



## School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cleveland Elementary School	42-76786-6045827	March 8, 2019	May 21, 2019

## Purpose and Description

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

Schoolwide Program

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.

As a Title I school, our categorical funding is carefully allocated to cover expenditures directly tied to supporting student achievement with programs and resources that align with District LCAP priorities.

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The involvement process included School Site Council on March 14, 2019, ELAC February 21, 2019, PTA March 1, Staff Meeting February 6, 2019

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

All teachers, students, and parents have access to a developmentally appropriate curriculum that supports social and emotional learning and provides a strong academic foundation. Cleveland staff will increase their awareness in instructional biases and develop an equitable classroom environment.

## Identified Need

Cleveland must continue to take advantage of training opportunities that develop cultural proficiency in their instruction. Teachers need to continue to build awareness of the cultures of their students and develop strategies and resources to build an inviting classroom environment.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	Yes 45% of Certificated Staff	Continue 50% of Certificated Staff
% of Students taking Visual Performing Arts (VAPA)	Overall: 100%	Overall:100%
	Overall:	Overall:
	Overall:	Overall:

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

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increase the number of teacher who have attended IEE (Institute for Equity in Education).

### 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)

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

The staff at Cleveland Elementary have continued to participate in IEE and implicit bias cultural proficiency trainings to increase awareness in cultural proficiency.

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 Elementary modified our budget by \$3000 during the year to increase interpretation opportunity for IEP meetings. Cleveland adjusted its budget by \$4,000 to order more literature and resources that reflect the demographics and academic needs of our community.

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 teachers will be given the opportunity to attend IEE and Implicit Bias training. Teachers will evaluate their resources and practices to meet students cultural needs.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Cleveland school will continue to monitor and evaluate parent engagement based on CHKS results, attendance in parent programs and parent conferences.

Cleveland staff will improve relationships with students and families through restorative approaches practices

1. Increase the level of connectedness for students, parents and staff by 2%.

2. Increase the level of safety for students by 2 %

Cleveland will decrease chronic absence rates for all student by 1%.

Cleveland will decrease suspensions by 1.5%

## Identified Need

Cleveland school must provide opportunities for parents to partner with this school by increasing participation on school site committees, parent programs, school events, and parent conferences.

Cleveland will establish school norms around the MTSS model school-wide. Teachers need to include and refine restorative approaches and practices when dealing with discipline and attendance. Teachers must include pro-active and re-active social-emotional activities based on Positive Behavior Intervention and Support strategies throughout the school year to increase the sense of connectedness and safety.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School	Overall:68%	Overall:75%
% of Students with a High Sense of Connectedness to School	Overall:54%	Overall:65%
Chronic Absenteeism Rate	Overall Color, Status & Change:Green, Declined 2.4%	Overall Color, Status & Change:Green, Decline 1.5%
CA School Dashboard Suspension Indicator	Overall Color, Status & Change: Yellow, Maintained, 0.2%	Overall Color, Status & Change:Yellow, Maintain, Decline 1%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Parents Responding to the California School Parent Survey	Overall: 25%	Overall: 30%
% of Parents that Agree or Strongly Agree that: <ul style="list-style-type: none"> <li>this school allows input and welcomes parents' contributions</li> <li>this school actively seeks the input of parents before making important decisions</li> </ul>	Overall: 87%  Overall: 79%	Overall: 90%  Overall: 85%
% of Parents that: <ul style="list-style-type: none"> <li>went to a regularly scheduled parent-teacher conference with the child's teacher</li> </ul>	Overall: 95%	Overall: 98%
Parent participation levels in Committees:	Overall: Parent participation levels are meeting state required levels.	Overall: Continue full parent participation in all committees as required by the state.

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

### 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 communicate with parents whose children meet truancy or chronic absenteeism criteria.

