

2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

English Learner Advisory Committee

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 _____
Date of Meeting

(Optional)

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

Committee

Date of Meeting

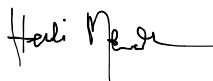
Committee

Date of Meeting

Committee

Date of Meeting

Attested:



Typed Name of School Principal

Signature of School Principal

Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cleveland Elementary	39686766042535	05/18/2023	06/20/2023

Purpose

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

Description

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

Engaging Educational Partners

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys

Staff Assessment Needs/PD Survey, EL Needs Assessment, Healthy Kids Survey, PLUS Survey

Classroom Observations

AVID walk-throughs, Math curriculum walk-throughs, Math lesson studies, ELD class visits, informal classroom visits

Analysis of Current Instructional Program

During the 2022-2023 school year, Cleveland Elementary conducted a Comprehensive Needs Assessment (CNA) process that included a review of the school's mission and vision, educational expectations, assessment data, and achievement gaps. These meetings with stakeholders included the school site council (SSC), ELAC, parents, teachers, administrators, and other staff. Through several brainstorming activities, interviews, examination of documents, curriculum guides, professional development agendas, surveys of teachers and parents, classroom observations, and instructional walks, the CNA identified the following information for possible insights for the achievement gap in reading, math, and science.

Meeting Dates:

- Faculty Learning Meeting: February 7, 2023, March 7, 2023, April 4, 2023
 - Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math
 - Data Analysis to Identify Strengths and Weaknesses
 - Review of Surveys and Instructional Walk (01/13/23 and 01/26/23)
- Leadership: February 23 and March 23, 2023
 - Revisit Progress Towards Goals
 - Classroom Observation Findings
 - Professional Development Needs
- School Site Council: January 26, 2023, and March 30, 2023, April 27, 2023
 - Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math
 - Parent & Teacher Surveys & Results
 - Interviews/Discussions with Stakeholders on Strategies to Improve Student Achievement
- ELAC: May 3, 2023
 - Brainstorming Activities to Address Low Percentage of Students Performing Below Grade Level in ELA and Math
 - Parent & Teacher Surveys & Results
 - Interviews/Discussions with Stakeholders on Strategies to Improve Student Achievement
 - Members Provided Feedback for Strategies to Improve Student Achievement

Standards, Assessment, and Accountability

i-Ready Diagnostic Assessment (fall/winter/spring), ELPAC Assessment (initial/summative), SBAC summative, and walk-throughs/classroom visits

Staffing and Professional Development

Staffing and Professional Development Summary

Comprehensive Needs Assessment Process:

Need: Increase the percentage of students meeting/exceeding standards in reading and math.

Goal #1: The percentage of students in grades K-8th meeting/exceeding grade level standards in reading will increase from **25% to 30%** as measured by the i-Ready Diagnostic Assessment.

Goal #2: The percentage of students in grades K-8th meeting/exceeding grade level standards in math will increase from **16% to 21%** as measured by the i-Ready Diagnostic Assessment.

Area of Focus: Staffing and Professional Development Summary

According to the California Department of Education – Educational Demographics Unit, there are approximately 35,255 students enrolled in Stockton Unified School District. Cleveland is a K-8 elementary school with approximately 738 students enrolled. Cleveland's demographics are made up of 61.8% Hispanic, 13.8% African American, 10.2% Asian, Two or more races 7.6%, White, 5.42%, Filipino 0.54% and 0.41% American Indian or Alaska Native. Furthermore, according to the School Accountability Report Card (SARC) for the 2020-2021 school year, Socioeconomically Disadvantaged students account for 82.2%, English Learners (ELL) account for 21%, and students with disabilities account for 16.4%.

Cleveland has a very dedicated certificated staff made up of 28 general education teachers, 5 Special Education teachers, 1 fine arts teacher, 1 Physical Education teacher, 1 resource teacher, one instructional coach, one program specialist, two full time counselors, one assistant principal, and one principal. Cleveland highly qualified teachers average 14+ years of service. 63% of Cleveland's teachers have a Master's Degree and 93% are tenured. Cleveland currently has four teachers completing the Teacher Induction Program and one second year teacher.

This year, professional development was limited due to the instructional calendar and the district's mandated training (Keenan) that reduced the number of days for staff PD. This year, the majority of professional development was dedicated to AVID and math PD with the San Joaquin County Office of Education. One of Cleveland's goals this school year was to continue our focus on the Professional Learning Community(PLC) to strengthen teacher collaboration school-wide. In addition to PLC training, Cleveland presented professional development on AVID School wide WICOR strategies, teachers attended the Science curriculum training, our instructional coach went to the National Science Teachers Association (NSTA) conference, math PDs, SIPPS training, and planing and collaboration days are scheduled for the summer.

This summer, we have a total of 8 staff who will be attending the PLC conference and 5 staff members who will be attending the AVID Summer Institute.

Professional development for the Social Studies curriculum was limited this year. Our district Social Studies coach retired last year and the Studies Weekly layout changed this year. Support was limited due to difficulty accessing the online Teacher's curriculum.

By analyzing student performance data, progress towards our schoolwide SMART goals, and teacher surveys, Cleveland is able to prioritize areas for professional development to decrease the number of students performing below standards. The following are our recent findings for professional development needs:

- K-8 Math Implementation Strategies for Building Conceptual Understanding and Fluency
- K-3 Reading Foundational Skills
- AVID WICOR strategies
- Process Writing
- Science Curriculum Implementation

Staffing and Professional Development Strengths

Staffing and Professional Development Strengths

Cleveland School has a strong AVID Leadership team who presents professional development on WICOR strategies and focuses on the strategy of the trimester, organization, collaborative structures, wrting strategies, and promotes a college culture throughout the campus. Cleveland has a team of 5 staff signed up to attend the AVID Summer Institute this year to further our implementation of AVID school wide.

Cleveland teachers were provided with Math PD training in partnership with San Joaquin Office of Education. As a result of the training, we have observed an increase in Number Talk, subitizing lessons, lessons studies that faciliate common planning of math instructional lessons, and data analysis.

