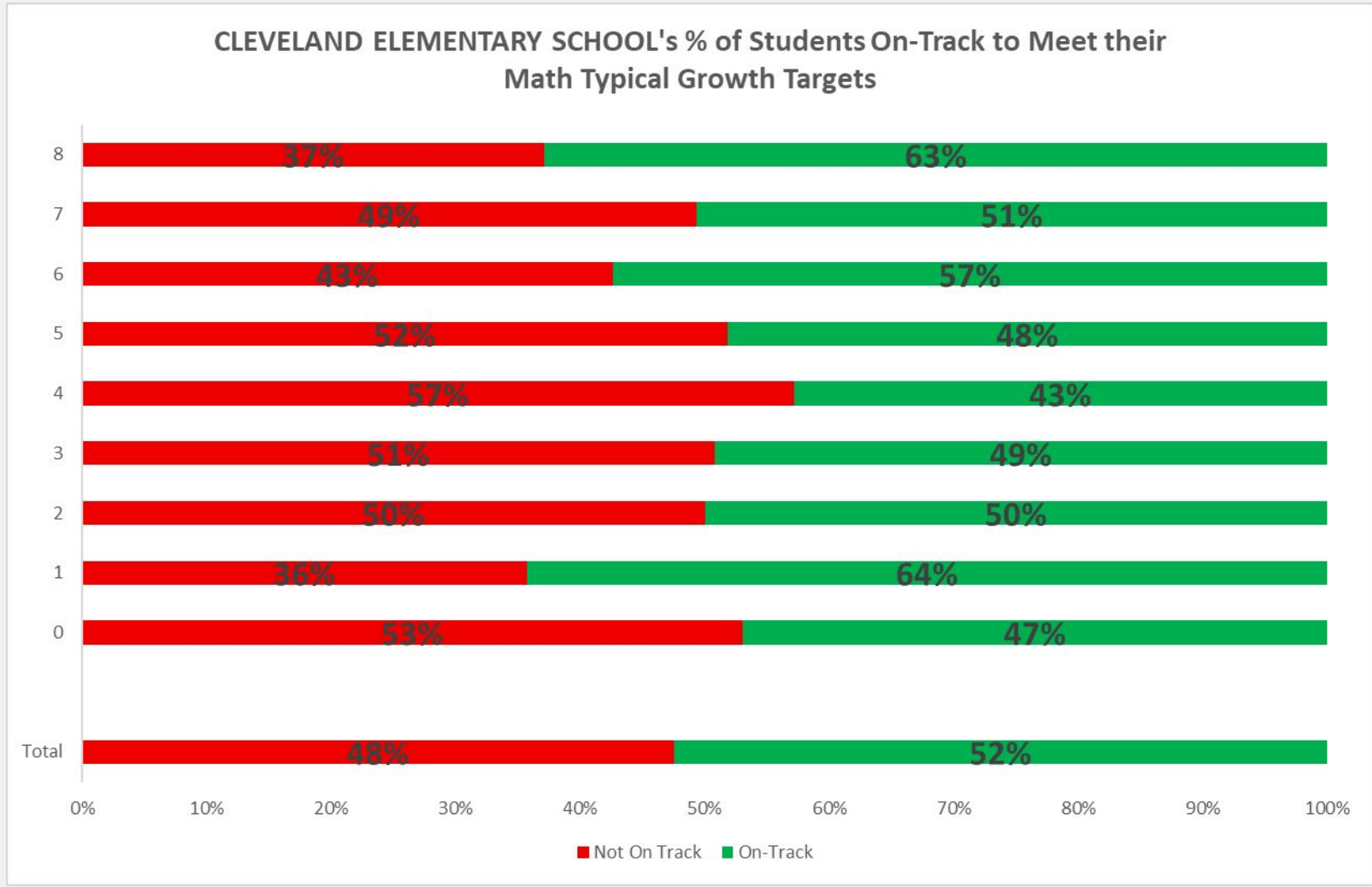
See slide 13 for directions on how to identify the growth status for the students at your school.



Students not on-track to meet their typical growth targets are at-risk of falling behind. Why do you think they are not on-track? What additional supports can you provide?

# What proportion of your school's students are on-track to make their Math typical growth target at the end of the year? What proportion are not on-track? Which grade levels have the highest proportion of students not on-track?

See slide 13 for directions on how to identify the growth status for the students at your school.



Students not on-track to meet their typical growth targets are at-risk of falling being. Why do you think they are not on-track? What additional supports can you provide?

# Identifying Students Not On-Track to Make their Typical Growth Targets



**To identify the students at your site not on-track to meet their typical growth targets, please export your school's data from Illuminate.**

As you know, some students may have blown off the fall or winter diagnostics so the score is not always an accurate indicator of their skill level. Please review your results carefully to verify based on your understanding of the students skills, which students made no growth.

Here is the link to the report in Illuminate: [\*\*SUSD's i-Ready Results All Report\*\*](#)

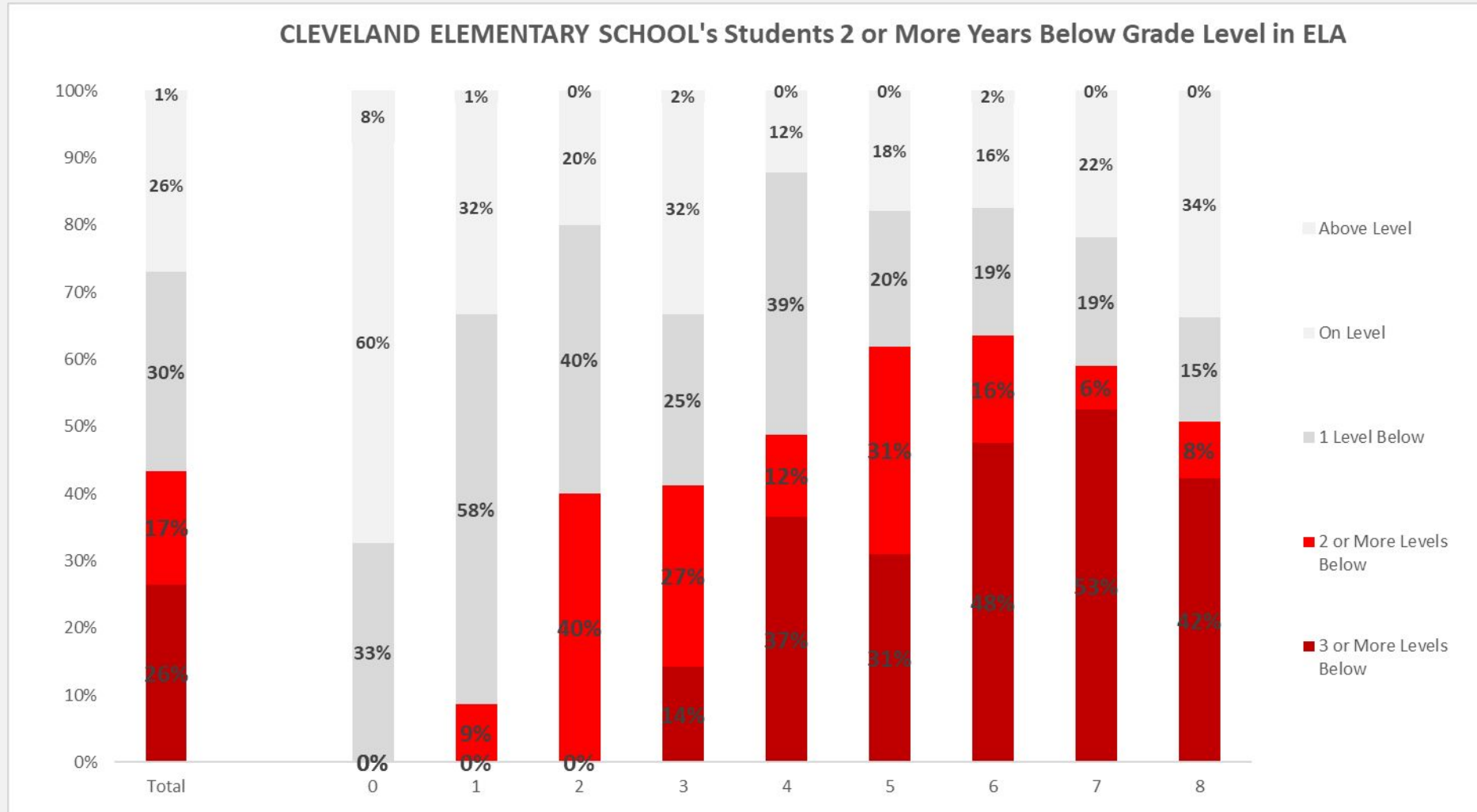
Here is a link for the variable definitions: [\*\*Winter i-Ready Results Variable Names and Definitions\*\*](#)

