2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	Cleveland Elementary
Address:	20 E. Fulton Street, Stockton
CDS Code:	6042535
District:	Stockton Unified School District
Principal:	Heidi Mohammadkhan
Revision Date:	December 14, 2017
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person:	Heidi Mohammadkhan
Position:	Principal
Phone Number:	(209) 933-7165
E-mail Address:	hmohammadkhan@stocktonusd.net

Contents

SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

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

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

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

☐ State Compensatory Education Advisory Committee

_____ Signature

■ English Learner Parent Involvement Committee

_____ Signature

☐ Special Education Advisory Committee

_____ Signature

☐ Gifted and Talented Education Program Advisory Committee

_____ Signature

☐ District/School Liaison Team for schools in Program Improvement

_____ Signature

☐ Compensatory Education Advisory Committee

_____ Signature

☐ Departmental Advisory Committee (secondary)

_____ Signature

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

_____ Signature

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.

6. This SPSA was adopted by the SSC at a public meeting on December 14, 2017 _____.

Attested:

Heidi Mohammadkhan		12/14/17
Typed Named of School Principal	Signature of School Principal	Date
Lauri Cooke		12/14/17
Typed Named of SSC Chairperson	Signature of SSC Chairperson	Date

Mission

Insert the school site's mission.

Cleveland Elementary School staff and community provides a high level, standards-based education ensuring all students achieve their full academic potential and become responsible, respectful citizens in a global society.

Vision

Insert the school site's vision.

Our vision is to ensure that all students are Career ready, University bound scholars, who Become life-long learners, Striving for success (CUBS).

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Cleveland Elementary School is located in an established neighborhood in central Stockton approximately two blocks from the University of the Pacific. The School currently has 814 Cleveland University Bound Scholars, C.U.B.S., enrolled in preschool through eighth grade. Cleveland's student population is approximately 60% Hispanic, 14% African American, 13% Asian and 7% White. Almost 27% of Cleveland's students are learning English as a second language and are English Language Learners. In addition, about 82% of Cleveland families are socio-economically disadvantaged and all students receive free breakfast and lunch. Students enrolled in the STEP UP After School Program also receive supper every afternoon before going home.

Cleveland Elementary has 28 general education, two preschool, and 5 Special Education teachers. This year we have five new teachers working on completing requirements for a multiple subjects teaching credential. Cleveland's support staff includes one full time Resource Specialist, as well as one full time Assistant Principal, counselor, Instructional Coach, and Program Specialist.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Priority: Implement district adopted core curriculum for ELA and Math Units of Study, through targeted staff development, instructional materials, coaching support, and grade level/vertical collaboration.
- Effective Use of Instructional Time/Maximize Instruction
- Evidence of Planning through Grade Level Collaboration
- Instructional Coaches to Support Teachers with content delivery

Priority: Provide support to English Learners through designated ELD instruction, integrated EL strategies, Bilingual Paraprofessional Assistant support, and extended day learning.
- Professional Development for Teachers
- Two Bilingual Paraprofessional Assistants
- After School Tutoring Using Rosetta Stone

Additional major expenditures supporting these priorities:
- Full-Time Program Specialist
- Full-Time Instructional Coach
- Additional Day for Full-Time Counselor
- Additional Compensations for Grade Level Collaboration and Professional Development

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Identify strategies in the 2016-2017 SPSA that were fully implemented as described in the plan.
- Daily implementation of district adopted Units of Study for ELA, Math, and ELD in all classrooms
- Strategic Support for ELA and Math
- Intensive Intervention for ELA (Primary)
- Professional Collaboration for ELA, Math, and ELD
- Appropriate Placement for ELD Instruction (K-8)
- Implementation of integrated EL Strategies
- ST Math
- Imagine Learning
- Parent Community Services
- Migrant Education Program (MEP) Services
- Recruiting and retaining highly qualified teachers (3 teachers in progress)

Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- No designated grades 7-8 ELD classroom teacher to provide ELD Instruction (embedded with AVID elective course).
- ST Math implementation in grades 6-8 did not meet the district progress goals.
- Beginning implementation of Imagine Learning schoolwide.
- Lack of Chromebooks for student use in the classrooms and after school program, which included grades 1 and 2 that were still sharing Chromebook carts.
- After school tutoring was not available for 1st grade.

What specific actions related to those strategies were eliminated or modified during the year?

Teachers were trained to utilize the Action Areas for Imagine Learning to target students' areas of need. Teachers continued to share Chromebook carts and ST Math carts. Last year, most grade levels started after school tutoring in November and 1st grade tutoring was for 8 weeks.

Identify barriers to full or timely implementation of the strategies identified above. What actions were undertaken to mitigate those barriers or adjust the plan to overcome them? What impact did the lack of full or timely implementation of these strategies have on student outcomes?

Students access to technology programs, including ST Math and Imagine Learning, were limited due to insufficient Chromebooks. Cleveland School purchased additional Chromebook carts, which arrived during the summer 2017. Also, Cleveland had a low number of EL students in grades 7-8 which was a barrier to providing appropriate ELD Instruction in a self-contained classroom. Our EL students received support in the AVID elective course and in the after-school tutoring with Rosetta Stone. Transportation not being provided for after school tutoring makes it difficult for students to attend. Based on ST Math syllabus progress report, students are not passing or moving to the next level as they struggle with learning the skills or lack of prerequisite skills. Teachers were trained in Imagine Learning, but based on student progress data, not all teachers fully implemented the program and continued to need support with using the Action Areas to provide appropriate intervention based on student needs.

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
- What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
- Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
- Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

- Additional PLC time of 3 hrs./month helped improve student achievement.
- Greater number of students completed ST Math in primary grades than intermediate (66:10).
- Intensive Intervention for ELA showed improvement in student performance based on pre- and post-assessments.
- Instructional Coaches who supported teachers through coaching as evident in student's engagement in the classroom and progress on the MAP and classroom assessments, increase grade level collaboration and planning, teacher's implementation of the Units of Study (ELA, Math, and ELD), implementation of DII strategies, differentiated instruction, small group instruction, and centers to meet individual student needs.
- Teachers met with parents, shared student data, and helped parents set SMART goals for their child through CAMP (Cleveland's Academic Meeting with Parents).
- Last year, most grade levels started after school tutoring in November and 1st grade tutoring was for 8 weeks.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

- Lack of using the Action Areas to target or identify areas of concern for Imagine Learning. Based on the ST Math syllabus progress report, students are making less progress with completing the program. We will address these program implementation through on-going professional development and more in depth training on utilizing resources, coaching support, and increase in students learning the technology skills.
- Inconsistent evidence of utilizing Direct Interaction Instruction (DII), checking for understanding, engagement strategies, re-teaching skills, differentiating instruction/small group instruction, and using data to inform instruction.
- The district approved curriculum for the Units of Study differ in qualities and is being implemented at varying degrees across the grade levels, with limited access to additional resources.
- Online assessments are not always aligned with the content in the Units of Study.
- Data cycle was not completed on a regular basis, for every grade level and Unit of Study.

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

How was the SSC involved in development of the plan?

The SSC reviewed the previous year's SPSA to update, make changes and modifications, as well as provided input to the current school plan.

How were advisory committees involved in providing advice to the SSC?

Information was shared with the ELPIC (English Learner Parent Involvement Committee)/ELAC (English Language Advisory Committee) and parent input was requested.

How was the plan monitored during the school year?

On-going changes were made based on student achievement and the SSC and advisory committees were kept informed during their meetings. Other meetings include Title 1 annual parent meeting, Faculty meetings, and Parent Coffee Hour.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

All stakeholders are informed of upcoming meetings and we encourage more participation, as we share our monitoring process and data on student achievement.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.

● List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.
● Based on this information, what might be some recommendations for future steps to meet this goal?

Identify any goals in the 2016-2017 SPSA that were met.

● The MAP assessment results showed Cleveland with 48% of students who met their ELA growth targets, with Kindergarten students having the highest percentage (59%) of students meeting their READING growth, followed by 6th and 7th at 58%, and 5th at 57%.

● The MAP assessment results for Math showed Cleveland with 51% of students who met their growth targets, with 1st grade students having the highest percentage (64%) of students meeting their MATH growth, followed by 6th grade with 63%. Grades 4, 5, and 6 for both ELA and Math, grade 8 for Math, and grade 7 for ELA, showed an increase in percentages of students meeting or exceeding their projected RIT from the previous year.

● According to the Smarter Balanced Subgroup Summary, 49% of 51 Asian students scored "Standard Met or Exceeded" for Math compared to Cleveland's overall at 18%.

● According to the Smarter Balanced Subgroup Summary, 45% of 51 Asian students and 36% of 22 White scored "Standard Met or Exceeded" for English Language Arts (ELA) compared to Cleveland's overall at 26%.

● According to the California School Dashboard on the Detailed Report, Cleveland showed the progress for English Learner in grades 3-8 increased significantly by 13.5% in English Language Arts.

Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
List any strategies related to this goal that were identified above as "not fully implemented" or "ineffective" or "minimally" effective.

● Cleveland did not meet our district nor our site goal for 10% growth in ELA and Math on the SBAC test; however, there was a slight increase of 3% from 2015-2016 to 2016-2017 in Reading while Math stayed the same.

● Based on the ELA SBAC data for 2016-2017 school year, Cleveland showed 27% of EL students being proficient, with students struggling mostly in the domains for Reading and Writing. According to the California School Dashboard, there was a significant increase of 13.5% for English Learners progress.

● According to the Smarter Balanced Subgroup Summary, 64% of 39 African-American students, 51% of 201 Hispanic students, 72% of 85 English Learners, and 51% of 284 Socioeconomically Disadvantaged scored "Standard Not Met" for Math compared to Cleveland's overall at 51%.

● According to the Smarter Balanced Subgroup Summary, 56% of 39 African-American students, 58% of 201 Hispanic students, 80% of 85 English Learners, and 56% of 284 Socioeconomically Disadvantaged scored "Standard Not Met" for ELA compared to Cleveland's overall at 53%.

● Based on MAP data of students who met or exceeded their projected RIT, grades K-3 and 8th dropped in ELA and grades K-3 and 7th dropped in Math, although our schoolwide data showed an overall increase of 2%.

- Based on the number of students being reclassified, Cleveland showed a decrease from 35 EL students to 25 for 2016-2017. Past data includes, for 2012-2013, we had 23 students being reclassified as RFEP to 34 students in 2013-2014, dropped to 27 students (12% out of our 218 EL students) in 2014-2015, and increased to 35 students in 2015-2016.

- Based on the CELDT data, the highest percentage of students are clustering at the Intermediate level at 37.4% for the 2016-2017 school year, followed by Early Advanced with 25%. Past data showed students also clustered at the Intermediate level at 39% in 2014-2015 school year and 31% for 2015-2016 school year. There was an increase in Beginning and Early Intermediate levels from 2014-2015 (31%) to 2015-2016 (44%), and, a decrease in Advanced and Early Advanced levels from 2014-2015 (31%) to 2015-2016 (26%).

Based on this information, what might be some recommendations for future steps to meet this goal?
- Administrators and support staff continue to have academic conferences with teachers to address the concerns based on MAP and SBAC data.
- Continue to provide professional development on integrated EL strategies, with a focus on building listening and speaking skills that will transfer over to reading and writing domains.
- Continue to monitor ELD instruction and progress of EL students, implement integrated EL strategies, and provide primary language support from the Bilingual Paraprofessional Assistant based on student needs.
- Current strategies (checking for understanding, re-teach, platooning, differentiating instruction/small group, Direct Interactive Instruction, working with site instructional coaches, and Imagine Learning, plus Rosetta Stone for the after-school tutoring) were identified.
- Cleveland continues to implement AVID strategies schoolwide, plan to hold more grade level CAMP meetings with parents around student data, will work on refining the data cycle, identifying essential outcomes/skills for each grade level, establishing student data notebooks, re-teaching cycle with smaller groups, and seeking support from A2Z Consultants.

Summary of Review of Overall Performance

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Cleveland School's data reflects growth or greatest progress in Mathematics and English Learner progress.

Math Assessment Growth:

According to the Smarter Balanced Subgroup Summary, 49% of 51 Asian students scored "Standard Met or Exceeded" for Math compared to Cleveland's overall at 18%.

Based on the data from the LCFF Evaluation Rubrics (California School Dashboard) Math Assessment, Cleveland students showed an increase by 3.9 points from the previous year. Our greatest number of students are in the subgroups for Socioeconomically Disadvantaged (366 students), Hispanic (223 students), and English Learners (159 students). Furthermore, all of our subgroups demonstrated an increase ranging from 3 points to 21.2 points, except for African American which had a significant decline of 20.8 points. For the past three years, teachers have been implementing the Stockton Unified School District's board adopted curriculum Units of Study which focus more on creating meaningful classroom instruction with the performance tasks and formative assessments. In addition, our teachers collaborate through their Professional Learning Community to align their resources and activities that support students need. The slight increase in Math is attributed to additional time and support for students in the after school tutorial program, teacher's use of SBAC practice tests with support from the Instructional Coach and Program Specialist, and district support from the curriculum office on Number Talk strategies.

English Learner Progress:

According to the data from the LCFF Evaluation Rubrics (California School Dashboard) on the Detailed Report for English Learners, Cleveland showed a significant increase by 13.5%. English Learners make up 28% of our student body population. Furthermore, English Learners increase by 8.2 points relating to Math Assessment. Our English Learner students receive daily ELD instruction from teachers using the district board adopted curriculum Units of Study. Cleveland builds strong partnership with University of the Pacific in supporting our English Learner students, who receive one:one instruction from college students targeting fluency, reading comprehension, and language skills. In addition, our district Language Development Office provided training on integrated and designated ELD strategies.

Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

The California School Dashboard showed Cleveland's greatest need is to increase our attendance with a 24% chronic absenteeism rate. In addition, between ELA and Math, our greatest need is in Math with a slight decrease of 1.6 point. Cleveland's challenge is to decrease our suspension rate that is currently at 4.3% of the school's population.

Cleveland did not meet our district nor our site goal for 10% growth in ELA and Math on the SBAC test; however, there was a slight increase of 3% from 2015-2016 to 2016-2017 in Reading while Math stayed the same.

Based on the ELA SBAC data for 2016-2017 school year, Cleveland showed 27% of EL students being proficient, with students struggling mostly in the domains for Reading and Writing.

According to the Smarter Balanced Subgroup Summary for Math, 64% of 39 African-American students, 51% of 201 Hispanic students, 72% of 85 English Learners, and 51% of 284 Socioeconomically Disadvantaged scored "Standard Not Met" compared to Cleveland's overall at 51%.

According to the Smarter Balanced Subgroup Summary for ELA, 56% of 39 African-American students, 58% of 201 Hispanic students, 80% of 85 English Learners, and 56% of 284 Socioeconomically Disadvantaged scored "Standard Not Met" compared to Cleveland's overall at 53%.

What steps is the school planning to take to address these areas with the greatest need for improvement?
- Administrators and support staff continue to have academic conferences with teachers to address the concerns based on MAP and SBAC data.
- Continue to provide professional development on integrated EL strategies, with a focus on building listening and speaking skills that will transfer over to reading and writing domains.
- Continue to monitor ELD instruction and progress of EL students, implement integrated EL strategies, and provide primary language support from the Bilingual Paraprofessional Assistant based on student needs.
- Current strategies (checking for understanding, re-teach, platooning, differentiating instruction/small group, Direct Interactive Instruction, working with site instructional coaches, and Imagine Learning, plus Rosetta Stone for the after school tutoring) were identified.
- Cleveland continues to implement AVID strategies schoolwide, plan to hold more grade level CAMP meetings with parents around student data, will work on refining the data cycle, identifying essential outcomes/skills for each grade level, establishing student data notebooks, re-teaching cycle with smaller groups, and seeking support from A2Z Consultants.

Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

The California School Dashboard shows Cleveland's performance gap in ELA for African American, Hispanic, and English Learners as performing in the lowest performance levels (red), as compared to our significant subgroup for Asian students who scored two performance levels higher (yellow). As for Math, the performance gaps showed that all significant subgroups achieved scores within the yellow performance level, except for African-American who scored at the red or lowest performance level.

According to the Smarter Balanced Subgroup Summary, Cleveland's greatest gap in the overall performance of 26% for "Standard Met or Exceeded" in English Language Arts include 2% of 85 English Learners with a difference of -24% and 5% of 22 Students with Disability with -21%. However, 45% of 51 Asian students performed 19% greater than Cleveland's overall performance of 18%.

According to the Smarter Balanced Subgroup Summary, Cleveland's greatest gap in the overall performance of 18% for "Standard Met or Exceeded" in Math include 6% of 85 English Learners with a difference of -12%; 9% of 22 Students with Disability with -9%, followed by 12% African-American and 12% Hispanic with a difference of -6%. However, 49% of 51 Asian students performed 31% greater than Cleveland's overall performance of 18%.

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

How was the SSC involved in development of the plan?

The SSC reviewed the previous year's SPSA to update, make changes and modifications, as well as provided input to the current school plan. This year's SSC meeting dates include 8/31/17, 11/16/17, and 12/14/17.

How were advisory committees involved in providing advice to the SSC?

Information was shared with the ELPIC (English Learner Parent Involvement Committee)/ELAC (English Language Advisory Committee) and parent input was requested. This year's ELPIC/ELAC meeting dates include 8/28/17 and 12/12/17.

How was the plan monitored during the school year?

On-going changes were made based on student achievement and the SSC and advisory committees were kept informed during their meetings. Other meetings include Title 1 annual parent meeting (8/24/17), Faculty meetings (9/5/17, 10/3/17, 11/7/17, 12/5/17, and 12/12/17), and Parent Coffee Hour (8/28/17, 9/25/17, 10/30/17, and 11/27/17).

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

All stakeholders are informed of upcoming meetings and we encourage more participation, as we share our monitoring process and data on student achievement.

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
    - English Language Arts and English Learners
    - Mathematics
    - Social Studies
    - Science

Student Interventions

- Tier 2
    - English Learners
    - After School
    - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic Student Achievement	Teachers continue to receive professional development and coaching in the identified areas of need, including integrated ELA/EL and Math strategies with support of Instructional Coach, Program Specialist, and consultants. Bilingual Paraprofessional Assistant will also provide additional support to EL students.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of conferences attended Bilingual Paraprofessional logs that shows number of students receiving primary language support.	Every Trimester	$36,717 $97,287 $53,602 $17,951 (Salary/Benefits) $12,500 (Consultant - Instructional) $5,000 (Teacher Additional Comp) $2,500 $3,000 (Teacher Substitute Pay) $4,630 (License Agreement) $3,500 (Conference)	Title I LCFF	19101 21101 58100 11500 11700 58450 52150
1.2 Academic Student Achievement	Struggling primary students will receive additional support (i.e., from a reading intervention specialist/teacher) to focus on foundational skills.	Classroom assessments and MAP data will be used to determine student progress.	Twice for every trimester	$7,500 (Teacher Substitute Pay)	Title I	11700
1.3 Academic Student Achievement - Access to Instructional and Supplemental Materials for all Content Areas	Teachers will identify additional supplemental resources to be printed and duplicated to support student academic achievement.	Based on needs and requests, additional materials, supplies, and equipment maintenance will be	Bi-annually	$17,621 (Salary/Benefits) $841 (Books) $36,634 $58,420	Title I LCFF	24101 42000 43110 43200 44000 57150 56590

	Equipment will be maintained and updated as needed, including classroom technology tools (i.e, projector, document camera, laptops, etc.).	allocated. Feedback from the annual Williams Settlement visit will be used to determine needs. Teachers are provided with a user ID as part of the maintenance agreement to track duplication of instructional materials. Accelerated Reader program and the Destiny Library system to track students access and use.		(Instructional Materials) $7,000 (Non-Instructional Materials) $8,700 (Equipment) $750 (Duplicating) $2,550 (Maintenance Agreement) $1,250 (Equipment Repair) $300 (Additional Comp/Hourly)		56530 21101

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount (*TBD on Funding)	Funding Source	Object Code/Type
2.1 Academic Student Achievement	Teachers continue to receive professional development and coaching in the identified areas of need, including integrated ELA/EL and Math strategies with support of Instructional Coach, Program Specialist, and consultants. Bilingual Paraprofessional Assistant will also provide additional support to EL students.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of conferences attended Bilingual Paraprofessional logs that shows number of students receiving primary language support.	Every Trimester	$90,319* $12,500* $5,000* $2,500* $4,630* $3,500* $97,287* $17,951*	Title 1 LCFF LCFF	19101 58100 11500 11700 58450 52150 19101 21101
2.2 Academic Student Achievement	Struggling primary students will receive additional support (i.e., from a reading intervention specialist/teacher) to focus on foundational skills.	Classroom assessments and MAP data will be used to determine student progress.	Twice for every trimester	$7,500*	Title 1	11700
2.3 Academic Student Achievement - Access to Instructional and Supplemental Materials for all Content Areas	Teachers will identify additional supplemental resources to be printed and duplicated to support student academic achievement. Equipment will be	Based on needs and requests, additional materials, supplies, and equipment maintenance will be allocated.	Bi-annually	$37,475* $7,000* $8,700* $750* $2,550* $1,250* $300*	Title 1	43110 43200 44000 57150 56590 56530 21101

maintained and updated as needed, including classroom technology tools (i.e, projector, document camera, laptops, etc.).	Feedback from the annual Williams Settlement visit will be used to determine needs. Teachers are provided with a user ID as part of the maintenance agreement to track duplication of instructional materials. Accelerated Reader program and the Destiny Library system to track students access and use.			$58,420* LCFF 43110 $17,621* LCFF 24101	

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount (*TBD on Funding)	Funding Source	Object Code/Type
3.1 Academic Student Achievement	Teachers continue to receive professional development and coaching in the identified areas of need, including integrated ELA/EL and Math strategies with support of Instructional Coach, Program Specialist, and consultants. Bilingual Paraprofessional Assistant will also provide additional support to EL students.	# of co-teaching events # of demo lessons # of observations # of observation with feedback # of students at grade level # of students below grade level # of students making progress # of conferences attended Bilingual Paraprofessional logs that shows number of students receiving primary language support.	Every Trimester	$90,319* $12,500* $5,000* $2,500* $4,630* $3,500* $97,287* $17,951*	Title 1 LCFF LCFF	19101 58100 11500 11700 58450 52150 19101 21101
3.2 Academic Student Achievement	Struggling primary students will receive additional support (i.e., from a reading intervention specialist/teacher) to focus on foundational skills.	Classroom assessments and MAP data will be used to determine student progress.	Twice for every trimester	$7,500*	Title 1	11700
3.3 Academic Student Achievement - Access to Instructional and Supplemental Materials for all Content Areas	Teachers will identify additional supplemental resources to be printed and duplicated to support student academic achievement. Equipment will be	Based on needs and requests, additional materials, supplies, and equipment maintenance will be allocated.	Bi-annually	$37,475* $7,000* $8,700* $750* $2,550* $1,250* $300*	Title 1	43110 43200 44000 57150 56590 56530 21101

maintained and updated as needed, including classroom technology tools (i.e, projector, document camera, laptops, etc.).	Feedback from the annual Williams Settlement visit will be used to determine needs. Teachers are provided with a user ID as part of the maintenance agreement to track duplication of instructional materials. Accelerated Reader program and the Destiny Library system to track students access and use.			$58,420* $17,621*	LCFF LCFF	43110 24101

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e., PBIS, PLUS, counseling, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistant Program (SAP).	-Number of students referred for social/emotional issues -Number of student support meetings -Increased attendance and academic performance -PLUS surveys -Number of students on the PLUS team, PLUS meetings, and forums	Every trimester	$25,137 (Salary/Benefits)	LCFF	12151
1.2 School Climate	Implement structured student engagement activities during non-instructional time to reduce discipline and maintain a safe learning environment.	-Number of student referrals -Number of student suspensions related to non-instructional time	Monthly			
1.3 School Climate	Provide professional development opportunities to staff to support awareness of student safety and well-being.	-Number of school climate related trainings -Number of teachers trained -Survey results	Every trimester			

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount (*TBD on Funding)	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e., PBIS, PLUS, counseling, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistant Program (SAP).	-Number of students referred for social/emotional issues -Number of student support meetings -Increased attendance and academic performance -PLUS surveys -Number of students on the PLUS team, PLUS meetings, and forums	Every trimester	$26,000*	LCFF	12151
2.2 School Climate	Implement structured student engagement activities during non-instructional time to reduce discipline and maintain a safe learning environment.	-Number of student referrals -Number of student suspensions related to non-instructional time	Monthly	$10,000*	Title 1	58100
2.3 School Climate	Provide professional development opportunities to staff to support awareness of student safety and well-being.	-Number of school climate related trainings -Number of teachers trained -Survey results	Every trimester	$12,500*	Title 1	58100

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount (*TBD on Funding)	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e., PBIS, PLUS, counseling, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistant Program (SAP).	-Number of students referred for social/emotional issues -Number of student support meetings -Increased attendance and academic performance -PLUS surveys -Number of students on the PLUS team, PLUS meetings, and forums	Every trimester	$28,000*	LCFF	12151
3.2 School Climate	Implement structured student engagement activities during non-instructional time to reduce discipline and maintain a safe learning environment.	-Number of student referrals -Number of student suspensions related to non-instructional time	Monthly	$10,000*	Title 1	58100
3.3 School Climate	Provide professional development opportunities to staff to support awareness of student safety and well-being.	-Number of school climate related trainings -Number of teachers trained -Survey results	Every trimester	$12,500*	Title 1	58100

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	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/schoo ol activities and events, school communication, after school focused activities, etc.).	-Number of parents contacted -Number of parents attending ESL class -Number in attendance and participation of school activities, events, workshops, and conferences/ meetings	Monthly	$1,408 (Non-Instructional Materials) $960 $35 (Parent Meeting)	Title I	43200 43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount (*TBD on Funding)	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	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	-Number of parents contacted -Number of parents attending ESL class -Number in attendance and	Monthly	$2,368*	Title 1	43200 43400

	(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/scho ol activities and events, school communication, after school focused activities, etc.).	participation of school activities, events, workshops, and conferences/ meetings				

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount (*TBD on Funding)	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	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,	-Number of parents contacted -Number of parents attending ESL class -Number in attendance and participation of school activities, events, workshops, and conferences/ meetings	Monthly	$2,368*	Title 1	43200 43400

	recess/lunch/scho ol activities and events, school communication, after school focused activities, etc.).					

Section V: 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 makeup of the SSC is as follows:

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Heidi Mohammadkhan	2016	2018	X			
Carolyn Gonzales	2016	2018		X		
Carolyn Ritchie	2016	2018		X		
Sophy Vann	2016	2018		X		
La'Tasha Amos	2016	2018			X	
Lauri Cooke	2016	2018				X
Louie Franco	2016	2018				X
Saroeun Keo	2016	2018				X
Alma Ramirez	2016	2018				X
Tammy Elliott	2016	2018				X
Numbers of members of each category:			1	3	1	5

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.

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: CLEVELAND ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

	Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 InstructionaL-General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits								
	11500	Teacher - Add Comp			5,000		$ 5,000.00	Goal 1 - 1
	11700	Teacher Substitute			10,000		$ 10,000.00	Goal 1 - 1, 2
	12151	Counselor					$ -	
	13201	Assistant Principal					$ -	
	19101	Program Specialist			36,717		$ 36,717.00	Goal 1 - 1
	19101	Instructional Coach			53,602		$ 53,602.00	Goal 1 - 1
	19500	Instr. Coach-Add Comp					$ -	
	21101	Instructional Assistant					$ -	
	21101	CAI Assistant					$ -	
	21101	Bilingual Assistant					$ -	
	24101	Library Media Clerk					$ -	
	29101	Community Assistant					$ -	
		Additional Comp/Hourly		300			$ 300.00	Goal 1 - 3
		Montessori Assistant					$ -	
		TOTAL PERSONNEL COST		$ 300.00	$ 105,319.00	$ -	$ 105,619.00	
Books & Supplies								
	42000	Books			841		$ 841.00	Goal 1 - 3
	43110	Instructional Materials			36,634		$ 36,634.00	Goal 1 - 3
	43200	Non-Instructional Materials		1,408	7,000		$ 8,408.00	Goal 3 - 1; Goal 1 - 3
	43400	Parent Meeting		995			$ 995.00	Goal 3 - 1
	44000	Equipment			8,700		$ 8,700.00	Goal 1 - 3
	43150	Software					$ -	
		Sub-Total-Supplies		$ 2,403.00	$ 53,175.00	$ -	$ 55,578.00	
Services								
	57150	Duplicating			750		$ 750.00	Goal 1 - 3
	57250	Field Trip-District Trans					$ -	
	57160	Nurses					$ -	
	57400	CorpYard					$ -	
	56590	Maintenance Agreement			2,550		$ 2,550.00	Goal 1 - 3
	56530	Equipment Repair			1,250		$ 1,250.00	Goal 1 - 3
	52150	Conference		1,000	2,500		$ 3,500.00	Goal 1 - 1
	59140	Telephone					$ -	
	58450	License Agreement			4,630		$ 4,630.00	Goal 1 - 1
	58720	Field Trip-Non-District Trans					$ -	
	58920	Pupil Fees					$ -	
	58100	Consultants-instructional			12,500		$ 12,500.00	Goal 1 - 1
	58320	Consultants-Noninstructional					$ -	
		Sub-total-Services		$ 1,000.00	$ 24,180.00	$ -	$ 25,180.00	
		Total		$ 3,703.00	$ 182,674.00	$ -	$ 186,377.00	
		Differential		-	-		-	
		2016-17 Carryover		35	49,653		49,688	
		Revised 2017-18 Allocation		3,668	133,021		136,689	
				3,703	182,674		186,377	

SCHOOL NAME: CLEVELAND ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE 23030 InstructionaL-SCE/General	LCFF/SCE 23031 Extended Day/Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp				$ -	
11700	Teacher Substitute		3,000		$ 3,000.00	Goal 1 - 1
12151	Counselor		25,137		$ 25,137.00	Goal 2 - 1
13201	Assistant Principal				$ -	
19101	Program Specialist		97,287		$ 97,287.00	Goal 1 - 1
19101	Instructional Coach				$ -	
19500	Instr. Coach-Add Comp				$ -	
21101	Instructional Assistant				$ -	
21101	CAI Assistant				$ -	
21101	Bilingual Assistant		17,951		$ 17,951.00	Goal 1 - 1
24101	Library Media Clerk		17,621		$ 17,621.00	Goal 1 - 2
29101	Community Assistant				$ -	
	Additional Comp/Hourly				$ -	
					$ -	
	TOTAL PERSONNEL COST		$ 160,996.00	$ -	$ 160,996.00	
Books & Supplies						
42000	Books				$ -	
43110	Instructional Materials		58,420		$ 58,420.00	Goal 1 - 3
43200	Non-Instructional Materials				$ -	
43400	Parent Meeting				$ -	
44000	Equipment				$ -	
43150	Software				$ -	
	Sub-Total-Supplies		$ 58,420.00	$ -	$ 58,420.00	
Services						
57150	Duplicating				$ -	
57250	Field Trip-District Trans				$ -	
57160	Nurses				$ -	
57400	CorpYard				$ -	
56590	Maintenance Agreement				$ -	
56530	Equipment Repair				$ -	
52150	Conference				$ -	
59140	Telephone				$ -	
58450	License Agreement				$ -	
58720	Field Trip-Non-District Trans				$ -	
58920	Pupil Fees				$ -	
58100	Consultants-instructional				$ -	
58320	Consultants-Noninstructional				$ -	
	Sub-total-Services		$ -	$ -	$ -	
	Total		$ 219,416.00	$ -	$ 219,416.00	
	Differential		-		-	
	Allocations		219,416		219,416	