

2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Cleveland (C1 - 215)

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

Attested:

Heidi Mohammadkhan
Typed Name of School Principal

Heidi Mohammadkhan
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	05/19/2022	06/28/2022

Purpose

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

Cleveland Elementary is implementing a Schoolwide Program. The school has been identified as Additional Targeted Support and Improvement (ATSI) for the African American (AA) and White (WH) student groups.

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.

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

Engaging Educational Partners

Refer to comprehensive needs assessment.

Resource Inequities

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

Refer to comprehensive needs assessment.

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

During the 2021-2022 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, staff 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 and math.

Meeting Dates:

- Faculty Learning Meeting: January 18, 2022, March 1, 2022, April 5, 2022
 - 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
- Leadership: February 22 and 28, 2022
 - Revisit Progress Towards Goals
 - Classroom Observation Findings
 - Professional Development Needs
- School Site Council: January 20, 2022, and February 24, 2022, April 21, 2022
 - 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: March 3, 2022, April 14, 2022
 - 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

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 26 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 first year teacher.

This year the majority of professional development was limited to on-line and/or Zoom presentations due to COVID19 restrictions. One of Cleveland's goals this school year was to focus on the Professional Learning Community(PLC) training planned in partnership with San Joaquin Office of Education to strengthen teacher collaboration school-wide. In addition to PLC training, Cleveland presented professional development on AVID School wide WICOR strategies, Lexia for CORE5 and Power UP programs, Science curriculum overview, Social Studies classroom visits (grades 6-8) and lesson demonstrations, and cultural responsive teaching/educational equity. Our professional development will continue this summer with 15 staff members attending the AVID Summer Institute.

Professional development for the new Science curriculum was limited this year. Teachers need additional training and lesson demonstrations to fully implement the new Science program.

In our PLC training, teachers had the opportunity to analyze student work samples and develop writing rubrics. Teachers identified the need for additional writing professional development which would also align with our school wide AVID goals.

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/Lesson Study
- 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 present professional development on WICOR strategies, Strategy of the Month, student organization, college culture, and writing strategies to colleagues. Cleveland has a team of 15 staff signed up to attend the AVID Summer Institute this year to further our implementation of AVID school wide.

Cleveland teachers were provided with Professional Learning Community training in partnership with San Joaquin Office of Education. As a result of the training, we have observed an increase in data analysis, student work calibration, common planning of instructional lessons within a grade level and departmental planning with other sites.

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: Lexia, NetOps, R.A.C.E. (writing), NearPod

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): Limited teacher experience and training with implementing the new ELA and Math curriculum. **Root Cause/Why:** The ELA and Math curriculum were not fully implemented due to school closure during the first year of adoption. Professional development and on-going support were limited to virtual for the following school year. Throughout the year, high percentage of staff absences due to COVID19. Substitutes were not available for teacher release to attend PD.

Needs Statement 2 (Prioritized): Need additional training to fully implement the Science curriculum. **Root Cause/Why:** Professional development was offered virtually over the summer. Enrollment challenges prevented some teachers access to training provided by the district.

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.

In our PLC conversations, teachers identified the need for additional Science and writing support, and the challenges with having to re-teach or revisit the skills and concepts taught when students are absent due to COVID related illness.

Through our PLC, data analysis, and teacher referrals/SSTs, students are referred for our primary reading intervention and/or after school tutoring through the STEP-UP program. Enrollment in the STEP UP Program was limited this year due to a staffing shortage. The Cleveland STEP UP Program was able to enroll 40 students as compared to 120 students in previous years. Primary reading intervention was also not available this year due to the substitute teacher shortage.

Results from the 2021 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 2021 is 75% for reading and 66% for math toward the annual projected growth, which is above the 50% mark for this time of year. In reading, 25% of students met or exceeded grade level standards which was a 13% increase from the fall 2021 diagnostic results. 75% of Cleveland students are performing one or more years below grade level and need additional instruction and support. Students in grades 7, 6, and 2 had the highest percentage of students performing two or more grade levels below.