**Most**

**Academically  
Challenged**

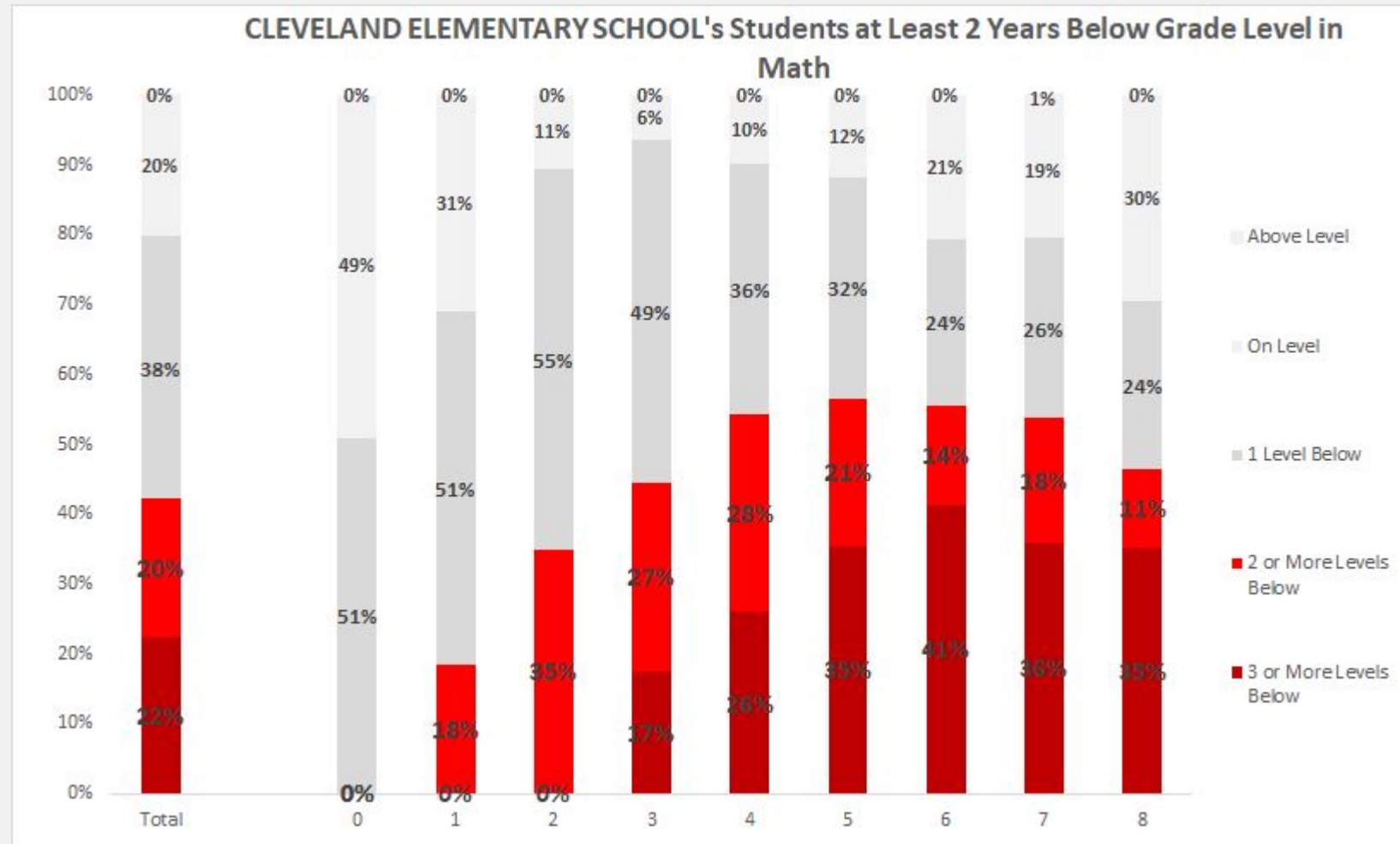
**Students**

# What proportion of your school's students are 2 or more years below grade level in ELA? What grades are the most challenged?



**\* Note some K/1 scores may be inflated.**

# What proportion of your school's students are 2 or more years below grade level in math? What grades are the most challenged?