According to our positive participant feedback and attendance sign-in logs, Cleveland has a high percentage (95%) of our teachers attending our site professional development: R.A.C.E. (writing), AVID Structures for Collaboration, and Math PD.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Inconsistent implementation of core strategies, Science and labs, teachers not having enough planning time/collaboration, didn't have enough growth, ela-math scores **Root Cause/Why:** Limited opportunities for professional development.

Teaching and Learning

Teaching and Learning Summary

Teaching and learning Summary:

At Cleveland Elementary School all teachers are using the district adopted curriculum, aligned with the common core state standards, and following the instructional and assessment pacing guides. Based on classroom observations, teachers are implementing the curriculum in all core content areas using research-based practices and AVID WICOR strategies to increase learning and student collaboration. Cleveland teachers follow a school wide schedule that adheres to all required instructional minutes for each subject of study. In addition, there is strategic time in every grade level schedule for intervention and small group support for students performing below standard. Some grade levels platoon for Reading/SIPPS and ELD instruction.

Through our PLC, data analysis, and teacher referrals/SSTs, students are referred for our primary reading intervention and/or after school tutoring through the ELOP program. Enrollment at the beginning of the year in the ELOP Program was limited this year due to a staffing shortage. The Cleveland ELOP Program was able to enroll 70 students and the numbers eventually grew to approximately 140 students by mid-year, as teachers began their tutoring in October and ELOP staffing increased later in the year. Primary reading intervention was also limited this year due to the substitute teacher shortage.

Results from the 2022 Winter i-Ready assessments showed that students are making growth for both reading and math. The data showed the school's average growth as of December 2022 is 72% for reading and 57% for math toward the annual projected growth, which is above the 50% mark for this time of year. In reading, 27.4% of students met or exceeded grade level standards which was a 11% increase from the fall 2022 diagnostic results. 72.6% of Cleveland students are performing one or more years below grade level and need additional instruction and support. Students in grades K, 8, and 1 had the highest percentage of students performing two or more grade levels below.

For math, 17% of students met or exceeded grade level standards which was a 12% increase from the fall 2022 diagnostic results. 83% of Cleveland students are performing one or more years below grade level in math and need additional instruction and support. Students in grades 3, K, and 2 had the highest percentage of students performing two or more grade levels below.

Reading-Diagnostic Growth

	Progress (Median)	% Met			% Students with Improved Placement	Students Assessed/ Total
Grade K	42%	14%			27%	56/59
Grade 1	58%	21%			31%	70/74
Grade 2	73%	30%			39%	67/70
Grade 3	60%	36%			39%	70/71
Grade 4	70%	38%			41%	63/63
Grade 5	100%	52%			45%	64/65
Grade 6	158%	70%			44%	73/74
Grade 7	71%	47%			44%	75/78
Grade 8	47%	40%			43%	68/70

Math-Diagnostic Growth

	Progress (Median)	% Met			% Students with Improved Placement	Students Assessed/ Total
Grade K	33%	5%			16%	56/59
Grade 1	69%	26%			42%	69/74
Grade 2	48%	22%			33%	67/70
Grade 3	38%	10%			40%	70/71
Grade 4	63%	24%			43%	63/63
Grade 5	59%	33%			44%	64/65
Grade 6	120%	60%			62%	73/74
Grade 7	56%	37%			43%	76/78

Grade 8	70%	38%			36%	69/70

Cleveland has a fluid reading and math intervention as an elective course for students performing below grade level in grades 7-8. Students in grades K-6 are provided strategic support time for small group instruction/re-teach in reading and math. Identified students are given priority for enrollment in tutoring to receive additional academic and enrichment support as part of our ELOP program. Students in 1st through 3rd grades receive SIPPS instruction based on their placement assessment that targets their learning needs. Lexia CORE5 and PowerUp online programs are also provided to support students' performance that targets their individual achievement gap in reading comprehension, grammar, and vocabulary.

For enrichment, Cleveland provides a STEM elective course and after school opportunities for hands-on activities/projects through MESA, Quest, and Project-Lead-the-Way (PLTW).

Cleveland School teachers are committed to providing high quality first instruction in a safe and positive learning environment, that promotes college awareness throughout the campus. Our goal is to ensure that all students are provided with strategies and skills to achieve their highest potential and be prepared for a successful college and career education.

Teaching and Learning Strengths

Teaching and Learning Strengths

Teachers are implementing the standards-based curriculum in all core content areas using research-based strategies and committed to incorporating AVID WICOR strategies. The AVID leadership team collaborates monthly and shares effective instructional strategies which align to our AVID school wide goals. Teachers engage in PLC conversations focused around data and lesson planning to increase student learning. This year, based on tutoring enrollment records and attendance, more teachers are providing additional support and enrichment activities for students in the after school Extended Learning Opportunities Program (ELOP) from August 2022-May 2023. Due to district assistance with funding, twelve teachers provided academic support to ten groups of students after school as compared to nine in previous years.

Cleveland Elementary School staff identified additional strengths in the areas of Teaching and Learning. The following strengths were identified during a staff collaboration and Leadership Meeting:

- *Effective small group instruction being implemented based on diagnostic assessments
- *Staff willing to present effective strategies during Faculty Learning Meetings
- *Opportunities to attend professional development conferences (AVID, PLC, Math, and Science)
- *i-Ready data shows growth school-wide
- *Supportive/collaborative staff
- *Opportunities for other sites to visit our classrooms to observe the schoolwide implementation of our AVID strategies
- *Positive feedback for our implementation of Ready Math instruction on two classroom walk-through observation days

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Staff have identified that based on the i-Ready Diagnostic 2 data for reading, 73% of students are at Tier 2 and below and math at 83%. **Root Cause/Why:** 1). 35% chronically absenteeism. Cleveland has 251 students labeled chronically absent as of March 2023. 2). Inconsistent math instruction for 7th grade, with multiple substitute teachers. 3). Cleveland primary reading intervention was not fully implemented this year.

Needs Statement 2 (Prioritized): Student access to academic support/tutoring. **Root Cause/Why:** Enrollment was limited due to after school staffing shortage at the beginning of the year. This year, students were provided enrichment opportunities and some academic support/tutoring.