For math, 16% of students met or exceeded grade level standards which was a 9% increase from the fall 2021 diagnostic results. 84% of Cleveland students are performing one or more years below grade level in math and need additional instruction and support. Students in grades 7, 5, and 3 had the highest percentage of students performing two or more grade levels below.

Reading-Diagnostic Growth

Grade	Progress (Median)	% Met			% Students with Improved Placement	Students Assessed/Total
Grade K	21%	7%			18%	56/75
	45%	11%			24%	45/55
	68%	40%			37%	57/59
	85%	45%			45%	62/66
	97%	50%			43%	58/60
	81%	49%			46%	69/73
	124%	62%			60%	68/70
	112%	54%			49%	67/70
	100%	54%			43%	69/76

Math-Diagnostic Growth

Grade	Progress (Median)	% Met			% Students with Improved Placement	Students Assessed/Total
K	31%	5%			17%	56/75
	52%	27%			25%	51/55
	58%	22%			33%	58/59
	69%	31%			52%	61/66
	67%	25%			46%	59/60
	78%	37%			51%	68/73
	127%	66%			65%	68/70
	58%	34%			40%	65/70
	95%	50%			51%	68/76

Based on student performance data, Cleveland has a reading and math intervention as an elective course for students who are 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 support as part of our STEP-UP program. Lexia CORE5 and PowerUp online program 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 program from August 2021-May 2022. Due to district assistance with funding, nine teachers provided academic support to students after school as compared to five 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, CABE, PLC)

*i-Ready data shows growth school-wide

*Supportive/collaborative staff

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Staff have identified that based on the i-Ready Diagnostic data for reading, 75% of students are at Tier 2 and below and math at 84%. **Root Cause/Why:** 1). Learning loss due to COVID19 school closure and reduction of instructional minutes. 2). The percentage of students chronically absent from school is 50.1% according to the district monthly attendance report. Cleveland has 282 students labeled chronically absent as of March 2022. 3). Cleveland primary reading intervention was not implemented this year due to a substitute teacher shortage.

Needs Statement 2 (Prioritized): Student access to academic support/tutoring. **Root Cause/Why:** After school program staffing shortage and tutoring was not offered for all grade levels. Enrollment was limited due to staffing shortage.

Parental Engagement

Parental Engagement Summary

Parental Engagement Summary:

A survey was conducted at the beginning of the 2021-2022 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 virtual due to COVID restrictions and guidelines. Our community partnerships were limited, but were involved in other ways, i.e. creating 700 masks and donating books to every kindergarten student on the first day of school. We value parent and community input and feedback through their participation in ELAC/SSC meetings, Parent Coffee Hours, and Surveys on technology (BrightBytes), 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. 2022-May 2022)
- *Cleveland Academic Meetings for Parents (CAMP)
- *SBAC Testing Information and Preparation
- *English Learner Advisory Committee
- *School Site Council
- *Parent Conferences
- *PTA Meetings
- *AVID Informational Parent Meeting/Showcase (May 2022)
- *Career/College Night (May 2022)
- *Awards Assemblies (May 2022)
- *Virtual Back-to-School Night

Cleveland communicates by sending flyers and communications, however, events and meetings are not well attended. Some parents have expressed issues around transportation and finding babysitters. Based on surveys, parents also expressed a lack of technology skills, not being able to navigate the online meeting platforms, and/or they do not have access to a technology device.

Parental Engagement Strengths

Parent Engagement Strengths

Cleveland School has a core group of parents who are involved and attends our regular virtual meetings. Our community partnerships were supportive and continued to be involved in other ways with creating masks and donating books. 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 many strengths in the area of Parent Engagement. The following strengths were identified during staff collaboration and leadership meetings:

- *Parent Communication platforms
- *Class DoJo
- *Use of Google voice
- *Student daily planners
- *Parent conferences and academic meetings
- *AVID Parent Night
- *Student awards events
- *ELAC membership and engagement

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Parent/community involvement activities and meetings were limited to virtual. **Root Cause/Why:** Only essential staff and personnel were allowed on campus due to COVID restrictions and guidelines. Many parents have difficulty accessing technology and internet sources to attend school events virtually.

Needs Statement 2 (Prioritized): Cleveland had a low percentage, less than 5%, of parents attending and participating in school related activities. **Root Cause/Why:** *Flyers and communications distributed, however, events and meetings are not well attended. *Transportation issues *Child care issues *Lack of technology skills *Lack of technology devices *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, 90% 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 increase from 19% to 36% of students 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 3% in the fall to 13% for mid-year; grades 4-5 from 8% to 11%).

School Culture and Climate Strengths

School Culture and Climate Strengths

Cleveland has built a positive culture around promoting college awareness through our school-wide AVID implementation and site goals. Students are proud of their college and wants to share their college cheers and wear their college gear on school spirit days. Classes perform their cheers and share facts about their college 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 90% 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, 30% of students did not feel safe at school. **Root Cause/Why:** *Increase of bullying and cyber bullying. *Increase in student referrals to counselors based on trauma. *PLUS team forums were not able to be held consistently. *The SEL program is in the beginning stage of its development. *Students need support in building positive relationships and social skills.

Needs Statement 3 (Prioritized): Cleveland Elementary School has 50.1% of students chronically absent from school. **Root Cause/Why:** *The COVID-19 Pandemic protocols/illnesses have attributed to the high rate of chronic absenteeism. *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 2023, 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 SBAC/i-Ready Diagnostic Assessment.

By EOY 2023, per ELPAC, the number of students who reclassify to Redesignated Fluent English Proficient (RFEP), 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 2023. 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 2023 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 2023, 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 SBAC/i-Ready Diagnostic Assessment.

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 2023. 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 2023 for the following student groups:

- African American students
- Students with Disabilities
- Asian students
- EL students
- Hispanic students
- Socioeconomically Disadvantaged students

Identified Need

Limited teacher experience and training with implementing the new ELA and Math curriculum.

Need additional training to fully implement the Science curriculum.

Staff have identified that based on the i-Ready Diagnostic data for reading, 75% of students are at Tier 2 and below and math at 84%.

Student access to academic support/tutoring.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic Assessment.	Reading 25% Math 16% Reclassification 9 students.	The percentage of students in grades K-8th meeting/exceeding grade level standards in reading will increase from 25% to 30% and Math from 16% to 21%. The number of students who reclassify to Redesignated Fluent English Proficient (RFEP), 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

Strategy/Activity

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. The training will be Lesson Studies and teachers will be released by substitutes.

18 days of service by consultant X \$1600 per day=25,600 (LCFF)

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

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--\$79,577 LCFF (19500) --\$79,577 Title 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)

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)
\$10080	50643 - Title I
\$6000	50643 - Title I
\$1500	50643 - Title I
\$79577	50643 - Title I
\$79577	23030 - LCFF (Site)
\$1500	50643 - Title I
\$10800	23030 - LCFF (Site)
\$10080	23030 - LCFF (Site)

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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.

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 30 weeks=\$18,000--Title 1 (11700)

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

Cleveland will have five teachers offer tutoring twice per week for 16 weeks to students after school. Teachers will use the progress and report cards, assessment results, and information from the California Dashboard to identify students and/or significant student groups for enrollment in the tutoring after school.

5 Teachers X 16 weeks (32 sessions) X \$60 per hour=\$14,400 --Title 1 (11500)

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)
\$18000	50643 - Title I
\$14400	50643 - Title I

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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.--\$22,637--LCFF

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$22637	23030 - LCFF (Site)
\$1000	23030 - LCFF (Site)

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity

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

Strategy/Activity

According to the i-Ready data, 75% 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.

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

Cleveland will use the Learning Together Program during the 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.
Lexia Core5 and Power UP (58450) = \$11,900 Title 1
Learning Together Supplemental Resource Materials (57150) =\$200 Title 1

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$11900	50643 - Title I
\$200	50643 - Title I

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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.

Cleveland has a strong AVID Leadership team working on the implementation of WICOR strategies, focusing schoolwide on one strategy each month. 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 School, Grades K-8, will have an AVID organizational and writing focus as a strategy to improve student achievement. Teachers plan lessons and instruct students to become organized and prepared by keeping all materials in binders and/or folders. Cleveland School purchases instructional materials such as folders, binders, planners, 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.

Cleveland has a team of 15 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)
AVID college field trips/transportation \$3,000 Title 1 (57250)

Duplicating instructional materials, student resources, planners (57150) --\$500--LCFF
Equipment usage - copier, poster maker, laminator, etc. Maintenance agreements (56590)--\$ 5,000--Title I--
Equipment Purchase of classroom printers and/or replacement computers (44000) --\$1,000--Title I
Instructional Materials/supplemental materials and resources to support core instruction (43110) \$32,665 Title I

\$21,205 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10000	50643 - Title I

\$5400	50643 - Title I
\$750	50643 - Title I
\$500	23030 - LCFF (Site)
\$5000	50643 - Title I
\$1000	50643 - Title I
\$32665	50643 - Title I
\$21205	23030 - LCFF (Site)
\$3000	50643 - Title I

Strategy/Activity 1.1.6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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).

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)
\$450	50643 - Title I
\$undefined	23030 - LCFF (Site)

Strategy/Activity 1.1.7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Academic Support through STEAM Activities

Cleveland has 84% of students one or more years below grade level in Math. Cleveland will offer an after school STEAM 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.)

Additional Compensation Teacher= 1 Teacher x 28 weeks x \$60 per hour=\$1,680 Title 1 (11500)

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)
\$2000	23030 - LCFF (Site)
\$1680	50643 - Title I

Strategy/Activity 1.1.8

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: 2021-2022

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

ANALYSIS

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

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 new core program implementation for ELA, Math, Social Studies, and Science. 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.

Cleveland professional development in ELA and Math was limited to training provided by the on-line presentations on designated professional development days due to COVID19 restrictions and guidelines. Stockton Unified School District content coaches for Social Studies and Science were able to visit Cleveland school and work with designated grade levels of teachers for lesson planning, lesson demonstration, and the co-plan/ co-teach method for effective coaching. 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.

Several Cleveland teachers and administrators attended AVID professional development virtually last summer to strengthen the schoolwide implementation of AVID. Teachers had the opportunity to attend additional AVID professional development through the virtual pathway training offered on weekends. 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, A-G requirements posted in classrooms, and a focus on Universal Design for Learning for a higher level of student engagement.

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 first year teacher 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 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 tutoring, with 9 teachers providing academic 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 and virtual academy (57), 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 7 years for secondary and 6 years for elementary.

In addition, the Instructional Coach co-presented the PLC training with the San Joaquin County Office of Education consultant during Faculty Learning and after school. There was positive feedback from the Professional Learning Community PD. The PLC training was effective according to the positive feedback and teachers utilizing the new data analysis form, calibrating student work, and creating rubrics.

Strategy 2

Cleveland School was not able to provide additional time and intervention support to struggling primary readers this year due to the substitute teacher shortage. However, Cleveland was able to provide academic tutoring to students through the STEP-UP after school program, with nine teachers/classes and a high number of students enrolled in the program.

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 support and use during extended day tutoring and in STEP UP After School Program for our students struggling in reading. Cleveland support staff meets with the Lexia consultant bi-monthly to monitor program progress and student growth. Cleveland students are demonstrating positive gains, but teachers report that it is challenging to find instructional minutes for the program. Overall, data showed that the Lexia programs are effective for increasing academic achievement in ELA:

*Lexia Core5-According to the initial Lexia diagnostic assessment, data showed that students in grades PK-5 who are below grade level decreased from 85% to 67%, increased from 14% to 26% of students at grade level, and above grade level increased from 1% to 7%.

*PowerUp Comprehension-According to the initial Lexia diagnostic assessment, 33% of students in 6th-8th grade were working on their foundational skills (K-2). Recent data shows a decrease to 21% in the number of students who are continuing to work on foundational skills; An increase from 63% to 67% of students working on intermediate level (3rd-5th grade comprehension); An increase from 4% to 12% of students working at the advance level (6th-8th grade comprehension).