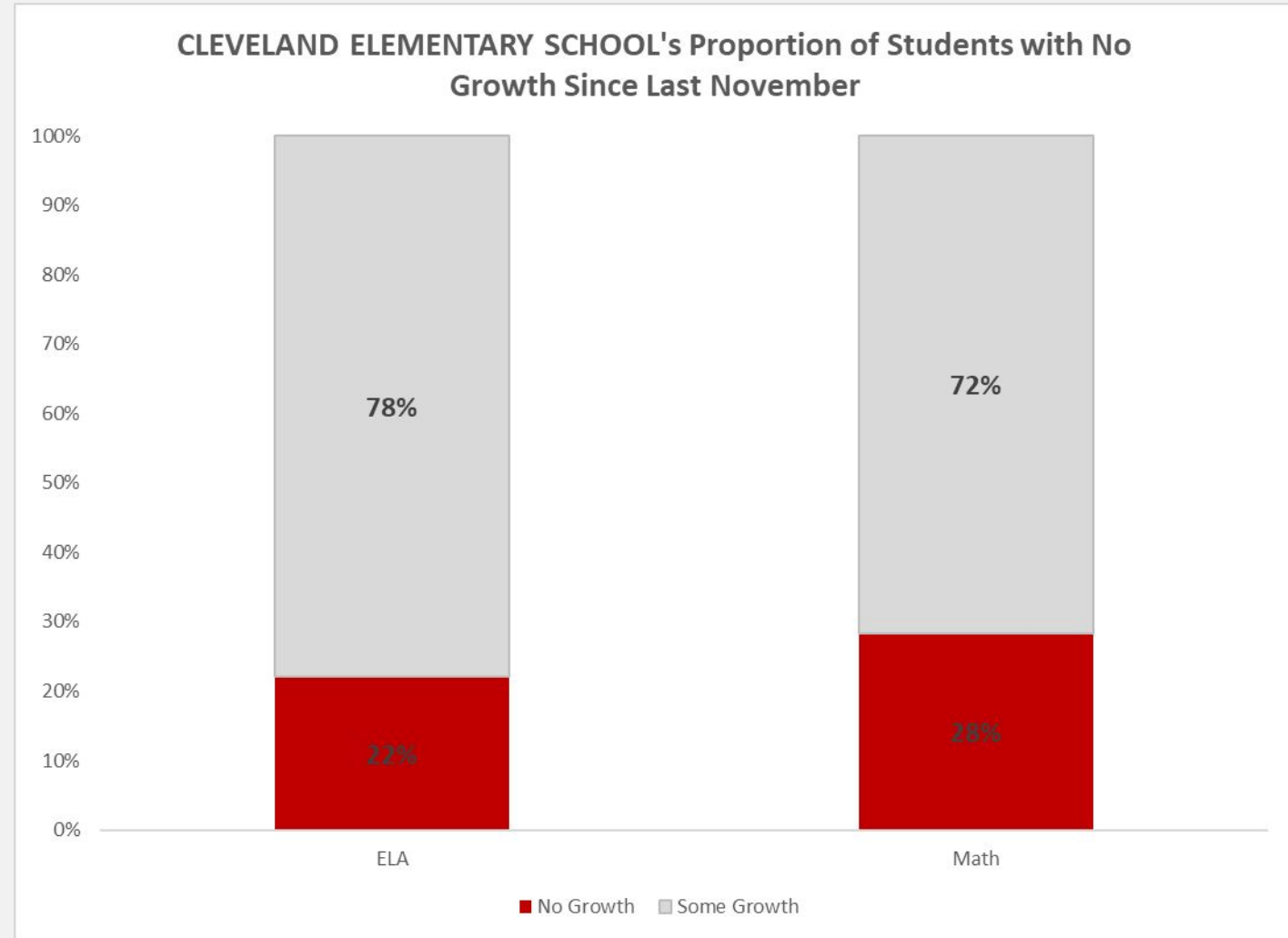


**\* Note some K/1 scores may be inflated.**

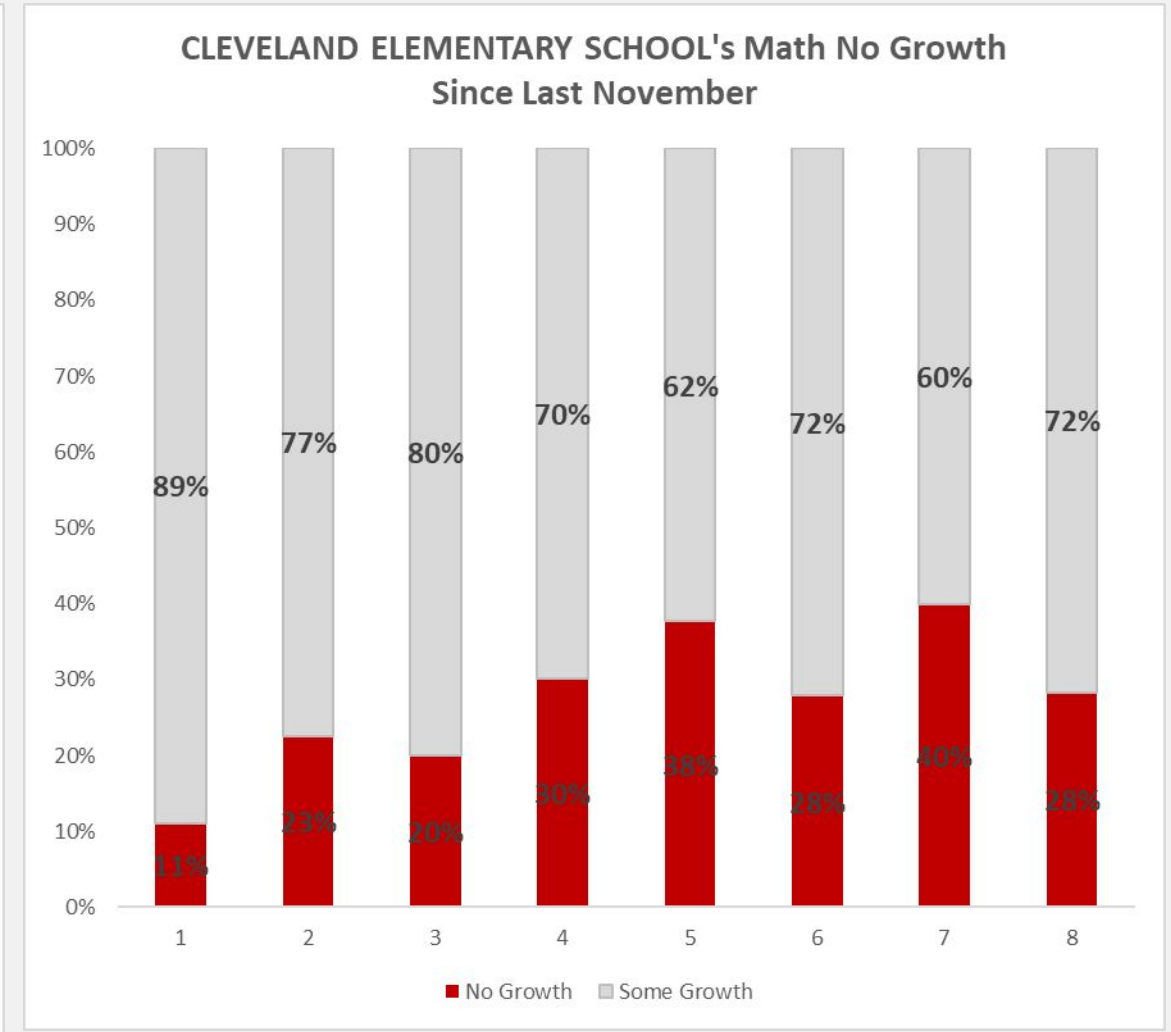
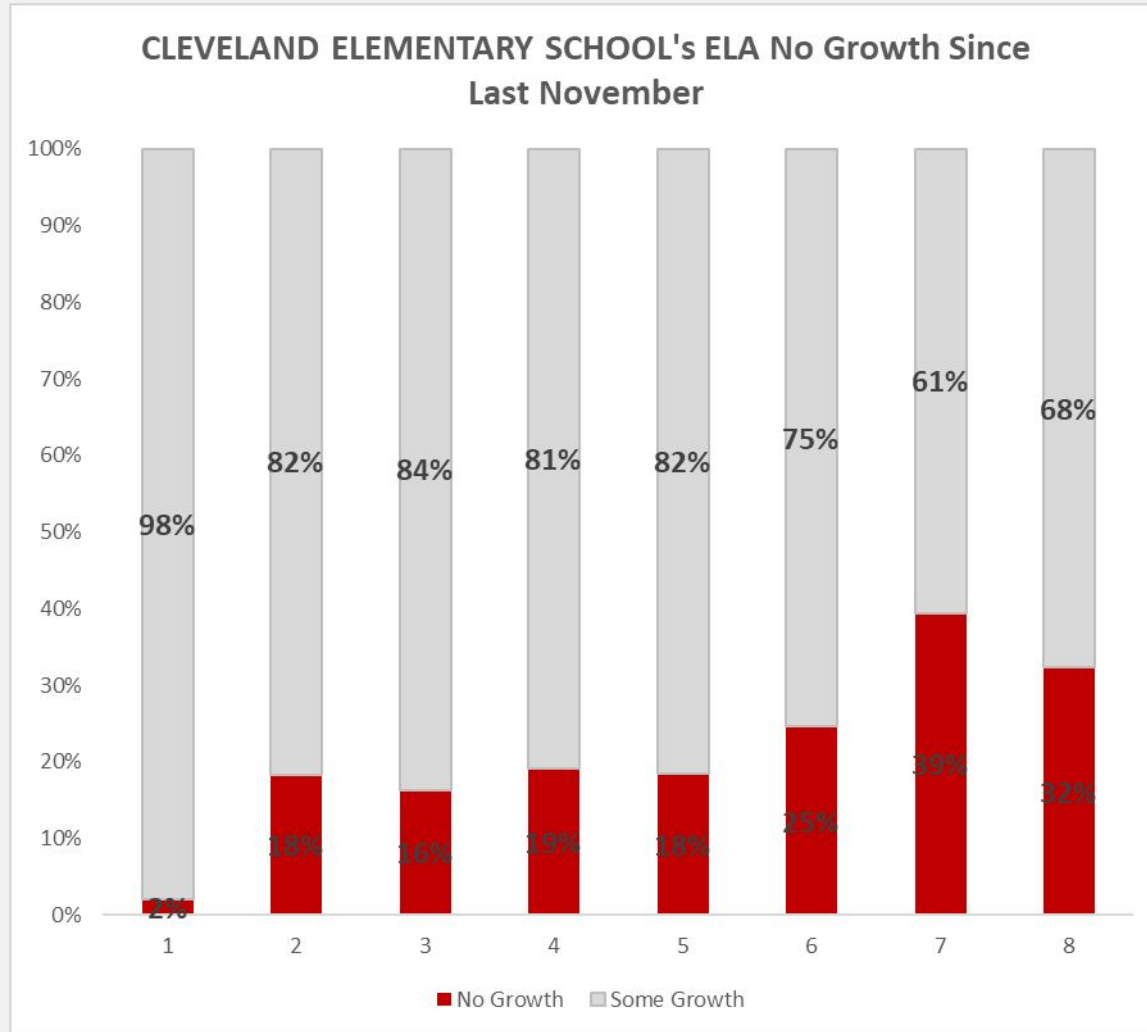
# What proportion of your school's students have made no scale score growth since winter 2019? What supports can you provide these students?