Parental Engagement

Parental Engagement Summary

Parental Engagement Summary:

A survey was conducted at the beginning of the 2022-2023 school year to get input from parents on preferred meeting days/times and topics of interest for presentations.

This year, our parent involvement activities have been on campus. Our community partnerships were limited, but were involved in other ways, i.e. some volunteers returned to work with students, donated books to every kindergarten student on the first day of school, provided lunch to staff on orientation day, guest readers for the Rotary Read-In, guest speakers in classrooms. We value parent and community input and feedback through their participation in ELAC/SSC meetings, Parent Coffee Hours, and Surveys, i.e., EL needs assessment and LCAP. We encourage our parents to take advantage of resources and workshops that are provided by the district and community on topics that include SEL, academic support, and parenting skills.

This year Cleveland offered the following parent engagement activities:

*Monthly Parent Coffee Hours

*Weekly Parent Café workshops (Jan. 2023-May 2023)

*Back-to-School Night

*Cleveland Band Performance

*SBAC Testing Information and Preparation

*English Learner Advisory Committee

*School Site Council

*Parent Conferences

*PTA Meetings

Science Camp Parent Meeting

*AVID Informational Parent Meeting/Showcase (May 2023)

*Career/College Night (May 2023)

*Awards Assemblies (May 2023)

Cleveland communicates by sending flyers and communications, however, events and meetings are well attended by the same parents and families. We would like to encourage and expand to include more families to attend the school events. Based on surveys, parents also expressed a lack of technology skills, not being able to navigate the online platforms.

Parental Engagement Strengths

Parent Engagement Strengths

Cleveland School has a core group of parents who are involved and attends our regular meetings. Our community partnerships were supportive and continued to be involved in other ways with donating books, volunteers, and providing lunch for staff. Both parents and community members offer their input and feedback on programs, professional development, and ways to improve student learning.

Cleveland Elementary School staff identified the following strengths in Parent Engagement during staff collaboration and leadership meetings:

*Parent Communication platforms (Class Dojo)

*Student daily planners

*Parent conferences and academic meetings

*AVID Parent Night

*Student awards events

*ELAC membership and engagement

*SSC membership and participation

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Cleveland had a low percentage, less than 10%, of parents attending and participating in school related activities.

Root Cause/Why: *Events and meetings are not well attended *Parents are working *Transportation issues *Child care issues *Lack of technology skills *No dedicated staff coordination for parent outreach activities

School Culture and Climate

School Culture and Climate Summary

School Culture and Climate Summary

Cleveland is building a school-wide college culture as part of our AVID implementation. Classrooms adopt a college and promotes college awareness with our morning announcement, bulletin board displays, and wearing college gear. Students are encouraged to use Xello to build their interests in their college and career pathways.

Based on student responses from the School Climate survey, 94% of students feel there's an adult on campus who cares about me, tells me that I will do a good job, and feels that I will be successful. There's an decrease from 53% in the fall to 35% of students mid year who feel that there are tensions between students from different backgrounds, ethnicity, and culture.

Increase of bullying and cyber bullying (School Climate Survey: grades 6-8 increased from 7% in the fall to 12% for mid-year; grades 4-5 decreased from 19% to 6%).

School Culture and Climate Strengths

School Culture and Climate Strengths

Cleveland has built a positive culture around promoting college and career awareness through our school-wide AVID implementation and site goals. Students are proud of their college, want to share their college cheers, and wear their college gear on school spirit days. Several classes have shared their cheers and college information during the Friday morning announcements. Cleveland school environment is filled with numerous college pennants and college bulletin boards.

We are proud that the data from the School Climate survey showed 94% of students who responded felt there's an adult on campus who cares about me, tells me that I will do a good job, and feels that I will be successful.

Cleveland has several incentive programs for students showing improvement attending school daily. Staff have created an **Attendance Tracker**, to monitor students with attendance contracts for improvement, reminders, and incentives/awards.

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Students in grades 6-8 felt that there are tensions between students from different backgrounds, ethnicity, and culture. **Root Cause/Why:** Fewer instructional minutes during distance learning and the lack of social interactions to build student acceptance and awareness of cultural diversity. PLUS teams did not have the opportunity to hold forums.

Needs Statement 2 (Prioritized): According to student responses on the School Climate survey, 27% of students did not feel safe at school. **Root Cause/Why:** *Increase of students on bullying, cyber bullying, and social media. *Increase in student referrals to counselors based on trauma and threat inquiries. *Increase of discipline referrals and suspensions for fight. *PLUS team forums were not held consistently. *Lack of SEL program implementation in the intermediate grades. *Students need support in building positive relationships and social skills.

Needs Statement 3 (Prioritized): Cleveland Elementary School has 35% of students chronically absent from school. **Root Cause/Why:** *Illnesses *Transportation *Increase of bullying and cyber bullying

Goals, Strategies, Expenditures, & Annual Review

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

LCAP Goal

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

Goal 1.1

School Goal for ELA/ELD: By EOY 2024, the percentage of students in grades K-8th meeting/exceeding grade level standards in reading will increase from 27% to 32% as measured by the i-Ready Diagnostic Assessment 2. By EOY 2024, per ELPAC, the number of students who reclassify to Redesignated Fluent English Proficient (RFEF), will increase by 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 2024. 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. SMART Goals for our Student Groups: To increase the percentage of met/exceed standard by a minimum of 3% in ELA, as measured by the California Dashboard by May 2024 for the following student groups: -African American students -Students with Disabilities -Asian students -English Learner (EL) students -Hispanic students -Socioeconomically Disadvantaged students School Goal for Math: By EOY 2024, the percentage of students in grades K-8th meeting/exceeding grade level standards in math will increase from 17% to 22% as measured by the i-Ready Diagnostic Assessment 2. 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 2024. 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. SMART Goals for our Student Groups: To increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2024 for the following student groups: -African American students -Students with Disabilities -Asian students -EL students -Hispanic students -Socioeconomically Disadvantaged students

Identified Need

Inconsistent implementation of core strategies, Science and labs, teachers not having enough planning time/collaboration, didn't have enough growth, ela-math scores

Staff have identified that based on the i-Ready Diagnostic 2 data for reading, 73% of students are at Tier 2 and below and math at 83%.