1. Attendance clerk will call every family when absences are not reported.
2. Administration will meet with families who meet chronic absenteeism criteria.
3. Teacher-parent conferences.
4. Implement CLASS process with the support of the district.
5. The principal will talk to parents and show school data during PTA, ELAC, SSC and SSEPAC 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)

3,300.00

Source(s)

Supplemental/Concentration Grant - 0790

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Increase Parent Engagement

1. Principal and Teachers will communicate consistently through Thursday Folders, parent phone calls, Parent Square and parent committees.
2. Provide ELAC training.
3. Provide parent education programs. Ex. MALDEF and Parent Literacy Project, PIDA, etc.
4. Provide childcare for all events and meetings.
5. Provide translation for parents during IEPs.
6. The nurse will support Kindergarten parents with the enrollment process.

**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)

450.00

Source(s)

Supplemental/Concentration Grant - 0790

947.14

Title I - 3010

3000

Supplemental/Concentration Grant - 0790

3,000

Supplemental/Concentration Grant - 0790

300

Site Categorical - 0899

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Cleveland will establish norms around the MTSS model school-wide. Teachers will include pro-active and re-active social-emotional activities based on Positive Behavior Intervention and Support strategies throughout the school year to increase the sense of connectedness and safety.

**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)
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**Strategy/Activity 4**

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

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

All Students

**Strategy/Activity**

Cleveland will strengthen their response to emergency protocols by conducting staff trainings and evaluate emergency drill practices.

**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)
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**Strategy/Activity 5**

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

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

All Students

**Strategy/Activity**

Utilize CALM therapist to support emotional/social supports and continue the implementation of Restorative Approaches.  
District Funded

**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)
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**Strategy/Activity 6**

**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 conduct assemblies to recognize students for Character Counts program and reaching academic goals.

### 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)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a neat and cleanly campus and appropriate supplies for all facilities including the nurse's office.

### 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)

10,000

Lottery - 1100

700

Lottery - 1100

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Have appropriate supervision before, during and after school to increase the sense of safety for students.

### 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)

35,186

Site Categorical - 0899

## Annual Review

SPSA Year Reviewed: 2018-19

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.

The implementation of our parent engagement plan has increased our parent involvement in multiple parent training courses. The implementation of extended hours for an attendance clerk has supported the decrease of chronic absenteeism through family communication systems and working with the city CLASS program. The implementation of Restorative Approaches has improved our sense of connectedness from 2017-18 to present. Examples are working with the community to provide Cleveland School attire, monthly assemblies and weekly proactive restorative circles in every class. The community of Cleveland Elementary has been hit with multiple unfortunate events and community trauma that have been out of our control and have negatively affected the student's sense of safety.

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

One of the parent programs that was intended to be offered, PIDA, was not offered due to schedule conflicts with other programs that were offered. We offered the Parent Project Program again this year and we noticed the excitement of parents to utilize their newly acquired knowledge during parent conferences and meetings with me, especially in the areas of reclassification and CA Dashboard. Yard supervision was adjusted due to the lack of a crossing guard provided by the SBPD so our morning supervision included staff.

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.

Some of the changes that Cleveland will do to increase the sense of safety of students will be to revisit Restorative Approaches training to build and refine their implementation strategies in the classroom. Also, new yard supervisors will participate in restorative approaches training. Cleveland will ensure that staff and community are aware and trained in our newly developed practices for responding to emergency situations through our safety plan. We will continue to develop mental health and wellness strategies with the support of CALM therapist in the classroom, through strategic groups, consultation, parent support and 1 on 1 therapy. Cleveland Elementary will change the budget to include interpretation for IEP meetings to increase the participation of parents.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

Cleveland will align implementation of all curriculum and instruction to the CCSS, using balanced literacy, Engage New York Scope and Sequence and monitor student achievement through the PLC process.

Cleveland will improve student achievement in Reading, Writing and Math.