## Gains:

While most students have made gains since last November, it is not possible to specify how much growth (e.g. half a year) students have made in the i-Ready system. Therefore, 27% and 27% are very conservative estimates of how much learning loss has occurred since November 2019.



# What grade levels have the highest proportion of students who have made no growth in ELA? Math? Why do you think this is the case?



# Link to Illuminate Report with Your School's Learning Loss and Most Challenged Student Data

**To identify the students at your site who have experienced no or negative growth since November and those who are Most Challenged (2 or more years below grade level and no growth in the last year), please export your school's data from Illuminate.**

As you know, some students may have blown off the fall diagnostic so the score is not always an accurate indicator of their skill level. Please review your results carefully to verify based on your understanding of the students skills, which students made no growth.

Here is the link to the report in Illuminate: [\*\*SUSD's i-Ready Results All Report\*\*](#)

Here is a link for the variable definitions: [\*\*Winter i-Ready Results Variable Names and Definitions\*\*](#)

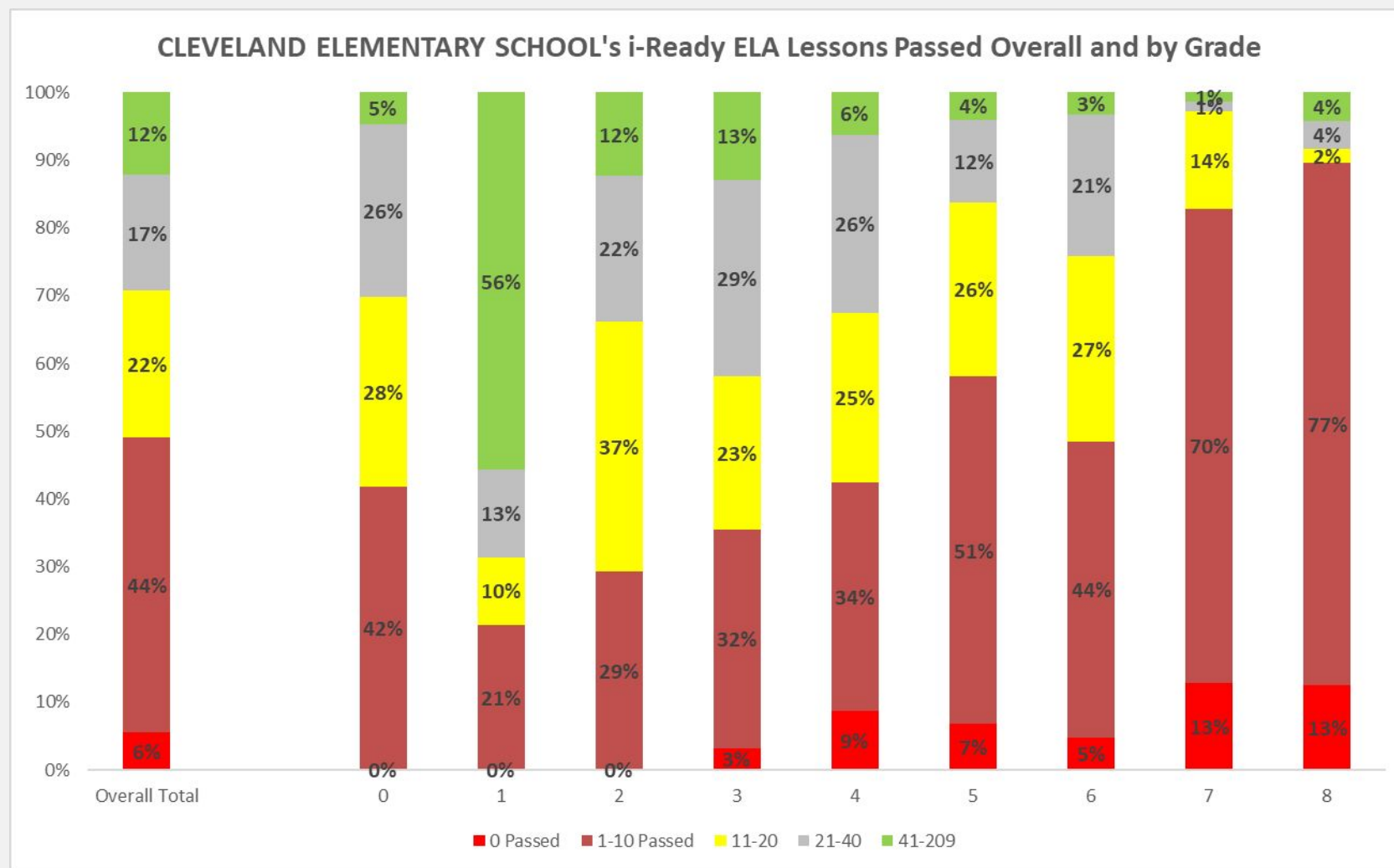
**Participation**

**&**

**Lesson  
Completion**

# Lesson passage is positively related to i-Ready diagnostic gains. What proportion of your school has passed more than 20 lessons in ELA so far this year? What proportion has passed none? What can you do to increase lesson passage?

**Note: The length of lessons vary within across grades. Some lessons are only 7 minutes long (lower grades) while others are 50 minutes (upper grades).**



**Having students in i-Ready with teachers monitoring their progress promotes lesson passage and acceleration. What proportion of your school's students were in ELA i-Ready for at least 30 minutes the week of 1/13? What can you do to increase this proportion?**

## Overall Participation Rate

**55%**

Students Using /Total K-8 Enrolled

**Overall % Students Getting at least  
30 Minutes of Instruction**

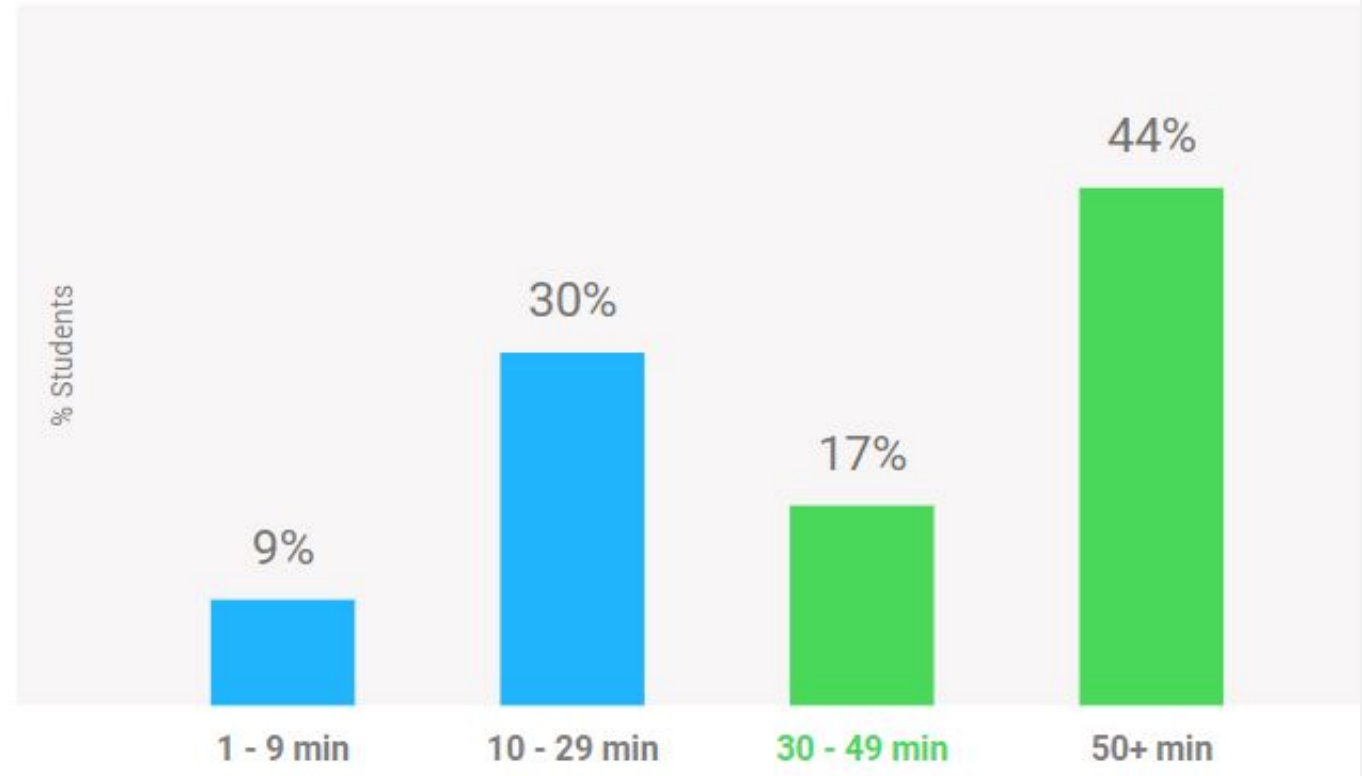
**33%**

Percent of students with at least 30 minutes of time  
on Task =  $.61 \times 361 / \text{Total Number Enrolled}$

## English/Language Arts

Students Using Instruction/Total (Last Week): 361/660

Lesson Time-on-Task Last Week



What proportion of your school’s students have passed at least 70% of their lessons so far this year? What proportion are struggling in their lessons? In which grade levels are students particularly struggling and may need more teacher monitoring?

Students Completing Lessons/Total (YTD): 585/660

Lessons Passed

Last Week ⓘ

Year-to-Date



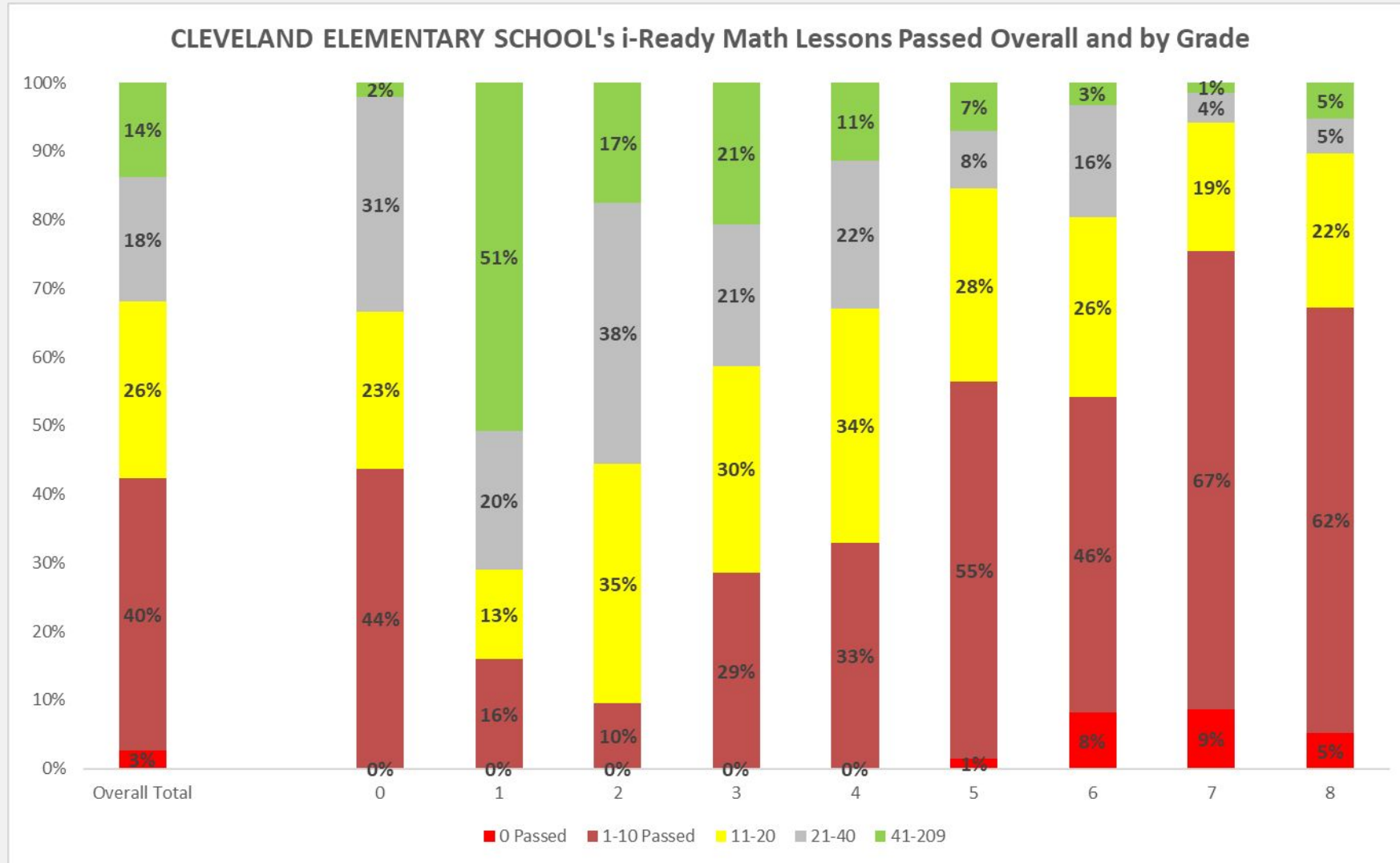
- 60% of Students 70 - 100% Passed
- 25% of Students 50 - 69% Passed
- 15% of Students 0 - 49% Passed

% of Students Passing 70% of their Lessons

Kinder	53%
1st	85%
2nd	79%
3rd	68%
4th	62%
5th	41%
6th	45%
7th	58%
8th	43%

# Lesson passage is positively related to i-Ready diagnostic gains. What proportion of your school has passed more than 20 lessons in math so far this year? What proportion has passed none? What can you do to increase lesson passage?