Student access to academic support/tutoring.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic Assessment 2	Reading 27.4% Math 17% Reclassification 18 students.	The percentage of students in grades K-8th meeting/exceeding grade level standards in reading will increase from 27% to 32% and Math from 17% to 22%. The number of students who reclassify to Redesignated Fluent English Proficient (RFEF), will increase by 10%.

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

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Academic Achievement Professional Development (PD)-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, Math, and Science. Teachers may need additional support with pacing and implementing small group instruction. Professional Learning Community (PLC) training/support will continue to be a focus for Cleveland staff. 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. Cleveland School will be working with San Joaquin County Office of Education to provide professional development for staff in the subject area of math. Teachers will be released by substitutes to attend training and conferences. 54 substitute days X \$200 per day= \$10,800 (LCFF) Teacher Additional Comp for attending PD, planning and collaboration (11500)-- 28 Teachers X 6 hours X \$60 per hour= \$10,080--Title I 28 Teachers X 6 hours X \$60 per hour=\$10,080--LCFF Substitute Teachers for Teacher release time for Coaching, PD, and Academic Conferencing (11700)-- 30 days X \$200=\$6,000--Title I Cleveland has a strong AVID Leadership team working on the implementation of WICOR strategies, focusing schoolwide on one strategy per trimester. Grade levels commit to specific instructional strategies using the AVID articulation matrix. The team is looking at our goals and planning/refining these areas and will be providing staff development for the new school year. Cleveland has a team of 5 staff signed up to attend the AVID Summer Institute this year to further our implementation of AVID school wide. The goal is for all Cleveland teachers to attend an AVID Summer Institute training for full implementation of the program/strategies. AVID Conference (52150) \$10,000 Title 1 Additional Compensation for AVID Leadership Team Teachers=9 Teachers x 10 meetings x \$60 per hour=\$5,400 Title 1 (11500) Additional Compensation for Program Specialist (site AVID Coordinator)= 1 Program Specialist x 10 meetings x \$75 per hour= \$750 Title 1 (19500) Cleveland will utilize appropriate consultants, attend conferences, and provide additional

compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: Agendas and sign-ins, evidence of implementation through classroom visits/walk-throughs, and i-Ready Diagnostic Assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$8,400	50643 - Title I Salary Contingency
\$11,712	23030 - LCFF Salary Contingency
\$16,200	50643 - Title I
\$750	50643 - Title I
\$6,000	50643 - Title I
\$10,000	50643 - Title I
\$10,800	23030 - LCFF (Site)

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

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Instructional Coaches (1 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 Coach will also support all teachers with full implementation of the curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also 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 Coach will assist with facilitation of Academic Conferences twice per year with every grade level focusing on students in targeted subgroups for improvement. Instructional Coach will work directly to support new teacher(s) through the coaching cycle. Instructional Coach--additional comp (19500)--20 hours for supporting teachers with planning, collaboration, and PD. 20 X \$75=\$1,500--Title I Program Specialist (salary & benefits) will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with identified teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will assist with the 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--\$84,000 LCFF (19500) --\$84,000Title I--FTE (19500) Program Specialist Additional Comp-20 hours for supporting teachers with planning, collaboration, and PD.. 20 X \$75=\$1,500--Title I (19500) 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. Provide on-going professional development in the implementation of ELA/ ELD strategies and language acquisition best practices. Additional Compensation Program Specialist (19500) x 6 hours x \$75 per hour=\$450 Title 1 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). Access to Library and High Interest Books Students in grades K-8 will have access to the Cleveland Library and SORA online library system to build reading fluency, comprehension skills., and become bibliomaniacs. 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 SORA implementation to foster a love of reading to all students. 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.--\$33,120--LCFF Intervention Teacher/Substitute Teacher will support students by focusing on foundational reading skills such as letter identification, phonemic awareness, building reading fluency and comprehension skills. Intervention teacher/substitute teacher will work with students in flexible groups to support the core curriculum and state standards mastery. Support will also be provided to EL students for building listening/speaking skills, curriculum, and assessments. Classroom diagnostic assessments from the Benchmark Program, i-Ready assessment, 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. 1 Substitute Teacher X \$200 per day X 3 days/week X 36 weeks=\$21,600--Title 1 (11700) Additional Time and Support: *Struggling students will receive additional support (i.e., from a retired reading intervention specialist/ teacher/substitute teacher) to focus on reading skills. *Students in grades K-2 reading below grade level will receive additional support focusing on foundational skills and early literacy intervention. *By Student Group: African American and White students working below grade level in ELA and Math. 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. *Struggling students will receive additional support during the academic hour. *By Student Group: African American, White students, Homeless, EL's and Students with Disabilities working below grade level in ELA, Math, and Science. 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 significant student groups* for enrollment in the tutoring after school. *Struggling students will receive additional support during the academic hour. *By Student Group: African American, White students, Homeless, EL's and Students with Disabilities working below grade level in ELA, Math, and Science. Academic Support through STEAM/MESA Activities Cleveland has 83% of students one or more years below grade level in Math. Cleveland will offer an after-school STEAM/MESA 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. *Struggling students will receive additional support during the academically focused club. *By Student Group: African American, White students, Homeless, EL's and Students with Disabilities working below grade level in ELA, Math, and Science. Additional Compensation Teacher= 1 Teacher x 28 weeks x \$60 per hour=\$1,680 Title 1 (11500) (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) Cleveland will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment. Metrics for Progress Monitoring: Agendas and sign-ins, evidence of implementation through classroom visits/walk-throughs, i-Ready Diagnostic Assessments, number of EL students being reclassified, Destiny circulation reports for the library, and ELOP tutoring enrollment/attendance reports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,500	50643 - Title I
\$84,000	23030 - LCFF (Site)
\$84,000	50643 - Title I
\$1,950	50643 - Title I
\$33,120	23030 - LCFF (Site)
\$1,680	50643 - Title I
\$21,600	50643 - Title I