1. Increase the overall number of points towards standard by 10 in ELA on the CAASSP.
2. Increase the overall number of points towards standard by 10 in Math on the CAASSP.
3. Increase the percentage of students to level 4 by 5% on the ELPAC assessment.
4. Meet STAR growth targets by grade level cohort for ELA and Math in grades 3rd-6th.

## Identified Need

Cleveland school needs to continue to refine and implement readers and writers workshop in grade TK-6th through professional learning, and implementing strategic Cycles of Inquiry during PLC. Cleveland needs to continue to develop and refine reading and writing interventions to meet the needs of students who are not yet at proficiency in ELA and Math through our SST process.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA	Overall Color, Status & Change: Yellow, Increased Significantly, Increased 16.5 Points and in Low (Level) Above: 23.5 % Near: 25.5% Below: 51%	Overall Color, Status & Change: Yellow, Increased Significantly, Increased 10 Points and in Medium (Level) Above: 26.5% Near: 24.5% Below: 49%
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Orange, Maintained 0.2 points in Low (Level), Above: 16.34% Near: 25.74% Below: 57.92 %	Overall Color, Status & Change: Yellow, Increased Significantly, Increase by 10 Points and in Low (Yellow) Above: 19.34 % Near: 24.74% Below: 55.92%
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or	Overall: 26.1% in Level 4	Overall: 31.1% in Level 4

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Exceeded ELD Standards via ELPAC)		
Number and % of Long Term English Learners (LTEL) 4-5 Years	Overall: 23.4 %	Overall: 20.34%
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: 21 % Proficiency Above: 21% Near: 21% Below: 67%	Overall: 24% Proficiency Above: 24% Near: 16% Below: 60%

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

### Students to be Served by this Strategy/Activity

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

Title 1 Students

### Strategy/Activity

Implementation of Balanced Literacy with CCSS Materials

1. Cleveland will continue to purchase CCSS aligned materials.
2. Cleveland will use district and site PLCs to monitor and evaluate the implementation of CCSS materials.
3. Cleveland will update library books and classroom libraries to correlate with the implementation of readers workshop.
4. Cleveland will purchase leveled libraries and independent libraries for classes.
5. Cleveland will implement the district assessment calendar and administer all common formative assessments at all grade levels.
6. Monitor the progress of EL students and their reclassification status through Lexile, Grades and ELPAC results. (Strategies)

### 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)
1554	Site Categorical - 0899
2700.	Restrict Lottery - 6300
15,500	
24,874.	Lottery - 1100

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

Title I students

Strategy/Activity

Literacy Coach will support all teachers with the implementation of a Balanced Literacy model focusing on Writer's & Readers Workshop  
District Funded

**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)

**Strategy/Activity 3**

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

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

Title I students

Strategy/Activity

Support embedded teacher release time for professional collaboration which will focus on student work analysis, in addition to analysis of formative and summative data. It will also provide all students with a balanced educational program that encompasses each curricular area, including the Arts, ELA/ELD, Science, Mathematics, History, Social Sciences PE/Health and Technology  
District Funded-

**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)

**Strategy/Activity 4**

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

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

Title I students

Strategy/Activity

Implement Response to Intervention with the support of a Curriculum Specialist in ELA.  
Provide Reading intervention for students reading two grade levels below in 3rd through 5th grade.

**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)
8,660.87	Title I - 3010
21,725	Site Categorical - 0899

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Title I students

#### Strategy/Activity

Provide professional learning opportunities for teachers to implement Balanced Literacy, technology, advanced learning and/or other best practices,

#### 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)
12,188.44	Supplemental/Concentration Grant - 0790
1,203.99	Title I - 3010

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

EL Students

#### Strategy/Activity

Continue implementation of GLAD strategies to support embedded ELD.  
District Funded

#### 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)
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## Annual Review

SPSA Year Reviewed: 2018-19

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 implemented the balanced literacy model through refined instructional practices and purchased aligned materials to CCSS which has enhanced the proficiency of all students in ELA on the CAASPP. The literacy coach successfully developed coaching cycles to support teachers' implementation of practices and materials. The School Leadership Team has enhanced the implementation of the Cycles of Inquiry during PLC embedded time, refined our school implementation plan and build cohesive practices for our entire site which have resulted in increase proficiency for all student on the ELA and Math CAASPP.