Note: The length of lessons vary within across grades. Some lessons are only 7 minutes long (lower grades) while others are 50 minutes (upper grades).



Having students in i-Ready with teachers monitoring their progress promotes lesson passage and acceleration. What proportion of your school's students were in math i-Ready for at least 30 minutes the week of 1/13? What can you do to increase this proportion?

Overall Participation Rate

62%

Students Using/Total Enrolled

Overall % Students Getting at least 30 Minutes of Instruction

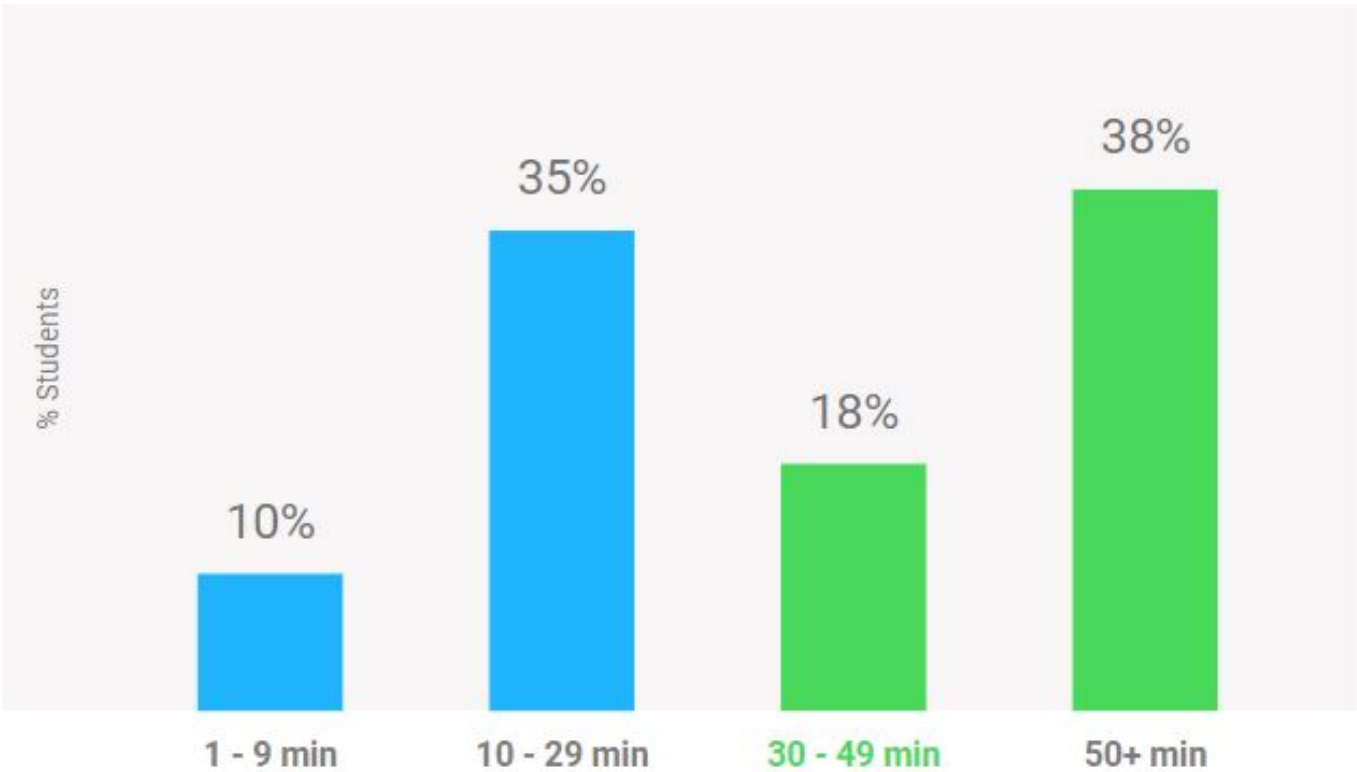
35%

Percent of students with at least 30 minutes of time on Task =  $.56 \times 412 / \text{Total Number Enrolled}$

Math

Students Using Instruction/Total (Last Week): 412/660

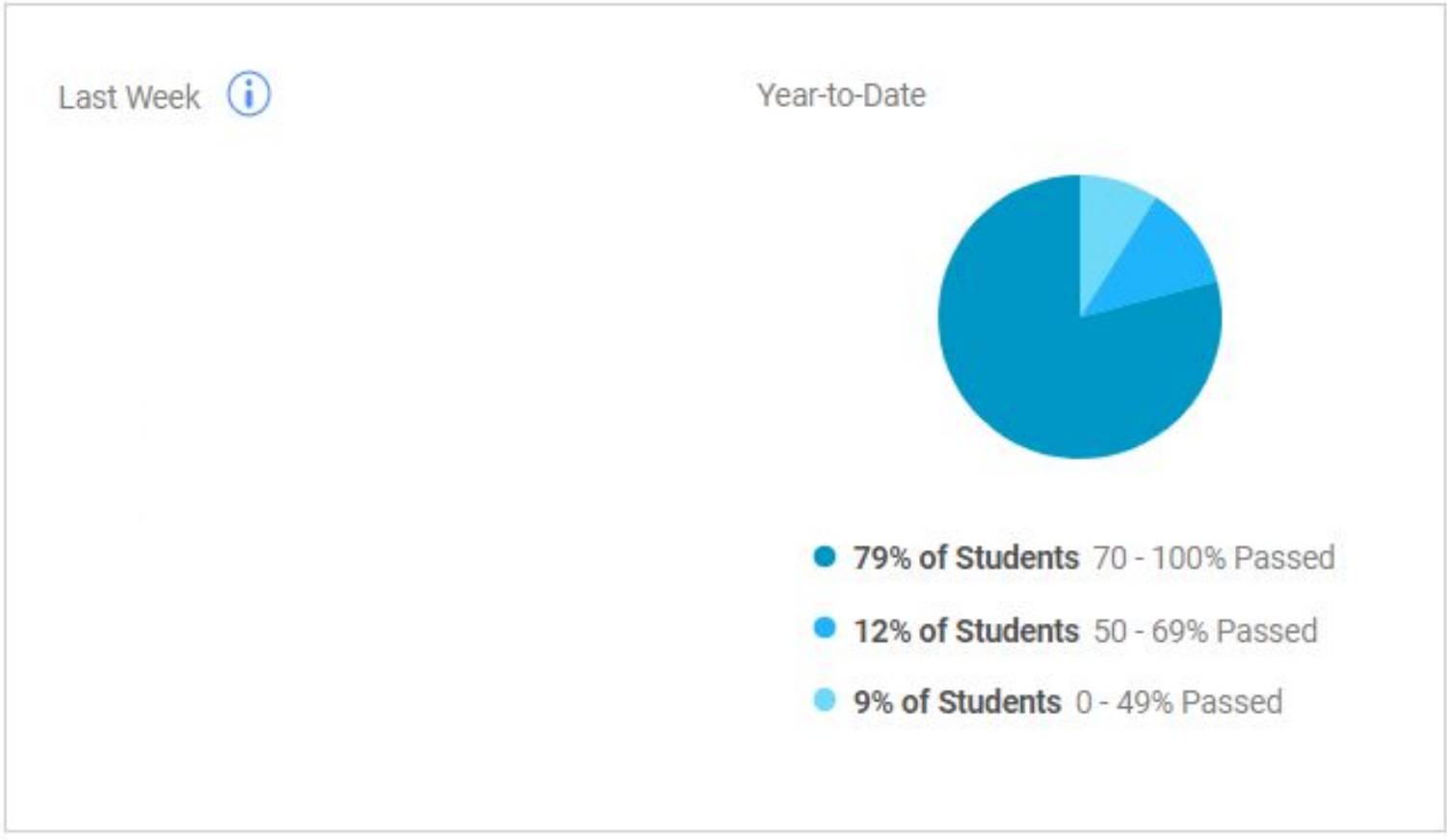
Lesson Time-on-Task Last Week



# What proportion of your school's students have passed at least 70% of their lessons so far this year? What proportion are struggling in their lessons? In which grade levels are students particularly struggling and may need more teacher monitoring?

Students Completing Lessons/Total (YTD): 591/660

## Lessons Passed



## % of Students Passing 70% of their Lessons

Kinder	82%
1st	91%
2nd	97%
3rd	92%
4th	91%
5th	71%
6th	66%
7th	61%
8th	55%

# We would love your feedback on this analysis!

**Was this analysis helpful?**

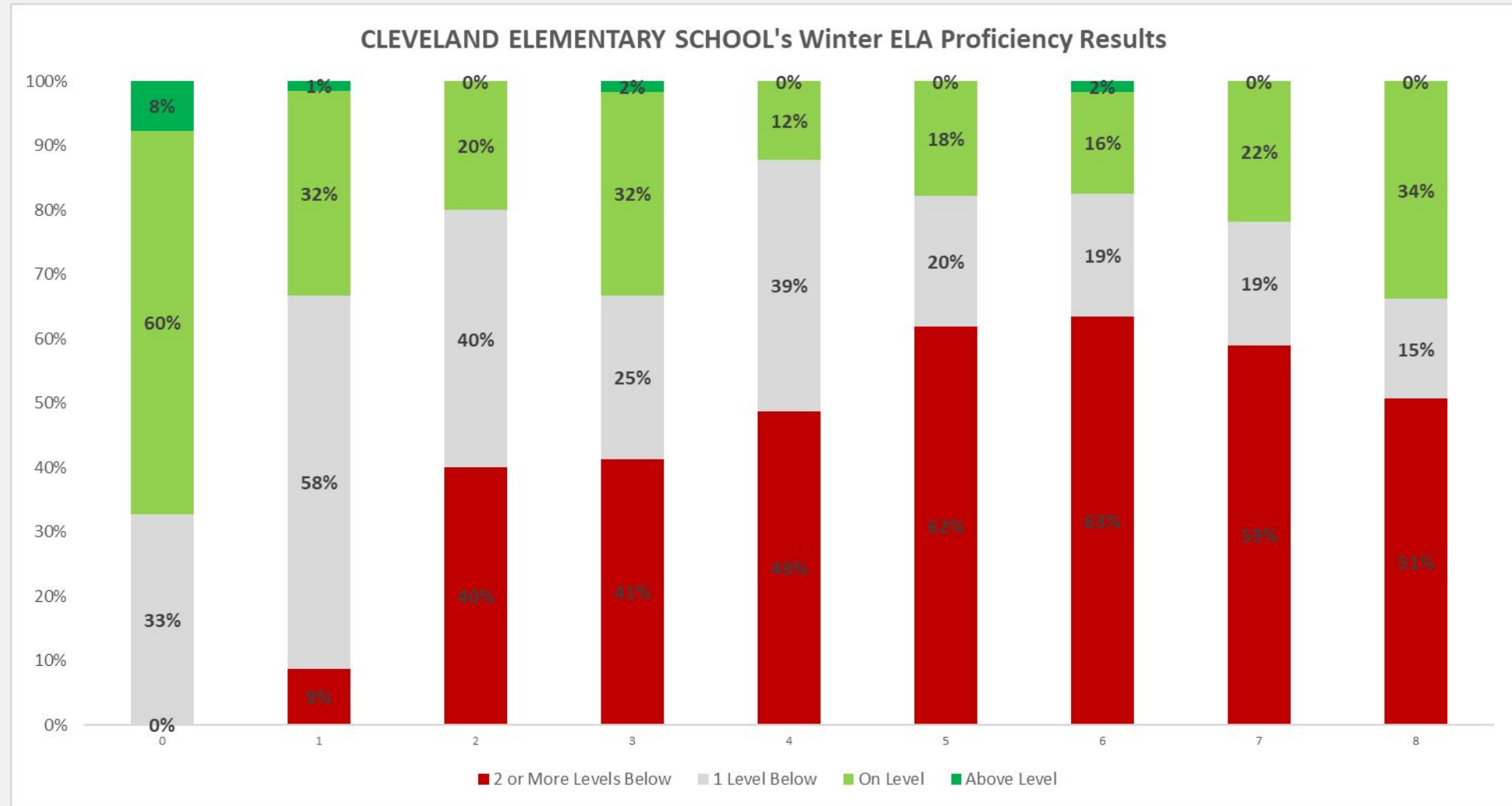
**Do you feel you have a better sense of the district's strengths and challenges?**

**What actions will you take after reviewing this analysis?**

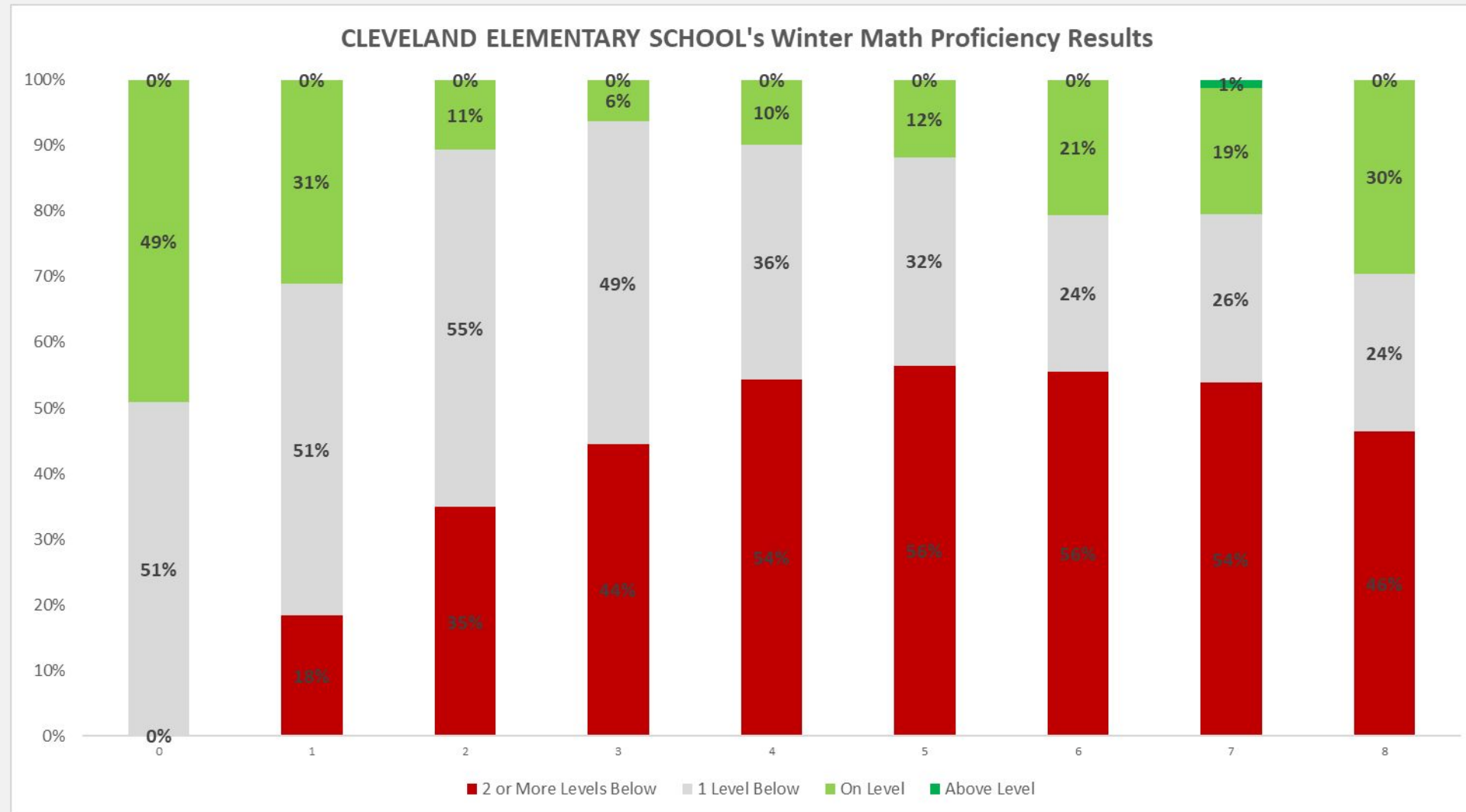
**Please let us know in the following [Google Form](#) (this should take no more than 5 minutes to complete):**

# Appendix

# Which grades have the highest and lowest performing students in ELA? What supports do/can you provide your most challenged grades?



# Which grades have the highest and lowest performing students in math? What supports do/can you provide your most challenged grades?



# ELA Growth Goals (Note 9-12 students should growth similar to that of 8th graders)

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

**Reading Growth Measures by Grade and Beginning Placement Level**

Reading Typical Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	43	37	22	17	12	7	4	4	4
On Grade Level, Early	44	47	29	22	17	13	9	6	4
One Grade Level Below	49	49	39	26	20	16	12	10	9
Two Grade Levels Below	–	54	44	33	23	20	14	12	12
Three or More Grade Levels Below	–	–	–	36	28	26	19	17	18

Reading Stretch Growth									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	54	44	27	21	20	18	15	14	13
On Grade Level, Early	65	56	43	39	27	25	25	23	22
One Grade Level Below	67	67	53	40	36	30	26	25	25
Two Grade Levels Below	–	96	81	63	50	47	38	37	36
Three or More Grade Levels Below	–	–	–	79	62	61	51	50	50

# Math Growth Goals

Typical Growth marks the median annual i-Ready Diagnostic scale score growth for each grade and placement category.

Stretch Growth is the academic year growth that a student should target to put him or her on a path to attaining or maintaining grade-level proficiency.

**Mathematics Growth Measures by Grade and Beginning Placement Level**

<i>Mathematics Typical Growth</i>									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	21	21	18	21	19	14	13	11	9
On Grade Level, Early	24	26	22	25	23	18	13	12	9
One Grade Level Below	32	29	26	26	23	18	14	12	9
Two Grade Levels Below	–	36	29	27	23	18	14	13	10
Three or More Grade Levels Below	–	–	–	30	24	20	15	13	12
<i>Mathematics Stretch Growth</i>									
Fall Diagnostic Placement Level	K	1	2	3	4	5	6	7	8
On Grade Level, Mid, Late, or Above	35	32	31	30	24	20	20	20	19
On Grade Level, Early	38	36	35	34	33	29	25	22	21
One Grade Level Below	39	37	36	35	34	31	26	23	22
Two Grade Levels Below	–	57	48	43	41	35	30	25	23
Three or More Grade Levels Below	–	–	–	55	47	41	35	33	31

# 20-21 i-Ready ELA and Math Grade Level and On-Track Scale Cut Scores

SUSD's grade level cut scores represent the scale score students need to demonstrate skill mastery at the Beginning, Winter, and EOY. The goal is for all students to reach the EOY grade level cut score for their grade. The "on-track" cut, indicates which students are likely to meet either their EOY grade level (K-2 and 9-12) or SBAC proficiency targets (3-8). On-tracks cuts are based on students' typical growth goals (i.e. the typical growth goals for students 1 year below grade level and 9 points for students in grades 9 – 12).

	SUSD's i-Ready Math Grade Level & On-Track Cuts								
	K	1st	2nd	3rd	4th	5th	6th	7th	8th
BOY On-Track*	341	384	415	428	454	477	493	501	512
<b>BOY On Grade Level</b>	<b>362</b>	<b>402</b>	<b>428</b>	<b>449</b>	<b>465</b>	<b>480</b>	<b>495</b>	<b>508</b>	<b>518</b>
Winter On-Track***	357	398	428	441	465	486	500	507	516
<b>Winter Grade Level**</b>	<b>367</b>	<b>407</b>	<b>434</b>	<b>456</b>	<b>475</b>	<b>489</b>	<b>504</b>	<b>519</b>	<b>529</b>
<b>EOY Grade Level</b>	<b>373</b>	<b>413</b>	<b>441</b>	<b>464</b>	<b>482</b>	<b>498</b>	<b>514</b>	<b>531</b>	<b>541</b>
i-Ready's SBAC Prof Cut	NA	NA	NA	454	477	495	507	513	521

	SUSD's i-Ready Reading Grade Level and On-Track Cuts												
BOY On-Track*	347	409	474	507	532	550	574	586	595	NA	NA	NA	NA
BOY On Grade Level	362	434	489	511	557	581	598	609	620	640	652	660	668
Winter On-Track***	371	433	493	520	542	558	580	591	599	NA	NA	NA	NA
Winter Grade Level**	379	446	501	528	568	595	607	620	631	650	662	676	686
EOY Grade Level	396	458	513	545	579	609	616	632	642	661	673	692	704
i-Ready's SBAC Prof Cut	NA	NA	NA	533	552	566	586	596	604	NA	NA	NA	NA

\*BOY On-Track is calculated by subtracting the typical growth of a student 1 year below grade level from the EOY target in grades K-2. For grades 3-8 it is calculated by subtracting the typical growth of a student 1 year below grade level from the SBAC proficient target cut.

\*\*Winter Grade Level is ½ of the distance between the BOY and EOY grade level cuts.

\*\*\*Winter On-Track cuts are calculated by subtracting ½ of students' typical growth from the EOY K-2 and SBAC 3-8 cut scores.

## Recommendations and Assurances:

Site Name: Cleveland

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee

05/12/21

Date of Meeting

Other committees established by the school or district (list):

04/22/21

Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/20/21

Date of Meeting

Attested:

Heidi Mohammadkhan

Typed Name of School Principal



Signature of School Principal

06/07/21

Date