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

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Cleveland School, Grades K-8, will have an AVID organizational, collaboration, 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, journals, pouches, dividers, highlighters, daily review workbooks for all K-8 students. The effectiveness of this strategy is determined by AVID administrators and evidence from the annual Certification CCI tool. Instructional Materials/supplemental materials and resources to support core instruction (43110) \$32,665 Instructional Materials (43110)-Title I \$23,128 LCFF Instructional equipment needed to implement supplemental programs and provide effective instruction include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMARTboards, printers, wireless audio components, poster maker materials, a laminator, and other instructional ancillary devices. Equipment (44000) --\$10,000--Title I Access to Library and High Interest Books Students in grades K-8 will have access to the Cleveland Library and SORA online library system to build reading fluency, comprehension skills, and become bibliomaniacs. Books (42000)-\$2,000--LCFF Books (42000)-\$2,000--Title 1 According to the i-Ready data, 73% of Cleveland students are currently one 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. Based on students' needs, they will be provided with instruction using the district supplemental program for building reading foundational skills: "Systematic Instruction in Phonological Awareness, Phonics, & Sight Words (SIPPS)" and "Heggerty." Teachers will receive on-going training and support from our Instructional Coach. Cleveland will use the Learning Together Program during the 7th and 8th 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. Learning Together Supplemental Resource Materials (57150) =\$200 Title 1 Academic Support through STEAM/MESA Activities Cleveland has 83% of students one or more years below grade level in Math. Cleveland will offer an after school STEAM/MESA 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. STEAM Materials purchase \$2,000 LCFF (43110) (Rocket kits, wheels, index cards, bands, etc.) Cleveland will provide supplemental instructional materials, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement. Metrics for Progress Monitoring: Agendas and sign-ins, evidence of implementation through classroom visits/walk-throughs, i-Ready Diagnostic Assessments, Destiny circulation reports for the library, and ELOP tutoring enrollment/attendance reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
\$23,128	23030 - LCFF (Site)
\$55,845	50643 - Title I
\$10,000	50643 - Title I
\$2,000	50643 - Title I

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

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Cleveland School will provide students with field trip opportunities for real life experiences, learn in a natural environment, and experience things first-hand from primary resources. According to Arylann Assante, executive director for Student & Youth Travel Association (SYTA) and SYTA Youth Foundation, seconds the notion that real world exploration outside the classroom can bolster students' critical thinking skills. "Today's students are visual learners, and a field trip lets them touch, feel and listen to what they're learning about, which helps them build on classroom instruction, gain a better understanding of topics, build cultural understanding and tolerance, and expose them to worlds outside their own." Assante says field trips are particularly important for disadvantaged students, as they provide students with unique opportunities that level the playing field. "Field trips give diverse and financially-in-need students equal opportunity to experience things outside classroom..." Field Trips \$10,000 Title I (57250) Pupil Fees \$8,000 Title I (58920) 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. Field trips to colleges are planned for students in the AVID elective course to explore college and career options. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. AVID college field trips/transportation \$3,000 Title 1 (57250) Duplicating instructional materials, student resources, planners (57150) --\$500--LCFF---Title I--\$1000 Equipment usage - copier, poster maker, laminator, etc. Maintenance agreements (56590)--\$ 6,000--Title I-- Cleveland will pay student fees, transportation, professional services, and duplicating costs associated with PLC collaboration, effective instructional practices, and student achievement. Metrics for Progress Monitoring: AVID CCI (Coaching & Certification Instrument), evidence of culminating and follow-up activities, i-Ready Diagnostic Assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$13,000	50643 - Title I
\$8,000	50643 - Title I
\$6,000	50643 - Title I

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

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal

identify the Title and Part, as applicable), Other State, and/or Local.