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

A major difference of budgeted expenditures to meet our goal was purchasing classroom libraries that met the needs of all students that estimated about \$8,000. Another change of budgeted expenditures was providing opportunities for teachers to participate in summer professional learning in balanced literacy strategies that estimated about \$10,000. The SLT team met more often to discuss progress towards PLC goals and vertical alignment.

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.

A change in strategies will be implementing a shortened time period for the cycle of inquiry to include 6-8 week cycles during the embedded PLC. Cleveland will use the literacy coach to support teachers with the implementation of the School Improvement Plan and increase the number of coaching cycles with teachers. Another change will be using ELPAC summative data to monitor student groups and identify EL needs. Cleveland will continue to purchase relevant materials to implement a balanced literacy model for reading and writing.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Cleveland will improve student achievement in Reading, Writing and Math by the end of 2nd Grade.

1. Increase the overall percentage by 3% in ELA on the CAASSP in 3rd grade.
2. Increase the overall percentage by 3% in Math on the CAASSP in 3rd grade.
3. Increase the percentage of students to level 4 by 5% on the ELPAC assessment by the end of 2nd grade.

## Identified Need

Cleveland needs to increase the overall proficiency in Math and ELA by 3rd grade by addressing student achievement gaps. Cleveland needs to increase it's EL proficiency by identifying student specific needs and implementing strategic evidence-based practices. Cleveland needs to extend learning opportunities through summer learning programs for identified Title I students. Cleveland needs to utilize its SST (Student Success Team) to identify students with achievement gaps and support teachers with intervention plans.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA 3rd Grade	Overall: Percent Proficient in ELA 3rd Grade: 29%, Increased by 15%	Overall: Percent Proficient in ELA 3rd Grade: Increase by 3%
CA School Dashboard Academic Indicator, Math 3rd Grade	Overall: Percent Proficient in Math 3rd Grade: 28%, Increased by 1%	Overall: Percent Proficient in Math 3rd Grade: Increase by 3%
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC) by end of 2nd Grade	Overall: 37.14% at Level 4 by the end of 2nd grade	Overall: Increase by 5% by the end of 2nd grade

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

### Students to be Served by this Strategy/Activity

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

Title I students

Strategy/Activity

Implement Response to Intervention with the support of a Curriculum Specialist in ELA.  
Provide Reading intervention for students reading two grade levels below in K through 2nd grade.

### **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)

33,284.56

Source(s)

Supplemental/Concentration Grant - 0790

### **Strategy/Activity 2**

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

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

Title I students

Strategy/Activity

Implement reading and writing intervention support for students during summer (K-3).  
District Funded

### **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)

### **Strategy/Activity 3**

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

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

Title I students

Strategy/Activity

Continue the implementation of Student Success Team to analyze student data and develop systematic intervention.  
District Funded

### **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)

1040

Source(s)

Supplemental/Concentration Grant - 0790

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

Title I students

Strategy/Activity

Use teacher leaders (SLT) to determine any, resource and/or professional learning needs in CCSS implementation.

District Funded

### 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)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

EL Students

Strategy/Activity

Provide online reading intervention program, Core 5 Lexia, for EL students.

### 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)

9,500.

Source(s)

Lottery - 1100

## Annual Review

### SPSA Year Reviewed: 2018-19

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's implementation of School Leadership Team (SLT), School Success Team (SST) and Reading Intervention teachers have positively enhanced the ELA achievement for students in 3rd grade as measured by the CAASPP. Students increased by 15% proficiency in ELA from 2016/17 to 2017/18. SLT has supported the implementation of our School Implementation Plan which has identified strategies to support student learning in reading. SST has helped identify student gaps and intervention plans for individual students and teachers. The implementation of curriculum specialists has supported EL student progress for all grades. These can be seen by the 37.14 percent of students who are at Level 4 by the end of 2nd grade.

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

The curriculum specialists assigned to work with K-1st grade vacated the position in the middle of the year therefore not supporting an element of reading intervention for EL students. The intervention team (SST) will continue to refine program strategies to meet the needs of the students and those changes will include appropriate referrals of students and identified systematic intervention materials that will meet students' individual needs.

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.

SLT will continue to refine and design the School Implementation Plan that maps out formative assessments and best practices to enhance the achievement for all students. The SLT team will meet bi-monthly to monitor student progress and learning goals.

# 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	\$10,812.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$189,114.00

## 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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
	\$15,500.00
Lottery - 1100	\$45,074.00
Restrict Lottery - 6300	\$2,700.00
Site Categorical - 0899	\$58,765.00
Supplemental/Concentration Grant - 0790	\$56,263.00
Title I - 3010	\$10,812.00

Subtotal of state or local funds included for this school: \$189,114.00

Total of federal, state, and/or local funds for this school: \$189,114.00

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

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

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

## Appendix D: School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Gabriel Sandoval	Principal
Juanita Lopez	Parent or Community Member
Kimberly Richard	Parent or Community Member
Jeyson Arevelo	Parent or Community Member
Adriana Miranda	Other School Staff
Stephen Criley	Classroom Teacher
Caitlin Adair	Classroom Teacher
Sam Adams	Classroom Teacher

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Appendix E: Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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.

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 .

Attested:



Principal, Gabriel Sandoval on 5/3/2019



SSC Chairperson, Caitlin Adair on 5/3/2019

## Appendix G: School and Student Performance Data

### Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>353</b>	<b>89.5%</b>	<b>55.5%</b>	<b>0.3%</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.






2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	196	55.5%
Foster Youth	1	0.3%
Homeless	113	32.0%
Socioeconomically Disadvantaged	316	89.5%
Students with Disabilities	55	15.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
Asian	1	0.3%
Hispanic	341	96.6%
White	7	2.0%

Appendix G: School and Student Performance Data

Overall Performance

























































2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Green</div>	<div>Suspension Rate</div> <div> Yellow</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> No Performance Color</div>		

## Appendix G: School and Student Performance Data

### Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language Arts	Mathematics	College/ Career
All Students							
English Learners							
Foster Youth							
Homeless							
Socioeconomically Disadvantaged							
Students with Disabilities							
African American							
American Indian							
Asian							
Filipino							
Hispanic							
Pacific Islander							
Two or More Races							
White							

An asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels:  Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

## Appendix G: School and Student Performance Data

### Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 64.3 points below standard Increased 16.5 points 195 students	 Yellow 66.6 points below standard Increased 15.9 points 146 students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 80.5 points below standard 59 students	 Yellow 66 points below standard Increased 19 points 176 students	 Orange 123.4 points below standard Increased 17.9 points 32 students

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 65 points below standard Increased 15.5 points 191 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 91.3 points below standard Increased 38.6 points 94 students	<b>Reclassified English Learners</b> 21.9 points below standard Declined -7.5 points 52 students	<b>English Only</b> 59 points below standard Increased 16.9 points 47 students
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## Appendix G: School and Student Performance Data

### Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 82.6 points below standard Maintained 0.2 points 193 students	<b>English Learners</b>  Orange 84.2 points below standard Declined -4.8 points 146 students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 106.3 points below standard 57 students	<b>Socioeconomically Disadvantaged</b>  Orange 86.4 points below standard Declined -6.6 points 174 students	<b>Students with Disabilities</b>  No Performance Color 172.1 points below standard Declined -22 points 31 students