*PowerUp Word Study-According to the initial Lexia diagnostic assessment, 63% of students in 6th-8th grade were working on their foundational skills (K-2). Recent data shows a decrease to 38% in the number of students who are continuing to work on foundational skills; An increase from 35% to 51% of students working on intermediate level (3rd-5th grade word study skills); An increase from 2% to 11% of students working at the advance level (6th-8th grade word study skills).

*PowerUp Grammar-According to the initial Lexia diagnostic assessment, 68% of students in 6th-8th grade were working on their foundational skills (K-2). Recent data shows a decrease to 52% in the number of students who are continuing to work on foundational skills; An increase from 31% to 44% of students working on intermediate level (3rd-5th grade grammar); An increase from 1% to 4% of students working at the advance level (6th-8th grade grammar).

The participating teacher and Instructional Coach received online training on the Learning Together program. Students in seventh grade are working with fourth grade students as their buddies to reinforce reading fluency and comprehension skills. The 7th grade students participating in the program showed an overall of 171% progress growth on their i-Ready assessment.

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 levels of inquiry. 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 2022 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 eleven (11) 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 Quest, 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 recently participated in the MESA competitions at the University of the Pacific.

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.

Academic conferencing and PLC training were limited to after school due to the substitute shortage. Teachers were not able to be released during the day for training or school site academic conferencing. Academic conferencing was only able to be scheduled for one cycle during the school year.

Primary intervention was not implemented this year due to the substitute teacher shortage. Title 1 funding (\$20,000) was reallocated to support the fifteen member team attending the 2022 AVID Summer Institute in San Diego and San Francisco.

Extended day tutoring was funded through the STEP-UP after school program and the funds were reallocated to support the fifteen member team attending the 2022 AVID Summer Institute.

Cleveland had a team of six teachers attend the virtual AVID Summer Institute for 2021. This school year, teachers had the opportunity to attend the AVID pathway and other AVID workshops/training locally. The goal is for all Cleveland teachers to attend an AVID Summer Institute training for full implementation of the program/strategies.

The remaining funding for strategy 7, STEM activities, was used for additional purchases for equipment to create a STEM lab for hands-on projects during the elective courses and after school enrichment.

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 and enrichment activities.

- *District is funding and providing Cleveland with another bilingual aide to support EL students.

- *The purchase of Lexia programs will be determined based on the annual Lexia post-test data in May 2022.

- *Provide training and professional development for teachers that focus on improving students' writing skills.

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 2023.

School Goal for Attendance/Chronic Truancy:

To decrease the number of students chronically absent from school by 10%, from 50.1% to 40.1% for all students and subgroups according to the California Dashboard by May 2023.

*Data from SUSD Attendance Report 2/2022

Identified Need

Students in grades 6-8 felt that there are tensions between students from different backgrounds, ethnicity, and culture.

According to student responses on the School Climate survey, 30% of students did not feel safe at school.

Cleveland Elementary School has 50.1% of students chronically absent from school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly SUSD Attendance and Discipline report.	Currently, the number of students chronically absent from school is 50.1%.	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)
All Students

Strategy/Activity

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), 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)

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)
\$6720	23030 - LCFF (Site)
\$450	23030 - LCFF (Site)

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

Strategy/Activity

Implement Restorative Practices for students in lieu of suspension for non-aggressive offenses.

The counselors work with students after school for 2 hours on restorative practices 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)

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)
\$1200	23030 - LCFF (Site)

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

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

Strategy/Activity

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

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)
\$1680	23030 - LCFF (Site)
\$1680	23030 - LCFF (Site)

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

Strategy/Activity

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

Additional Time Counselor= 2 Counselors x 10 months x \$60 per hour= \$1,200 LCFF

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$1200	23030 - LCFF (Site)
\$5400	23030 - LCFF (Site)

Annual Review

SPSA Year Reviewed: 2021-2022

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

ANALYSIS

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

Cleveland was able to meet the goal for decreasing suspensions this year. Currently, we have a total number of suspension days at 32. Cleveland School did not purchase the Suite 360 behavior intervention program this year due to rostering difficulties. Scheduling staff training for the program was also an obstacle as we had many professional development workshops scheduled for the year.

Cleveland School implemented Restorative Practices in lieu of suspension for non-aggressive offenses at school. To date, we have had six Friday detention sessions for students learning restorative practices from counselors after school. Cleveland has had 12 students complete the restorative practices Friday detention and community services in lieu of suspension. The program was effective as twelve students did not miss instruction due to suspension and received preventative/restorative counseling services.

The counselors trained students on the PLUS Program this year. Training took more time this year due to limited training, PLUS meetings, and forums during the pandemic.

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 provide training to staff during Faculty Learning. The monthly PBIS team meetings are effective as evidenced by fewer student suspensions and behavior referrals this year. In addition, Cleveland was able to meet the goal for decreasing suspensions this year. Currently, as of March 2022, we have a total number of suspension days at 32. In comparison, in March of 2018-2019, we had 95 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 School did not purchase the Suite 360 behavior intervention program this year due to rostering difficulties the previous year and scheduling time for staff training.

Cleveland School was not able consult with Sports for Learning due to COVID19 guidelines and restrictions for non-essential visitors on campus. We would like to explore consulting with Sports for Learning next year for two or three days per week as funding permits.

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.

*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.

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 25 to 40 by May 2023.

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 2023.

Parent attendance at CAMP Meetings and Parent Coffee Hours will increase from an average of 20 parents to 30 parents by May 2023.

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

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

Identified Need

Parent/community involvement activities and meetings were limited to virtual.

Cleveland had a low percentage, less than 5%, of parents attending and participating in school related activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The number of parents attending school events based on sign-ins.	Currently, 6-8 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)

All Students

Strategy/Activity

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

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

20 hours X \$25 = \$500--LCFF (21500)

1 Community assist \$29,391 (LCFF) (22901)

Parent Cafe Meeting Refreshments and Supplies (Nutrition and cooking).

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

Parent Meeting Supplies/Refreshments \$1284 Title 1 Parent (50647)

-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
\$1284	50647 - Title I - Parent
\$29391	23030 - LCFF (Site)

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

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

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

Strategy/Activity 3.1.3**Students to be Served by this Strategy/Activity**

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

All Students

Strategy/Activity

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.

\$1,500 Title 1 Parent (50647)

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)
\$1500	50647 - Title I - Parent

Annual Review**SPSA Year Reviewed: 2021-2022**

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

ANALYSIS

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

Strategy #1

Cleveland School families were provided with virtual opportunities to become involved in their child's education this year. School Site Council, English Learners Advisory Committee , and PTA monthly meetings took place on Zoom. Parent Cafe weekly meetings also took place on Zoom.

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 2022.

Strategy #3

Planners were purchased for students in grades 7-8. The planners for students in grades 3-6 were back ordered and not expected in a timely manner due to pandemic supply shortages. Planners are an effective tool and included in Cleveland School's AVID goal for organization. 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 changed the original plan from a Math night to an AVID College/Career and STEM event. The activities to be showcased are student projects, college boards, and information for parents on the AVID Program and application process. One Family Night will be held on campus this year due to COVID19 guidelines and restrictions.

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 Dr. Mo's education students to provide additional one-on-one support to our EL students after school. For several years prior to the pandemic, Cleveland worked closely with Dr. Mo and University students to provide opportunities for teaching and learning with direct support to Cleveland EL students (Strategy/Activity 1).

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	\$206886
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	\$402406

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	\$203102
50647 - Title I - Parent	\$3784

Subtotal of additional federal funds included for this school: **\$206886**

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)	\$195520
50334 - CSI	\$[Enter Amount here]
50039 - ELSB	\$[Enter Amount here]

Subtotal of state or local funds included for this school: **\$195520**

Total of federal, state, and/or local funds for this school: **\$402406**