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

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Cleveland teachers received professional development at our monthly designated Faculty Learning Meetings, after school, and on the three contractual professional development days. Professional development focused on AVID WICOR strategies, math lesson studies, lesson demonstration, and PDs from San Joaquin County Office of Education, SIPPS, SEL, and the Second Step program. Some teachers attended the district PD on Science and received individualized support for Social Studies. Coaching was provided in identified areas of need, including integrated ELA/EL and Math strategies with support from the Instructional Coach, 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 the programs as designed. This year's AVID goals included Structures for Collaboration. Cleveland teachers have increased the use of collaborative structures during instructional time with improved student engagement. We received positive feedback on our AVID class visits/walk-throughs from our site team, district coaches, and other schools. The San Joaquin County Office of Education provided lesson demos on math fluency/subitizing lessons in K-2 classes. We have seen the strategies that were modeled being implemented in the classrooms. There has been an increase in building and understanding of Number Sense in primary classes. Stockton Unified School District content coaches for Science were able to visit Cleveland school and provide individualized support for teachers in lesson planning, curriculum, and resources. Additional support and follow-up were provided by our site Instructional Coach and Program Specialist. Evidence of effective professional development include classroom observations, instructional walks, positive feedback from teachers, and collaboration minutes that showed strategies and curriculum resources are being utilized from the professional development. Cleveland had a team of 14 teachers and administrators attended the AVID Summer Institute to strengthen the schoolwide implementation of AVID. Teachers had the opportunity to attend the AVID pathway and additional AVID professional development workshops/training that were offered after school and on weekends. The goal is for all teachers to attend an AVID Summer Institute training for full implementation of the program/strategies. Through classroom observations and instructional walks, there is evidence of effective WICOR strategies being implemented and grade level/schoolwide collaboration. The feedback Cleveland received on our most recent AVID walk was helpful and strategies are now in action, such as classroom ambassadors in all classes, display of current student work, and a variety of collaborative structures. Cleveland was fortunate to have our Instructional Coach this year to provide additional curriculum support to teachers. In addition to providing effective professional development, she was able to work directly with a second year teacher, a new teacher to SUSU, and three other teachers working to complete their credential requirements. The instructional coach also worked with grade levels and teachers individually in grades TK-8 on lesson planning, modeling lessons, co-teaching, debriefing with teachers after school, content collaboration, and implementing curriculum. The instructional coach also facilitated a multi-site PLC collaborative groups consisting of teachers in grades 5, 7, and 8 focusing on ELA. The Program Specialist assisted with coordination of intervention/after school tutoring, assessments administration, technical support for technology and software, AVID Coordinator, and providing professional development. The Program Specialist also served as coordinator of EL Programs, testing Coordinator, SAP Team Member, and assists with Master Schedule development and student placement. Overall effectiveness can be measured by the high number of students enrolled in the after school tutoring program, with 12 teachers providing academic and enrichment support, high participation rate completed for local and state assessments, efficient turn around time for technology support and trouble shooting programs, curriculum materials and needs for students on campus, correct placement of students in AVID and/or ELD, and collaboration/timely communication with staff on data analysis, deadlines, and compliance related topics. Cleveland has been AVID certified for the past 8 years for secondary and 7 years for elementary. Strategy 2 Cleveland School was able to provide limited additional time and intervention support to struggling primary readers this year. According to the first grade SMART goals, the majority of the students are mastering standards for foundational reading skills. This year, Cleveland was also able to provide leveled foundational reading instruction through implementing the SIPPS program. Our Instructional Coach and Program Specialist facilitated a challenge/extension group for students who have mastered the foundational reading skills. Cleveland was able to provide after school tutoring in the ELOP program, with a high number of students enrolled and 12 teachers providing academic and enrichment support. Strategy 3 The Library Media Clerk received training and support from our district Librarian on managing the school library and providing technology assistant. He was able to assist students to select the appropriate level of high interest books and motivate students to become bibliomaniacs, thus, promoting the improvement of reading comprehension skills. According to the Destiny library circulation, there has been an increase in the number of books being checked out and classroom visits to the library. Strategy 4 Cleveland purchased Lexia, Core5 for grades K-5 and Power Up for grades 6-8 this year for supplementary reading support. This year, according to our data, there has been a decreased in usage along with little program support from their consultant. Our data shows that only a few classes are using the program with an average of 5 students meeting their usage goals. Teachers also report that it is challenging to find instructional minutes for the program. Strategy 5 Cleveland School implements AVID school-wide WICOR strategies to all students. Students in grades K-6 are learning AVID strategies as they are integrated into the curriculum. Students in 7th-8th grades have the opportunity to select AVID as an elective course by submitting their interest form and application. Cleveland has an AVID Leadership team consisting of a representative for each grade, who attends monthly meetings, with the AVID coordinators, administrators, and support staff. As evidence in the AVID meeting minutes, the team worked on promoting college awareness throughout the campus, focusing on instructional equity, and implementing school-wide instructional strategies, such as focused note-taking, marking the text, one-pagers, RACE writing strategy, and structures for collaboration. The team also reviews and annually updates the AVID Articulation Matrix to reflect grade level commitments and current year's goals. Evidence of levels of implementation for each of the AVID Domains are collected and submitted for annual certification using the Coaching & Certification Instrument (CCI) tool. Implementation of WICOR strategies were observed during the site's winter certification/class visits, as evidenced by students' organizational binders, folders, pouches, agendas/planners, and student work displayed on the bulletin boards. Strategy 6 EL students received daily ELD instruction with their homeroom teacher at a designated time according to the Master Schedule. Professional development is scheduled in May 2023 for ELD strategies and language acquisition best practices. Findings from the ELD classroom walk-throughs are reviewed and shared with the staff by Program Specialist and administrators. Teachers are able to use the feedback to refine their instruction and best practices when working with EL students. Due to limited platooning opportunities, most ELD instruction are occurring in small groups. Based on collaboration and teacher feedback, teachers were able to effectively focus on their EL students and their needs for language support. Our bilingual aide provided EL students at ELPAC levels 1 and 2 with primary language support during her small group instruction. According to the Teacher-Paraprofessional logs, she focused on the foundational skills, including reading/phonics/phonemic awareness, scaffolding teacher provided lessons in reading and math, writing skills, and when needed using the students' primary language to give them access to grade level concepts. Students are demonstrating growth as evidenced from their i-Ready assessments and meeting their grade level SMART goals. Currently, Cleveland has re-designated nineteen (19) EL students to English proficient. Strategy 7 STEM related activities were provided in classrooms and after school enrichment programs from teachers who received training for MESA and Project Lead the Way (PLTW). Overall, the programs were effective as evidenced by students requesting enrollment and participation in these activities. Students were highly engaged in their small groups with completed hands-on projects incorporating the Next Generation Science standards and the new Science curriculum. Students in grades 5-8 participated in the MESA competitions at the University of the Pacific and a couple students received awards for their projects. Strategy 8 Stockton Unified School District offers a one week Summer Bridge program for incoming Kindergarten students at participating schools. Cleveland School did not offer the Summer Bridge program.

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

Professional development was limited this year due to our instructional calendar, district PD days, and mandated Keenan training which conflicted with faculty learning dates. Some of our Math PD dates that were scheduled had changed with San Joaquin County Office of Education due to substitute shortage and staff absences. Academic conferencing was only able to be scheduled for one cycle during the school year. Primary intervention was limited this year due to staff absences and the substitute teacher shortage. Title 1 funding (\$19,000) was reallocated to support the five member team attending the 2023 AVID Summer Institute in San Diego and the purchase of additional instructional materials. Cleveland purchased Lexia, Core5 for grades K-5 and Power Up for grades 6-8 this year for supplementary reading support. This year, according to our data, there has been a decreased in usage along with little program support from their consultant. Our data shows that only a few classes are using the program with an average of 5 students meeting their usage goals. Teachers also report that it is challenging to find instructional minutes for the program.

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.

Cleveland will continue with the same strategies/activities to achieve the goals for the following school year, with the following exceptions and/or changes: *Fund and implement the primary reading intervention to support the foundational skills and meet the academic needs of identified students. *Recruit for teachers who have not received training to attend one AVID Summer Institute. *Provide professional development and PLC collaboration during the summer. *Based on funding source, continue providing extended day programs with academic support and enrichment activities. *District is funding and providing Cleveland with a full time bilingual aide to support EL students. *Based on usage data, Lexia programs will not be purchased next year. *Based on the school's needs assessment/PD survey, staff are requesting training on the Science curriculum/NGSS standards, Socio-Emotional Learning (SEL), AVID WICOR strategies, and Illuminate gradebook.