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color 0 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 84.2 points below standard Maintained -1.1 points 190 students	<b>Two or More Races</b>  No Performance Color 0 Students	<b>Pacific Islander</b>  No Performance Color 0 Students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 101.7 points below standard Increased 15.1 points 94 students	<b>Reclassified English Learners</b> 52.7 points below standard Declined -25.7 points 52 students	<b>English Only</b> 78.7 points below standard Increased 13.7 points 45 students
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## Appendix G: School and Student Performance Data

### Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	255	195	196	69	59	56
Fluent English Proficient (FEP)	20	42	50	5	13	14
Reclassified Fluent English Proficient (RFEP)	30	50	29	11	20	15

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students Redesignated to Fluent English Proficient.

Cleveland Elementary School	2015-16	2016-17	2017-18
	Number (Rate) Reclassified	Number (Rate) Reclassified	Number (Rate) Reclassified
English Learners Reclassified	30 ( 10.8 %)	50 ( 19.6 %)	29 ( 14.9 %)

The source of this data is the most recent California Department of Education (CDE) official report of the number of English Learner students that are At-Risk of Becoming, or are, Long Term English Learners.

Cleveland Elementary School	2015-16	2016-17	2017-18
	Number	Number	Number
Long Term English Learners (6 + Years)	22	13	13
At Risk of Becoming LTEL (4-5 Years)	40	36	46

## Appendix G: School and Student Performance Data

### Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

#### 2018 Fall Dashboard English Language Proficiency Assessments for California Results

Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
199	26.1%	40.2%	21.1%	12.6%

## Appendix G: School and Student Performance Data

### Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
<b>Red</b>	<b>Orange</b>	<b>Yellow</b>	<b>Green</b>	<b>Blue</b>
0	0	2	2	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Green 9.4% chronically absent Declined 2.4% 371 students	<b>English Learners</b>  Green 6.2% chronically absent Declined 4.2% 211 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<b>Homeless</b>  No Performance Color 14% chronically absent 114 students	<b>Socioeconomically Disadvantaged</b>  Yellow 10.1% chronically absent Declined 2.5% 328 students	<b>Students with Disabilities</b>  Yellow 11.9% chronically absent Declined 5.3% 67 students

## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
<b>Hispanic</b>  Green 8.4% chronically absent Declined 2.5% 357 students	<b>Two or More Races</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	<b>White</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students

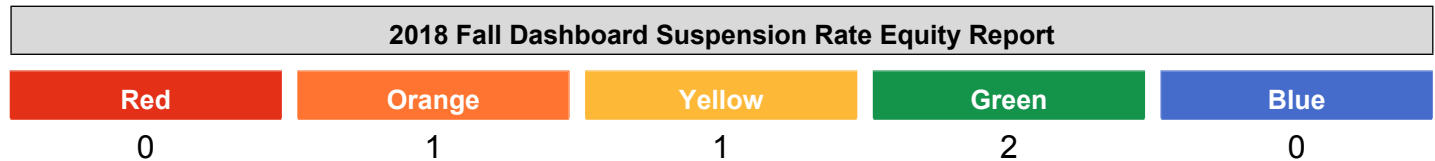
## Appendix G: School and Student Performance Data

### Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 1.3% suspended at least once Maintained -0.2% 374 students	<b>English Learners</b>  Green 0.9% suspended at least once Declined -0.8% 212 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not 1 students
<b>Homeless</b>  No Performance Color 1.8% suspended at least once 114 students	<b>Socioeconomically Disadvantaged</b>  Green 1.5% suspended at least once Declined -0.5% 330 students	<b>Students with Disabilities</b>  Orange 4.4% suspended at least once Increased 1% 68 students

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.4% suspended at least once Maintained -0.2% 359 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data 9 students

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.8% suspended at least once	1.6% suspended at least once	1.3% suspended at least once