LCAP Goal

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

Goal 2.1

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 2024.
School Goal for Attendance/Chronic Truancy: To decrease the number of students chronically absent from school by 10%, from 35% to 30% for all students and subgroups according to the California Dashboard by May 2024. *Data from Chronic Absenteeism (Synergy Reports) March 2023 *Data from SUSD Attendance Report 3/2023

Identified Need

Inconsistent implementation of core strategies, Science and labs, teachers not having enough planning time/collaboration, didn't have enough growth, ela-math scores

Staff have identified that based on the i-Ready Diagnostic 2 data for reading, 73% of students are at Tier 2 and below and math at 83%.

According to student responses on the School Climate survey, 27% of students did not feel safe at school.

Cleveland Elementary School has 35% of students chronically absent from school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly SUSD Attendance and Discipline report.	Currently, as of April 2023, the percentage of students chronically absent from school is 35% (267 students as compared to 387 students from last year).	We anticipate at least a 10% decrease in the percentage of students who are chronically absent from school.

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

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Social Emotional Intervention Program Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e. PBIS, PLUS, Second Step (SEL curriculum), Growth Mindset, counseling, restorative practices/community circles, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistance Program (SAP). Second Step is a research-based program. It is shown to significantly improve students' social emotional well-being, confidence, problem solving and social skills. Teacher additional comp for instructional planning and implementing Second Step. 28 teachers x \$60 x 4 hrs. = \$6,720--LCFF (11500) Additional comp for counselors for training and coaching support. 2 counselors x \$60 x 4 hrs. = \$480--LCFF (12500) Cleveland School will contract with a local organization to provide structured lunch time sports, games, and intramural activities in order to promote a healthy, safe environment for students during recess time. Teachers will use referrals and the information from the California Dashboard to identify students and/or significant student groups* to participate in the program. *Students chronically absent from school. *Students with discipline referrals. *By Student Group: African American, White students, Homeless, EL's and Students with Disabilities. Factory Institute of Training (FIT) Consultant \$21,600--LCFF (58320) Cleveland will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate. Metrics for Progress Monitoring: Decrease of discipline referrals, suspensions, and students chronically absent from school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$21,600	23030 - LCFF (Site)
\$4,080	23030 - LCFF (Site)

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

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Restorative Practices 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 \$60 per hour=\$1,200--LCFF (12500) 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 Counselor x 28 weeks x \$60 per hour=\$1680 LCFF PBIS Team The Assistant Principal and Counselors 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 Compensation Teachers= 9 Teachers x 10 months x \$60 per hour= \$5,400 LCFF Additional Compensation Counselor= 2 Counselors x 10 months x \$60 per hour= \$1,200 LCFF Cleveland will provide certificated and classified additional compensation/substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Decrease of discipline referrals, suspensions, and students chronically absent from school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$7,080	23030 - LCFF (Site)

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

Strategy/Activity 2.1.3**Students to be Served by this Strategy/Activity**

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Social Emotional Intervention Program Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e. PBIS, PLUS, Second Step (SEL curriculum), Growth Mindset, counseling, restorative practices/community circles, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistance Program (SAP). Growth Mindset journals for students in grades K-5 to reinforce a positive mindset and improve problem solving skills. Supplies \$1,000--LCFF (43110) Cleveland will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Decrease of counseling referrals and number of Second Step lessons taught in the classrooms.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 2.1.4**Students to be Served by this Strategy/Activity**

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Cleveland will pay student fees, professional services, assemblies, and duplicating costs associated with SEL development and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity

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

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

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Cleveland School was able to meet our goal for decreasing the number of students chronically absent from school. According to Stockton Unified School District data, as of March 2023, Cleveland has decreased the percentage of students chronically absent from school from 50.1% to 35.25%. Cleveland School had limited Restorative Practices in lieu of suspension for non-aggressive offenses at school. To date, we have had one Friday detention session for students learning restorative practices from counselors after school. Cleveland had 4 students complete the restorative practices Friday detention and community services in lieu of suspension. The program was effective as four students did not miss instruction due to suspension and received preventative/restorative counseling services. We are planning for an increase of sessions next year when we are fully staffed in our counseling department. The counselors trained students on the PLUS Program this year. Training took more time this year due to limited training, PLUS meetings, and only one counselor on campus for the majority of the school year. The Cleveland PBIS team meets for one hour after school each month to schedule school events, plan student awards, and identify solutions to specific behavior. The PBIS team also provides training to staff during Faculty Learning. The monthly PBIS team meetings are effective as evidenced by a decrease in the number of students chronically absent from school this year. Cleveland was not able to meet the goal for decreasing suspensions this year. Currently, as of March 2023, we have a total number of suspension days at 102. In comparison, in March of 2022, we had 32 total days of suspension and in 2019-2020, we had 115 total days of suspension.

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

Cleveland was not able to meet the goal for decreasing suspensions this year. Currently, as of March 2023, we have a total number of suspension days at 102 as compared to 32 at the same time last year. The greatest number of suspensions this year were for fighting violations during the lunch recess hours at Cleveland School. The Hispanic subgroup had the highest number of students with suspensions from school this year. Overall, Cleveland School was able to decrease the number of students chronically absent from school from 50.1% to 35.25% as of March 2023. According to the data, some student groups continue to struggle with consistent attendance at school. The student group classified as Homeless had a percentage of 61.5% chronically absent from school. In addition, our African American student group had a percentage of 46.15% and SPED student group had 44.86% of students chronically absent from school. Parents report students are frequently ill, miss the bus, or have transportation challenges getting to school. Cleveland staff feel students are in need of additional/on-going training on Cyber bullying, Conflict Resolution, Restorative Practices, and Social Emotional strategies.

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.

Cleveland will continue with the same strategies/activities to achieve the goals for the following school year, with the following exceptions and/or changes: *Fund and implement the Friday Detention/Restorative Practices to support the social emotional and behavior needs of identified students. *Organized Sports for lunch time recess to decrease discipline referrals and suspensions. *Recruit for teachers who have not received training on the PLUS program in an effort to identify a teacher to train the team of students to implement the program from the beginning of the school year. *Provide professional development to teachers and allocate instructional minutes for social emotional lessons at the beginning of each week. *Based on funding source, continue scheduling monthly meetings for PBIS team members. *Assemblies for students on Cyber Bullying and Bullying.

LCAP Goal

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

Goal 3.1

School Goal for Meaningful Partnerships: Cleveland will increase the number of volunteers and/or meaningful partnerships from 10 to 15 by May 2024. 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 2024. Parent attendance at CAMP Meetings and Parent Coffee Hours will increase from an average of 20 parents to 30 parents by May 2024. Cleveland will be offering Parent Cafe workshops focusing on child nutrition on Friday mornings and will increase parent participation from 10 to 15 parents.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of parents attending school events based on sign-ins.	Currently, an average of 10-12 parents who participate in parent involvement workshops/committees.	Anticipate a 10% increase in parent involvement.

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

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan Cleveland will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring: -Number of parents contacted -Number of parents attending Parent Cafe -Number in attendance and participation of school activities, events, workshops, and conferences/meetings.

Proposed Expenditures for this Strategy/Activity

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

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

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

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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.). 1 Community assist salary \$29,391 (FTE 0.4375)--LCFF (22901) *If funding/staff available -- Additional Hourly Pay Calculation for Bilingual Assistant to support parents during meetings: 20 hours X \$25 = \$500--Title I (21500) Cleveland will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Metrics for Progress Monitoring: -Number of parents contacted -Number of parents attending Parent Cafe -Number in attendance and participation of school activities, events, workshops, and conferences/meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$500	50647 - Title I - Parent

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

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement 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.). Parent Cafe and other Parent Meeting Supplies \$ 1000--Title 1 Parent (43200) Cleveland will host two Family Nights for Math, Science, Music, and/or to showcase Project Lead the Way, STEAM, and the AVID Program at school. Supplies \$500--Title I Parent (43200) for families to participate in the learning games/activities (paper, spinners, dice, etc.). 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. Materials/Supplies \$641 Title 1 Parent (43200) Cleveland will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships. Metrics for Progress Monitoring: -Number of parents contacted -Number of parents attending Parent Cafe -Number in attendance and participation of school activities, events, workshops, and conferences/meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,141	50647 - Title I - Parent
\$1,000	50647 - Title I - Parent

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

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation Parent Cafe Meeting Light Snacks and Refreshments (Nutrition and cooking). Presenters will instruct Cleveland parents on preparing nutritious meals for their families. Meeting Expense \$ 1000--Title I Parent (43400) Duplicating and Non-Instructional/Instructional Materials \$500 --Title I Parent (57150) Cleveland will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1,000	50647 - Title I - Parent
\$500	50647 - Title I - Parent

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Strategy #1 Cleveland School families were provided with opportunities on campus to become involved in their child's education this year. This year we have had School Site Council meetings, English Learners Advisory Committee meetings, Parent Cafe Workshops (Jan. 2023-May 2023), AVID Parent Night (May 2023), and PTA monthly meetings. Teachers in grades TK-8 held required parent conferences virtually or on campus. Third grade teachers presented an SBAC Test meeting for parents. Teachers reviewed expectations for students during test administration and incentives for students meeting their goals. The third grade team also shared best practices for test taking days, such as going to bed early and eating breakfast. Third grade teachers reported low attendance, three of twenty-four parents for each class presentation. The fourth grade teachers held C.A.M.P. , Cleveland Academic Meetings for Parents, to review student data and teach parents strategies for improving reading comprehension and learning multiplication/division facts to automaticity at home. At the end of the meeting, parents created a SMART goal for reading and math for their child and will use the assessment results sent home to determine if their child met the goals. Fourteen parents were able to attend the virtual C.A.M.P. meeting. Overall, according to sign-in logs, the virtual parent involvement activities have had low participation at each event. In previous years, we have had much greater parent involvement at school events. In previous years, Cleveland School Parent Coffee Hours, had an average of twenty parents attending the meetings. Currently, the average attendance for virtual Parent Coffee Hour and Parent Cafe meeting is 6-8 parents. Strategy #2 Cleveland has an AVID College/Career night planned for families. The STEM elective course will also showcase some of the student projects created during the course and in the after school STEM enrichment. Effectiveness of the strategy will be determined by the number of parents and families attending the event scheduled for May 2023. Strategy #3 Planners were purchased for students in grades 3-8. Planners are an effective parent communication tool and included in Cleveland School's AVID goal for teaching students' organization for educational success. According to teacher grades and AVID binder checks, planners were effective in helping students stay organized and turn in assignments by due dates. In addition, planners include important new age-appropriate information which supports common core standards for character education, tobacco prevention, and substance abuse awareness curriculum.

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

Cleveland School has a decrease in the number of school volunteers from our Central United Methodist Church (CUMC) and University of the Pacific partnerships. In previous years, we had had as many as ten volunteers from CUMC and this year we had only one volunteer. Cleveland School was not able to hire a part-time Community Assistant to build a strong parent outreach program at Cleveland School. Cleveland School did not host a Math Night this year. A Science or STEM Night will be held in May 2023 to showcase student STEAM projects from the eighth-grade elective course.

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.

Cleveland will continue with the same strategies/activities to achieve the goals for the following school year, with the following exceptions and/or changes: *Provide additional opportunities for parent workshops and presentations based on survey results or input on topics of interest from Cleveland families (Strategy/Activity 1). *Invite Cleveland families to Math/Science nights as well as an AVID parent informational meeting on campus (Strategy/Activity 2). *Host a technology training for our parents and school community. Many parents have shared that they are experiencing difficulty with navigating the online platforms for meetings and district programs (Strategy/Activity 1). *Re-establish the cooperating relationship between Cleveland School and University of the Pacific for hosting student teachers and working with college students completing fieldwork assignments.

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	\$251,066.00
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$446,586.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
50643 - Title I	\$238,525.00
50647 - Title I - Parent	\$4,141.00
50643 - Title I Salary Contingency	\$8,400.00

Subtotal of additional federal funds included for this school: \$251,066.00

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

State or Local Programs	Allocation (\$)
23030 - LCFF (Site)	\$183,808.00
23030 - LCFF Salary Contingency	\$11,712.00

Subtotal of state or local funds included for this school: \$195,520.00

Total of federal, state, and/or local funds for this school: \$446,586.00

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18fa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov