School Year: 2024-2025

School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cleveland Elementary	39686766042535	10/24/2024	11/12/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Cleveland's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Additional Targeted Support Improvement (ATSI) plan.

Educational Partner Involvement

How, when, and with whom did your 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

Cleveland staff meet regularly with our School Site Council (SSC) to review CA Dashboard, I-Ready, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Cleveland's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 28, 2023
- October 26, 2023
- December 21, 2023
- January 18, 2024
- February 22, 2024
- March 28, 2024
- April 18, 2024
- August 29, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting this year on August 17, 2023
- Monthly Coffee Hour on May 3, 2023

- English Language Advisory Committee on October 27th, 2023
- English Language Advisory Committee on January 25th, 2024
- English Language Advisory Committee on April 26th, 2024
- Monthly Coffee Hour on August 29, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on February 20, 2024
- Faculty Meeting on March 26, 2024
- Faculty Meeting on April 2, 2024
- PLUS Student Leadership Team Meeting on April 29, 2024
- Faculty Meeting on September 24, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Cleveland, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	76.8 points below standard (orange)	101.3 points below standard (orange)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A

Homeless Youth	X	X	7.7% suspended at least one day (red)	X	X	N/A
Students with Disabilities	88.4 points below standard (orange)	122.8 points below standard (orange)	3.5% suspended at least one day (orange)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

One resource inequity found at Cleveland School is that every student does not have access to a highly qualifed, credentialed teacher providing effective instruction daily. Students had multiple substitute teachers learning the curriculum and content for the sixth grade which impacted the achievement for the students over the two years.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District ATSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), I-Ready Diagnostic results, SIPPS data, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students			4.7% suspended at least one day (orange)	41% chronically absent (orange)		
Foster Youth						
English Learner	76.8 points below standard (orange)	101.3 points below standard (orange)	2.7% suspended at least one day (orange)	37.7% chronically absent (red)		
Long Term English Learner						
Homeless Youth			7.7% of students suspended at least one day (red)	62.2% chronically absent (orange)		
Socioeconomically Disadvantaged			5.4% suspended at least one day (red)	42.6% chronically absent (red)		
Student with Disabilities	88.4 points below standard (orange)	122.8 points below standard (orange)	3.5% suspended at least one day (orange)	54.1% chronically absent (red)		
African American	95.9 points below standard (red)	130.9 points below standard (red)		54.8% chronically absent (red)		
American Indian/ Alaskan Native			3.6% suspended at least one day (orange)			
Asian						
Filipino						
Hispanic			4.6% suspended at least one day (orange)	39.5% chronically absent (orange)		
Two or More Races			2.8% suspended at least one day (orange)	70.6% chronically absent (red)		

Pacific Islander/ Native Hawaiian						
White			9.3% of students suspended at least one day (red)	48.8% chronically absent (red)		

Several major gaps were observed between student groups on the CA Dashboard Indicators for Cleveland School. Cleveland has historically had a challenge with the high number of students chronically absent from school. Cleveland is focusing on improving the percentage of students chronically absent from school in order to impact the academic achievement of all students and student groups.

Trend data was also reviewed year over year which resulted in observing that overall students show an increase in achievement in ELA and Math, but specific student groups show a decline. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Math and chronic absenteeism as areas of focus for this 2024-2025 school year due to the high percentage of students chronically absent from school and missing critical instruction and more specifically, Math instruction. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement:

- Professional Learning Communities to support high quality first instruction.
- Professional development for teachers to master content knowledge and curriculum.
- Instructional coaching to support classroom instruction, lesson planning, and teacher collaboration.

Cleveland's school plan is reviewed annually and updated throughout the year, with input and feedback from our stakeholders. During the 2023-2024 school year, Cleveland Elementary conducted a Comprehensive Needs Assessment (CNA) process that included a review of the school's mission and vision, educational expectations, assessment data, and achievement gaps. These meetings with stakeholders included the monthly School site Council (SSC), ELAC, parents, teachers, administrators, and other staff. Through several brainstorming activities, interviews, examination of documents, curriculum guides, professional development agendas, surveys of teachers and parents, classroom observations, and instructional walks, the CNA identified the following priorities using the Decision Making Model (DMM) for possible insights for the achievement gap in Reading, Math, and Science:

- PLC guiding coalition team have identified a need for an MTSS framework to ensure proper interventions are in place for all tiers and all targeted student groups.
- Based on district SIPPS assessment data in grades K-3, there is a high number of students in all targeted student groups who need school readiness and literacy foundational skills.
- Based on the I-Ready Diagnostic 2 for Math, 83.7% of students in grades K-8 are below grade level and need additional time through a Math intervention and/ or strategic support.
- The SEL and mental health screener results in grades 3-8 demonstrate significant needs in improving students' emotional well-being with a Tier 1 SEL weekly check-in/screener, to understand and support students emotional and health needs.
- Student access to academic support/tutoring for all grades and targeted student groups.
- Cleveland had a low percentage, less than 10%, of parents attending and participating in school related activities.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	School Goal for ELA/ELD: By EOY 2025, the percentage of students in grades K-8th meeting/exceeding grade level standards in Reading will increase from 36.9% to 40% as measured by the I-Ready Diagnostic Assessment 3. By EOY 2025, per ELPAC, 5% of the total number of EL students will be reclassified to Redesignated Fluent English Proficient (RFEP). All students and subgroups will increase the percentage of met/exceed standard by a minimum of 3% in ELA as measured by the California Dashboard by May 2025. The long term goal is for all students and all student groups to reach the "High" status in ELA as measured by the California Dashboard by 2025. SMART Goals for our identified ATSI Student Groups: To increase the percentage of met/exceed standard by a minimum of 3% in ELA and Math, as measured by the California Dashboard by May 2025 for the following student groups: -African American students (declined 22 points in ELA and 15 points in Math) -Homeless (increased 42 points in ELA and Math) -Two or More Races (increased 27 points in ELA and 33 points in Math) -Whites (increased 32 points in ELA and 16 points in Math) School Goal for Math: By EOY 2025, the percentage of students in grades K-8th meeting/exceeding grade level standards in Math will increase from 33.2% to 37% as measured by the I-Ready Diagnostic Assessment 3. All students and subgroups will increase the percentage of met/exceed standard by a minimum of 3 points in Math as measured by the California Dashboard by May 2025. The long term goal is for all students and all student groups to reach the "High" status in Math as measured by the California Dashboard by 2025.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PLC guiding coalition team have identified that all staff need professional development in the data analysis protocol to plan for additional time and support for students not meeting standards.

100% of Cleveland teachers have not attended the initial AVID training as recommended for school-wide certification.

In order to fully implement AVID schoolwide, our staff needs on-going professional development based on the new goals.

PLC guiding coalition team have identified a need for an MTSS framework to ensure proper interventions are in place for all tiers.

Based on the I-Ready Diagnostic 2 for Math, 83.7% of students in grades K-8 are below grade level and need additional time through a Math intervention and/or strategic support.

Based on district SIPPS assessment data in grades K-3, there is a high number of students who need school readiness and literacy foundational skills.

Cleveland has been identified for Additional Targeted Support and Improvement (ATSI) program for the following subgroups: African American, Homeless, Two or More Races, and White student groups.

Student access to academic support/tutoring.

Our 2023, I-Ready Spring Diagnostic Assessment results show that 63% of our students are performing one or more grade levels below grade level in Reading. 64% of students struggle with Vocabulary. 62% of students struggle with Comprehension (Literature and Informational Text).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
i-Ready Diagnostic Assessment 3	Reading 36.9% Math 33.2%	The percentage of students in grades K-8th meeting/exceeding grade level standards in reading will increase from 36.9% to 40% and Math from 33.2% to 37%.
Percent of English Learners improving one level on ELPAC	50.9 % ELs making progress	55% ELs making progress

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education STEAM and CTE Pathways Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student Science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Cleveland will offer an after-school STEAM/MESA club to reinforce Science and Math concepts through hands-on experiences and activities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.1 Career & Technical Education: Instructional Materials: $2,000	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners	$2,000	0100 - LCFF/S&C (site)
1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

1.1.4	Bilingual Instructional Support Description of supports provided. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.4 Bilingual Instructional Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.5	English Learner Professional Development Program Specialist to provide on-going professional development in the implementation of ELA/ELD strategies and language acquisition best practices. Student progress and data will be shared with staff. Title I Funding Allocation: Additional Program Specialist Compensation: $600 LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$600	3010 - Title I

1.1.6	English Learner Programs and Supports Instructional support for English Learner students through increased teacher and paraprofessional professional development, Bilingual Instructional Assistant support, translation services and purchasing of supplemental materials for students/parents. Professional development and implementation of learning supports the district's English Learner master plan and direct supportive services by Language Development Office staff to increase or improve services for student achievement. Bilingual Instructional Program support for K-8th grade students: Bilingual Assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. English Learner- Activity 1 Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. Provide on-going professional development in the implementation of ELA/ELD strategies and language acquisition best practices. English Learner -Activity 2 One Bilingual Assistant provides EL students at level 1 and 2 primary language support which is Reading, scaffolding teacher provided lessons, Writing skills and when needed using the students' primary language to give them access to grade level concepts. In addition, Bilingual Assistants are to provide one-on-one and small group instruction focusing on basic content specific fluencies (Reading/Math facts). Lexia English Language Development Program purchase of 75 student licenses for newcomer and ELPAC Level 1-2 students. Metrics for Progress Monitoring: Number of teachers receiving support in the coaching cycle Number of students who re-classify Number of students receiving EL support ELPAC Scores Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.6 English Learner Programs and Supports: License Agreements: $9,000	English Learners	$9,000	0100 - LCFF/S&C (site)

1.1.7	Teacher Collaboration, Professional Development, & Academic Support Teachers will receive professional development and coaching individually and as grade levels on high quality first instruction. Instructional Coaches, Program Specialist, Administrators, and district curriculum specialists will continue to support teachers with implementation of the curriculum for ELA/ELD, Math, and Science. Teachers may need additional support with pacing and implementing small group instruction. Title I Funding Allocation: Additional Teacher Compensation: $19,600 Additional Substitute Teachers Compensation: $6,000 LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$6,000 $19,600	3010 - Title I 3010 - Title I
1.1.8	School Site Administrators Leadership Professional Development Professional development for school site Administrators focused on best practices. Cleveland school will participate in Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Professional Learning Community (PLC) training/support will continue to be a focus for Cleveland staff. Staff will review and learn effective strategies to ensure effective implementation of curriculum, utilize common formative assessments to differentiate instruction and form small groups for additional support. The PLC process will help build a culture focused on continuous professional growth and improved practices in order to positively and collectively impact students' learning. Effective PLC collaboration will assist staff in monitoring data for ATSI subgroups (African American, homeless, two or more race and White) to differentiate lesson planning to identify needs and support resources. Cleveland will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Metrics for Progress Monitoring: Agendas and sign-ins, evidence of implementation through classroom visits/walk-throughs, and I-Ready Diagnostic Assessments. Title I Funding Allocation: Teacher Additional Compensation: $11,760 LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$11,760	3010 - Title I
1.1.10	Data Analysis and Evaluation Quizziz Program-student license agreement for CFA development and assessment. Title I Funding Allocation: License Agreements: $3050 LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.	All Students	$3,050	3010 - Title I License Agreement

1.1.11	Access to Foundational & Outdoor Learning Spaces TK and PK students will have the opportunity to attend transitional activities for a smooth start to the school year. Parents are given an orientation at the beginning and the end. The end of the year and Summer Bridge provide students opportunities to: *Interact with their peers who will attend their Kindergarten class promoting social skills, *Establish a connection between the Kindergarten teacher and preschooler, *Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies, using classroom chrome books, and learning about school routines and procedures, *Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
1.1.12	Acceleration of Learning Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

1.1.13	Literacy and Library Supports Access to Library and High-Interest Books: Library Media Assistant (0.425 FTE - 0.375 FTE Centralized Funding, 0.25 FTE Site Funding) play a crucial role in supporting literacy by managing the school library's resources, helping students and teachers select and utilize library materials. This oversight ensures that unduplicated pupils have access to current, culturally relevant reading materials, promoting improved student achievement. New books will be selected and purchased to offer students opportunities to read a wide variety of genres. Title I Funding Allocation: Instructional Materials: $2,000 LCAP 1.13 Literacy and Library Supports: Library Media Assistant Salary and Benefits (0.25 FTE): $2,556	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$2,000 $2,556	3010 - Title I 0100 - LCFF/S&C (site)

1.1.14	Advancement Via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. Cleveland has a strong AVID Leadership Team working on the implementation of WICOR strategies, focusing schoolwide on one strategy per trimester. Grade levels commit to specific instructional strategies using the AVID articulation matrix. The team is looking at our goals and planning/refining these areas and will be providing staff development for the new school year. Cleveland has a team of 5 staff signed up to attend the AVID National Conference this year to further our implementation of AVID school wide. The goal is for all Cleveland teachers to attend an AVID Summer Institute or AVID National Conference training for full implementation of the program/strategies. Cleveland School, Grades K-8, will have an AVID organizational, collaboration, and writing focus as a strategy to improve student achievement. Teachers plan lessons and instruct students to become organized and prepared by keeping all materials in binders and/or folders. Cleveland School purchases instructional materials such as folders, binders, planners, journals, pouches, dividers, highlighters, daily review workbooks for all K-8 students. The effectiveness of this strategy is determined by AVID administrators and evidence from the annual Certification CCI tool. Cleveland School implements AVID school-wide strategies to all students. Students in 7th-8th grades have the opportunity to select AVID as an elective course. Field trips to colleges are planned for students in the AVID elective course to explore college and career options. Students in grades K-6 are learning AVID strategies as they are integrated into the subject matter and instructional delivery. Cleveland will pay student fees, transportation, and professional services involving AVID implementation, instructional practices, and college readiness. Metrics for Progress Monitoring: AVID CCI (Coaching & Certification Instrument), evidence of culminating and follow-up activities, I-Ready Diagnostic Assessments. Title I Funding Allocation: AVID Conference: $11,700 Additional Teacher Compensation: $11,340 Additional Program Specialist Compensation: $1,000	English Learners, Foster Youth, Low Income, Students with Disabilities	$37,752 $7,500 $11,340 $11,700 $14,334 $1,000	0100 - LCFF/S&C (site) 3010 - Title I 3010 - Title I 3010 - Title I 3010 - Title I 3010 - Title I

	Instructional Materials: $14,334 Transportation: $7,500 LCAP 1.14 Advancement Via Individual Determination (AVID): Instructional Materials: $37,752			
1.1.15	Recapturing Learning Loss For grades 7-8, the Learning Together Program will be used alongside schoolwide Book Buddies for K-6 to enhance reading comprehension. Learning Together focuses on peer teaching and promotes social-emotional education to reduce bullying while improving reading and math skills. Cleveland will also supply supplemental materials, books, equipment, licenses, subscriptions, and software to support instruction, specifically targeting ATSI subgroups (African American, homeless, two or more races, and White) to differentiate and accelerate learning opportunities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: Instructional Materials: $5,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000	0100 - LCFF/S&C (site) Instructional - Materl/ Supplies
1.1.16	Outdoor Education/Science Camp Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students The SUSD will pay student fees, transportation, and professional services involving NGSS application, project-based instruction, and college readiness. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy 1 Cleveland teachers received professional development at our monthly designated Faculty Learning and Grade Level Meetings, after school, and on the three contractual professional development days. Professional development focused on the core program implementation for ELA, Math, Social Studies, and Science. Coaching was provided in identified areas of need, with support from the Instructional Coach, Program Specialist, and district curriculum specialists. Identified Cleveland teachers and new teachers were targeted for intensive coaching on curricular instructional routines and full implementation of the programs as designed. Cleveland professional development focused on AVID strategies of the month, Professional Learning Community coaching, use of Math manipulatives with the core program, designated EL strategies, socio-emotional learning (SEL), Sown to Grow, Catapult, and K-3 SIPPS implementation. In addition, six members of our PLC guiding coalition will have attended 6 days of coaching support with our Solution Tree coach. He will also provide two days of on-site coaching for the team. He will have worked with four grade levels of refining and supporting their teams with the PLC process. The Students with Disabilities subgroup increased achievement and were able to exit the ATSI status. The Students with Disabilities increased 10.2 points in ELA and 7.2 points in Math. Strategy 2 Stockton Unified School District content coaches for Math, Social Studies, Science, and AVID were able to visit Cleveland school and work with designated grade levels of teachers for lesson planning, lesson demonstration, and the co-plan/co-teach method. Additional support and follow-up were provided by our site Instructional Coach and Program Specialist. Evidence of effective professional development include classroom observations, instructional walks, positive feedback from teachers, and collaboration minutes that showed strategies and curriculum resources are being utilized from the professional development. Cleveland was fortunate to have our Instructional Coach this year provide additional curriculum support to teachers. In addition to providing effective professional development, she was able to work directly with a first-year teacher and three other teachers working to complete their credential requirements. The Instructional Coach also worked with grade levels and teachers individually in grades TK-8 on lesson planning, modeling lessons, co-teaching, debriefing with teachers after school, content collaboration, and implementing curriculum. However, we had to share our Instructional Coach with another school. (LCAP 2.4) The Program Specialist assisted with coordination of intervention/after school tutoring, assessments administration, technical support for technology and software, AVID Coordinator, and providing professional development. The Program Specialist also served as coordinator of EL Programs, testing Coordinator, SAP Team Member, and assists with Master Schedule development and student placement. Overall effectiveness can be measured by the high number of students enrolled in tutoring, with 15 teachers providing academic support, high participation rate completed for local and state assessments, efficient turnaround time for technology support and troubleshooting programs, curriculum materials and needs for students on campus, correct placement of students in AVID and/or ELD, and collaboration/timely communication with staff on data analysis, deadlines, and compliance related topics. Cleveland has been AVID certified for the past 8 years for secondary and 7 years for elementary. (LCAP 2.4) The Library Media Clerk received training and support from our district Librarian on managing the school library and providing technology assistant. He was able to assist students to select the appropriate level of high interest books and motivate students to become bibliomaniacs, thus, promoting the improvement of reading comprehension skills. According to the Destiny library circulation, there has been an increase in the number of books being checked out and classroom visits to the library. (LCAP 1.7) Cleveland School was not able to provide additional time and intervention support to struggling primary readers this year due to scheduling and assessment needs. However, Cleveland was able to provide academic tutoring to students through the ELOP after school program, with fifteen teachers/classes and a high number of students enrolled in the program. The African American, Homeless, Two or More Races, and White student groups are targeted for enrollment in our ELOP and Summer Learning Academy extended learning opportunities. (LCAP 1.8) EL students received daily ELD instruction with

their homeroom teacher at a designated time according to the Master Schedule. Professional development was provided in fall 2023 on ELD strategies and language acquisition best practices. Findings from the ELD classroom walk-throughs are reviewed and shared with the staff by Program Specialist and administrators. Teachers are able to use the feedback to refine their instruction and best practices when working with EL students. Due to limited platooning opportunities, most ELD instruction are occurring in small groups. Based on collaboration and teacher feedback, teachers were able to effectively focus on their EL students and their needs for language support. (LCAP 1.3) Our Bilingual Assistant provided EL students at ELPAC levels 1 and 2 with primary language support during her small group instruction. According to the Teacher-Paraprofessional logs, she focused on the foundational skills, including reading/phonics/phonemic awareness, scaffolding teacher provided lessons in Reading and Math, Writing skills, and when needed using the students' primary language to give them access to grade level concepts. Students are demonstrating growth as evidenced from their I-Ready assessments and meeting their grade level SMART goals. Currently, Cleveland has re-designated 7 EL students to English proficient, with 33 newcomers enrolled this year. (LCAP 1.3) Strategy 3 Three Cleveland teachers attended professional development on Math through the County Office of Education, middle school teachers are attending Science training provided by the district, eight teachers and administrators attended the PLC at Work Conference during the summer, and five teachers and administrators attended AVID professional development last summer to strengthen the schoolwide implementation of AVID. Teachers had the opportunity to attend additional AVID professional development through the pathway training offered on weekends and spring break, the monthly AVID virtual meetings, and training at our staff meetings. Through classroom observations and instructional walks, there is evidence of effective WICOR strategies being implemented and grade level/schoolwide collaboration. The feedback Cleveland received during our AVID and Equity walks were helpful and strategies are in place, such as classroom ambassadors in all classes, A-G requirements posted in classrooms, and a focus on Structures for Collaboration and Inquiry to increase level of student engagement and academic dialogue. (LCAP 1.6) Cleveland School implements AVID school wide WICOR strategies to all students. Students in grades K-6 are learning AVID strategies as they are integrated into the curriculum. Students in 7th-8th grades have the opportunity to select AVID as an elective course by submitting their interest form and application. (LCAP 1.6) Cleveland has an AVID Leadership Team consisting of a representative for each grade, who attends monthly meetings, with the AVID Coordinators, Administrators, and support staff. As evidence in the AVID meeting minutes, the team worked on promoting college awareness throughout the campus, focusing on instructional equity, and implementing school-wide instructional strategies, such as focused note-taking, marking the text, one-pagers, RACE writing strategy, and levels of inquiry. The team also reviews and annually updates the AVID Articulation Matrix to reflect grade level commitments and current year's goals. Evidence of levels of implementation for each of the AVID Domains are collected and submitted for annual certification using the Coaching & Certification Instrument (CCI) tool. Implementation of WICOR strategies were observed during the site's winter certification/class visits, as evidenced by students' organizational binders, folders, pouches, agendas/planners, and student work displayed on the bulletin boards. (LCAP 1.6) STEM related activities were provided in classrooms and after school enrichment programs from teachers who received training for MESA. Overall, the programs were effective as evidenced by students requesting enrollment and participation in these activities. We had three teachers teaching MESA in grades 6 through 8. Students were highly engaged in their small groups with completed hands-on projects incorporating the Next Generation Science standards and the new Science curriculum. Students participated in the MESA competitions at the University of the Pacific. (LCAP 1.2) Strategy 4 The participating teacher and Instructional Coach received online training on the Learning Together program. Students in seventh grade are working with fourth grade students as their buddies to reinforce reading fluency and comprehension skills. (LCAP 1.6) Students in 5th grade attended Sky Mountain Science Camp in the fall. 7th and 8th grade teachers were able to schedule two college tours, a visit to the Tech Museum, and visited two other local college campuses. Three 2nd grade classes were able to attend the "Charlotte's Webb" play at San Joaquin Delta College. Third grade went on the AgVenture field trip. Grandmother's Trunk visited our 4th grade classes. Our students in our Special Ed program participated in community-based field trips, including the local Starbucks, grocery stores, Stagg High School, and University of the Pacific. Kindergarten will be visiting Pixie Woods in May. Peer Leaders Uniting Students (PLUS) team members went to Stagg High School a few times for leadership training and the annual PLUS conference at University of the Pacific. Seven 8th grade students are enrolled in the Summer Residency Program at University of the Pacific this June. (LCAP 1.8) Strategy 5 Stockton Unified School District offers a one-week Summer Bridge program for incoming Kindergarten students at participating schools. Cleveland will be offering a summer bridge program this coming July 2024. (LCAP 1.8)

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 did not implement a SIPPS PLUS group for students in grades 4 through 8. Our intermediate teachers have not received training on the SIPPS program. Kindergarten SIPPS started later in February 2024. Next year, SIPPS will start after fall break. Students must know 20 out of 26 lower case letter names before starting Lesson 1 in SIPPS Beginning. Science is still not fully implemented due to a need for additional planning time, training on the current program, and on-going support. African American, homeless, two or more races, and White student groups were identified as Additional Targeted Support and Improvement (ATSI)

again in 2023. The percent of students chronically absent and suspended from school were factors in exiting ATSI last year. However, Students with Disabilities were able to exit ATSI for increased achievement in ELA (+10.2 points) and Math (+7.2 points). Cleveland is still working on refining a schoolwide MTSS plan for equitable academic instruction for all students and identified student groups. One cycle of academic conferencing was held for identified teachers to support their instructional needs. Our nine member PLC teams could not attend the PLC coaching days due to substitute shortage and teacher absences. Primary intervention was not implemented this year due to scheduling and assessment needs. Title 1 funding ($10,000) was reallocated to additional compensation for teachers to support their planning and collaboration. We also moved the excess LCFF funding ($10,000) for Library Media Assistant to purchase additional library books and instructional materials. Cleveland had a team of the same five teachers and Administrators attend the AVID Summer Institute for 2023. This school year, teachers had the opportunity to attend the AVID pathway and other AVID workshops/training locally and virtually. The goal is for all Cleveland teachers to attend an AVID Summer Institute training for full implementation of the program/strategies. (LCAP 1.2) The remaining funding for strategy 3, STEM activities, was used for additional purchases for equipment, including 3-D printers, to create a STEM lab for hands-on projects during the elective courses and after school enrichment. Cleveland has not offered a Summer Bridge program for several years. Teachers are not electing to work the additional week before school starts.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Cleveland will continue with the same strategies/activities to achieve the goals for the following school year, with the following exceptions and/or changes: *Fund, implement, and create a schedule for the primary reading intervention to support the foundational skills and meet the academic needs of identified students. *Hire an Instructional Assist to provide small group instruction daily. *Recruit teachers (9) who have not received training to attend one AVID Summer Institute or Path training. *Provide professional development and PLC collaboration during the summer. *Based on funding source, continue providing extended day programs and enrichment activities. *Teachers have requested the purchase of Quizizz to help with common formative assessments. *Implement K-6 book buddies to support SIPPS Fluency and Independent Reading (IDR) time. *Provide training and professional development for teachers that focus on improving students' writing skills. *Provide Math intervention programs to support students who are struggling. *Continue funding the FIT program based on the decrease numbers of discipline referrals and suspensions. *Summer Bridge program will be offered in July 2024.

Goal 2.1

Goal #	Description
Goal 2.1	School Goal for Suspension: To decrease the number of suspensions by 2% for all students according to the California Dashboard by May 2025. By May 2025, our goal is to decrease the suspension rate of each subgroup by the following percent: African American less than 1%, homeless, two or more races, and White student groups by 2% of the student population. School Goal for Attendance/Chronic Truancy: To decrease the percentage of students chronically absent from school by 10%, from 30% to 27% for all students and subgroups according to the California Dashboard by May 2025. By May 2025, our goal is decrease Chronic Absenteeism in the following subgroups: African American (41.2%), homeless (25%), two or more races (53%), and White student groups (21%). *California Department of Education Dashboard 2023 *Data from Chronic Absenteeism (Synergy Reports) April 2024 *Data from SUSD Attendance Report 4/2024

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

PLC guiding coalition team have identified that all staff need professional development in the data analysis protocol to plan for additional time and support for students not meeting standards.

100% of Cleveland teachers have not attended the initial AVID training as recommended for school-wide certification.

In order to fully implement AVID schoolwide, our staff needs on-going professional development based on the new goals.

Our 2023, I-Ready Spring Diagnostic Assessment results show that 63% of our students are performing one or more grade levels below grade level in Reading. 64% of students struggle with Vocabulary. 62% of students struggle with Comprehension (Literature and Informational Text).

Our 2023 I-Ready Spring Diagnostic Assessment results show that 67% of our students are performing one or more grade levels below grade level in Math. 69% of students struggle with Geometry. 63% of students struggle with Measurement and Data.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Monthly SUSD Attendance and Discipline report.	Currently, as of April 2024, the percentage of students chronically absent from school is 30% (210 students as compared to 267 students from last year).	We anticipate at least a 10% decrease in the percentage of students who are chronically absent from school.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.3	Equity and Inclusion Training and Workshops Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.5	Positive Behavior Interventions and Support (PBIS) PBIS Team: The Assistant Principal and Counselors will lead the PBIS Team of grade level representatives to develop and review Cleveland routines and procedures for positive behavior strategies. PBIS Team will also plan, organize, and schedule rewards and school events to reinforce positive behavior at school. The team will also present professional development to staff during faculty learning meetings. The team will meet for an hour after school once per month. Cleveland will provide certificated and classified additional compensation/ substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring: Decrease of discipline referrals, suspensions, and students chronically absent from school. Title I Funding Allocation: LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Additional Counselor Compensation: $1,400	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,400	0100 - LCFF/S&C (site)
2.1.6	Student Assistance Program Support (SAP) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.7	Behavior Support Services Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.11	Student Attendance and Truancy Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism. Cleveland will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]
2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.13	Mental Health Resources and Supports for Students Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e. PBIS, PLUS, Second Step (SEL curriculum), Growth Mindset, counseling, restorative practices/community circles, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistance Program (SAP). Growth Mindset journals for students in grades K-5 to reinforce a positive mindset and improve problem solving skills. Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being. Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Counselors: Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide. Metrics for Progress Monitoring: Decrease of counseling referrals and number of Second Step lessons taught in the classrooms. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: Additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.14	Social Emotional and Restorative Practices and Responsive Schools Provide teachers with professional development for the Second Step and Sown to Grow curriculum implementation. Counselors and teachers will provide students with social and emotional supportive resources to positively impact student learning through programs (i.e. PBIS, PLUS, Second Step (SEL curriculum), Growth Mindset, counseling, restorative practices/community circles, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistance Program (SAP). Second Step is a research-based program. It is shown to significantly improve students' social emotional well-being, confidence, problem solving and social skills. Restorative Practices: Implement Restorative Practices for students in lieu of suspension for non-aggressive offenses. The Counselors work with students after school for 2 hours on restorative practices in lieu of suspension. The first hour focuses on student reflection/ restorative practices and the second hour students will transition to completing community service. Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience. Counselors: Counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide. Social Emotional Intervention Program: Provide students with social and emotional supportive resources to positively impact student learning through programs (i.e. PBIS, PLUS, Second Step (SEL curriculum), Growth Mindset, counseling, restorative practices/community circles, structured student engagement activities, classroom presentations, group sessions, etc.) and through the Student Assistance Program (SAP). Growth Mindset journals for students in grades K-5 to reinforce a positive mindset and improve problem solving skills. Title I Funding Allocation:	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,800 $2,000	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

	No additional site Title I funding has been allocated for this strategy. LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: Additional Counselors Compensation: $2,800 Instructional Materials: $2,000			
2.1.15	School Connectedness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.16	Assistant Principal Restoration at TK-8th Grade School Sites Assistant Principal Restoration At TK-8th Grade School Sites: Restoring Assistant Principal site leadership support at TK-8th grade school sites to support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$[Enter amount here]	[Specify the funding source(s)]

2.1.17	Additional School Site Support Instructional Coach (1.0 FTE) will provide professional development by providing demonstration lessons and co-teaching opportunities to individual and grade level teachers. The Instructional Coach will also support all teachers with full implementation of the curriculum. Instructional Coach will provide professional development at Faculty Learning and as needed for individual teachers and/or grade levels within the professional learning community. Instructional Coach also work with individual teachers or grade levels of teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. Instructional Coach will assist with facilitation of Academic Conferences twice per year with every grade level focusing on students in targeted subgroups for improvement. Instructional Coach will work directly to support new teacher(s) through the coaching cycle. Program Specialist (1.0 FTE Centralized Funding) will assist Instructional Coach with providing professional development and co-teaching opportunities to individual and grade level teachers. Program Specialist will also support all teachers with full implementation of the new curriculum and accessing resources to support all components of the new programs. The Program Specialist will work with identified teachers after school to assist with planning, collaboration, and the data cycle for analyzing student assessment results. The Program Specialist will assist with the facilitation of Academic Conferences twice per year with every grade level. In addition, the program specialist will compile attendance and academic data on ATSI student groups (African American, homeless, two or more race and White) to monitor their progress and align supports and services to address their needs for improvement of attendance and promote academic growth. Title I Funding Allocation: Instructional Coach Salary & Benefits (1.0 FTE): $152,879 LCAP 2.17 Additional School Site Support: Additional site LCFF is being allocated for this strategy.	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners	$152,879	3010 - Title I

2.1.18	Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning Expanded Learning and Enrichment Opportunities: Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.20	Instructional Technology Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Instructional equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, i-Pads, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Title I Funding Allocation: Maintenance Agreements: $7,500 Equipment: $10,000 LCAP 2.20 Instructional Technology: Instructional Materials: $1000 Maintenance Agreements / Equipment: $8,500	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,000 $8,500 $7,500 $10,000	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 3010 - Title I 3010 - Title I
2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
2.1.24	Student and Campus Safety Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.24 Student and Campus Safety: No additional site LCFF is being allocated for this strategy	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Cleveland was able to meet the goal for decreasing suspensions this year. As of April 2024, we have a total number of suspension days at 40 as compared to the previous year when we had 102. After analyzing our suspension data for 2021-2022, the results showed most incidents occurred during lunch recess on the

playground; staff decided to offer lunchtime organized sports for our students. The FIT lunchtime sports program provides Cleveland with two Coaches at lunch recesses for organized sports and games. The program is effective as evident by the decrease of suspensions and discipline referrals. Cleveland School implemented Restorative Practices in lieu of suspension for non-aggressive offenses at school. To date, we have had two Friday detention sessions for students learning restorative practices from Counselors after school. Cleveland has had 4 students complete the restorative practices Friday detention and community services in lieu of suspension. The program was effective as four students did not miss instruction due to suspension and received preventative/restorative counseling services. (LCAP 2.7) The Counselors trained students on the PLUS Program this year. Training took place during lunch time and after school during their PLUS meetings. PLUS team members conducted forums for intermediate students. (LCAP 2.7) The Cleveland PBIS team meets for one hour after school each month to schedule school events, plan student awards, and identify solutions to specific behavior. Students also receive recognition and awards for demonstrating the character trait of the month. The PBIS team also provide training to staff during Faculty Learning. The monthly PBIS team meetings are effective as evidenced by fewer student suspensions and behavior referrals this year. One of their major topics for discussions is how to reduce the number of students who are chronically absent from school. The chronic absenteeism is 29.9% as of March 2024 and the previous year was 35.25%. (LCAP 2.7 & 3.4)

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 is still working on refining a schoolwide MTSS plan for equitable academic instruction for all students and identified student groups. (LCAP 2.7) There was not an online SEL program for students to check-in and strategies for positive mindset. (LCAP 2.7) Students in PLUS needed more time to meet, plan, and conduct more forums. (LCAP 2.7)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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

Goal 3.1

Goal #	Description
Goal 3.1	Develop innovative programs that incorporate student voice and aspirations, aligning daily learning with their cultural identities, passions, and talents through Career Technical Education, Multilingual Education, and the Arts.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities PLUS Team: Students selected for the Cleveland PLUS Team will receive program training and develop a schedule of forums and activities throughout the year. One teacher and Counselor will work with the team of students for an hour after school each week. Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) Program experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Title I Funding Allocation: No additional site Title 1 funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this stragey.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
3.1.3	Arts Programming Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

3.1.4	Expanded Learning and Enrichment Opportunities Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (Reading, Writing, Math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary Science Camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. Cleveland School will offer field trips to provide students with real-life experiences and hands-on learning opportunities. Arylann Assante, Executive Director of the Student & Youth Travel Association, emphasizes that such explorations enhance critical thinking skills. She notes that field trips help students, especially those from disadvantaged backgrounds, better understand topics and build cultural awareness by engaging directly with the material, leveling the playing field for those who may lack access to such experiences. Cleveland School will contract with a local organization to provide structured lunch time sports, games, and intramural activities in order to promote a healthy, safe environment for students during recess time. Teachers will use referrals and the information from the California Dashboard to identify students and/or significant student groups* to participate in the program. *Students chronically absent from school. *Students with discipline referrals. *By Student Group: African American, homeless, two or more races, and White student groups. Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism. Title I Funding Allocation: No additional site Title I funding is being allocated for this strategy. LCAP 3.4 Expanded Learning and Enrichment Opportunities: Field Trips: $5,000 Fees: $3,000 Instructional Materials $5,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,000 $5,000 $5,000	0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Strategy #1 Cleveland School families were provided with opportunities to become involved in their child's education throughout year. School Site Council, English Learners Advisory Committee, and PTA monthly meetings took place in person. Parent Cafe weekly meetings also took place in the fall. Parent Coffee Hours and Parent Cafe workshops had an average of twelve parents in attendance. Surveys are provided to parents about their interests and topics that they would like more information for presentation. (LCAP 3.2) Teachers in grades TK-8 held required parent conferences, Care and SST meetings. (LCAP 3.2) Cleveland has noticed an increase in parent attendance at monthly awards assemblies, when we recognize students for demonstrating the character trait of the month. (LCAP 3.2) Cleveland has an AVID parent information meeting and awards event scheduled for April 25th. It is an opportunity for our parents and students in grades 6-8 to attend and learn about AVID. Students will also be recognized for their achievements in the AVID elective class. Cleveland also has an AVID college, career, STEM, & math make-and-take event scheduled for April 30th. It is a great opportunity for parents and families to learn strategies for improving Reading comprehension, Math skills, and learning multiplication/division facts to automaticity at home. Effectiveness of the strategy will be determined by the number of parents and families attending the event. (LCAP 2.7) Strategy #2 Bilingual Paraprofessional Assistant worked extended hours to translate for parents at meetings and school events. (LCAP 1.3) Strategy #3 Planners were purchased for students in grades 3-8 as a tool for daily communication with parents. According to teacher grades and AVID binder checks, planners were effective in helping students stay organized and turn in assignments by due dates. In addition, planners include important new age-appropriate information which supports common core standards for character education, tobacco prevention, and substance abuse awareness curriculum. (LCAP 2.1/2.7)

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

Parent Coffee Hours and Parent Cafe workshops are long due to the need for translating to parents who speak a language other than English. Parents have reported that beamentor.org is not user friendly and that it is a lengthy process for approval to be a school volunteer.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Cleveland will continue with the same strategies/activities to achieve the goals for the following school year, with the following exceptions and/or changes: *Provide additional opportunities for parent workshops and presentations based on survey results or input on topics of interest and preferred times for meetings from Cleveland families (Strategy/Activity 1). *Invite Cleveland families to student events on campus, like Math/Science nights, lunch on the lawn, and other activities where parents can interact with their child at school. *Host a technology training for our parents and school community. Many parents have shared that they are experiencing difficulty with navigating the online platforms for meetings and district programs. *Re-establish the cooperating relationship between Cleveland School and University of the Pacific for hosting student teachers and music students fulfilling fieldwork hours. *Place orders for planners earlier to receive them before the first day of school.

Goal 4.1

Goal #	Description
Goal 4.1	School Goal for Meaningful Partnerships: Cleveland will increase parent volunteers and participation at school events by 10% as measured by attendance at conferences, school governance meetings, school events, volunteers, PTA membership, and through regular communication on student school planners by May 2025. By May 2025, Cleveland will increase the number of family nights/parent meetings from 3 to 5, including Back-to-School Night and PTA events.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Flyers/Agendas/Minutes/Sign-In Sheets	Currently, an average of 10-12 parents who participate in parent involvement workshops/ committees.	Family Nights/Meetings -5 Anticipate a 10% increase in parent involvement.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community. Provide opportunities, supports, resources, staff, and space for parents/guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$1,000 $1,468 $1,500	3010 - Title I - Parent 3010 - Title I - Parent 3010 - Title I - Parent

	contribute to the development and monitoring of various programs and supports made available to all students, staff and community Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership. Provide parents with support and resources that empower them to be engaged in their student's learning, (i.e., parent training, Cleveland Academic Meeting with Parents (CAMP), parent conferences/ meeting, Parent Coffee Hour presentations, student-led conferences, AVID information and field trips, college and career readiness activities, materials and refreshments, before and after school, recess/lunch/school activities and events, school communication, after school focused activities, etc.). Cleveland will host two Family Nights for Math, Science, Music, and/or to showcase Project Lead the Way, STEAM, and the AVID Program at school Cleveland will purchase planners for communicating with parents daily. Students in grades 3-8 will receive a planner to log assignments/scores and for teachers to write notes and communicate with parents. Planners include new age-appropriate information which supports common core standards for character education, tobacco prevention, and substance abuse awareness curriculum. Parents are encouraged to review the planners daily/weekly and space provided for parent communication with school/teacher. Parent Cafe Meeting Light Snacks and Refreshments (Nutrition and cooking). Presenters will instruct Cleveland parents on preparing nutritious meals for their families. Cleveland will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships. Title I Funding Allocation: Non-Instructional/Instructional Materials: $1,500 - Title I Parent Meeting Expense: $ 1,000 - Title I Parent Instructional Materials/ Supplies: $1,468 - Title I Parent LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.			

4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.3	Community Schools Supports and Resources Provide parents with support and resources that empower them to be engaged in their student's learning, (i.e., parent training, Cleveland Academic Meeting with Parents (CAMP), parent conferences/ meeting, Parent Coffee Hour presentations, student-led conferences, AVID information and field trips, college and career readiness activities, materials and refreshments, before and after school, recess/lunch/school activities and events, school communication, after school focused activities, etc.). A Parent Liaison or Community Assist will bridge the communication barriers between the school and the Cleveland Community through the development of parent training programs, parent coffee hours, parent conferences, and assisting with mass communication calls. The Parent Liaison will work alongside the Cleveland staff to provide support in increasing student achievement, improving attendance and the overall wellness of the Cleveland community. Cleveland applied for a Community Schools Grant which may help fund the Parent Liaison position. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 5.1

Goal #	Description
Goal 5.1	By June 30th, 2027, ensure success for students with disabilities through high expectations, inclusive practices, and targeted support, as measured by the CA Schools Dashboard and local data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
[Add metric/indicator here]	[Add baseline here]	[Add expected outcome here]

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Increase and/or improve unduplicated pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/ family/school, and nurture student mental health and overall well-being. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.3	Accelerate Learning for all SPED Students Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Goal 6.1

Goal #	Description
Goal 6.1	By May 30th, 2025, Cleveland will reduce the achievement gap between all students and African American/Black students by providing a positive learning environment, offering priority enrollment for tutoring, and decreasing the number of students chronically absent from school, as measured by the CA Dashboard Data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Data SUSD Monthly Chronic Absenteeism Report i-Ready Diagnostic Assessments	54.8% of African American students are chronically absent.	10% decrease in students chronically absent from school from 54.8% to 44.8%.

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Purchase culturally relevant books for students to feel validated, expand their worldview, develop empathy, improve comprehension, and promote inclusivity. Title I Funding Allocation: No additional site Title 1 funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: Books and Reference Materials: $1,000	All Students, Students with Disabilities, Low Income, Foster Youth, English Learners	$1,000	0100 - LCFF/S&C (site)

6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.4	BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.5	BSAP Community Partnerships Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.	[Identify either All Students or one or more specific student groups]	$[Enter amount here]	[Specify the funding source(s)]

Annual Review

SPSA Year Reviewed: 2023-2024

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$263,231.00
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	$349,239.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 - Title I	$259,263.00
3010 - Title I - Parent	$3,968.00

Subtotal of additional federal funds included for this school: $263,231.00

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

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$86,008.00

Subtotal of state or local funds included for this school: $86,008.00

Total of federal, state, and/or local funds for this school: $349,239.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: Cleveland

The School Site Council (SSC) recommends this school plan and proposed expenditures(s) to the 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 materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

   October 24, 2024
   Date of Meeting
4. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

   English Learner Advisory Committee — October 24, 2024
   Date of Meeting
5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on October 24, 2024.
Date of Meeting

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

Committee — Date of Meeting

Attested:

Heidi Mohammadkhan — Typed Name of School Principal

— Signature of School Principal

10/24/24 — Date

SCHOOL PERFORMANCE OVERVIEW

Cleveland Elementary

Explore the performance of Cleveland Elementary under California's Accountability System.

Chronic Absenteeism

Orange

Suspension Rate

Orange

English Learner Progress

Orange

English Language Arts

Yellow

Mathematics

Yellow

School Details

NAME
Cleveland Elementary

ADDRESS
20 East Fulton Street
Stockton, CA 95204-3339

WEBSITE
N/A

GRADES SERVED
K-8

CHARTER
No

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

CLEVELAND ELEMENTARY

Student Population

Explore information about this school's student population.

Enrollment
652

Socioeconomically Disadvantaged
81%

English Learners
22.4%

Foster Youth
1.1%

CLEVELAND ELEMENTARY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

50.6 points below standard

Increased 10.9 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

1	2	3
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

Mathematics

Yellow

78.2 points below standard

Increased 13.1 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level

1	2	3
Red	Orange	Yellow
0	0	
Green	Blue	

LEARN MORE

English Learner Progress

Orange

50.9% making progress

Declined 3.7% ▼

CLEVELAND ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE

Chronic Absenteeism

Orange

41% chronically absent

Declined 0.8% ▼

EQUITY REPORT

Number of Student Groups in Each Level

6	2	1
Red	Orange	Yellow
0	0	
Green	Blue	

CLEVELAND ELEMENTARY

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Orange

4.7% suspended at least one day

Increased 1.9% ▲

EQUITY REPORT

Number of Student Groups in Each Level

3	5	1
Red	Orange	Yellow

0	0
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

50.6 points below standard

Increased 10.9 Points ▲

Number of Students: 402

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

African American

Orange

English Learners

Students with Disabilities

Yellow

Asian

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

72.4 points below standard

Increased 42.2 Points ▲

Number of Students: 22

Two or More Races

No Performance Color

31.6 points below standard

Increased 27.1 Points ▲

Number of Students: 17

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

23 points below standard

Increased 31.9 Points ▲

Number of Students: 26

African American

Red

95.9 points below standard

Declined 22.3 Points ▼

Number of Students: 45

English Learners

Orange

76.8 points below standard

Increased 9.6 Points ▲

Number of Students: 109

Students with Disabilities

Orange

88.4 points below standard

Increased 10.2 Points ▲

Number of Students: 69

Asian

Yellow

8.4 points below standard

Increased 18.1 Points ▲

Number of Students: 60

Hispanic

Yellow

55.3 points below standard

Increased 14.3 Points ▲

Number of Students: 250

Socioeconomically Disadvantaged

Yellow

54.4 points below standard

Increased 9.8 Points ▲

Number of Students: 324

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	61.5 points below standard	50.6 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

113.6 points below standard

Increased 10.3 Points ▲

Number of Students: 66

Recently Reclassified English Learners

20.4 points below standard

Maintained -1.6 Points

Number of Students: 43

English Only

53.2 points below standard

Increased 5.7 Points ▲

Number of Students: 231

Mathematics

All Students

Explore how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

All Students

Yellow

78.2 points below standard

Increased 13.1 Points ▲

Number of Students: 401

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

Orange

Yellow

African American

English Learners

Students with Disabilities

Asian

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

Pacific Islander

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

78 points below standard

Increased 42.2 Points ▲

Number of Students: 22

Two or More Races

No Performance Color

69.6 points below standard

Increased 32.6 Points ▲

Number of Students: 17

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

49.9 points below standard

Increased 15.7 Points ▲

Number of Students: 26

African American

Red

130.9 points below standard

Declined 15.2 Points ▼

Number of Students: 45

English Learners

Orange

101.3 points below standard

Increased 12.2 Points ▲

Number of Students: 108

Students with Disabilities

Orange

122.8 points below standard

Increased 7.2 Points ▲

Number of Students: 69

Asian

Yellow

40.1 points below standard

Increased 10.1 Points ▲

Number of Students: 60

Hispanic

Yellow

81.5 points below standard

Increased 17.2 Points ▲

Number of Students: 249

Socioeconomically Disadvantaged

Yellow

82.5 points below standard

Increased 13 Points ▲

Number of Students: 323

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	91.3 points below standard	78.2 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
127.2 points below standard	60.6 points below standard	82.1 points below standard
Increased 15.6 Points ▲	Maintained 0.1 Points	Increased 9.1 Points ▲
Number of Students: 66	Number of Students: 42	Number of Students: 231

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE

English Learner Progress

Orange

50.9% making progress towards English language proficiency

Declined 3.7% ▼

Number of EL Students: 110

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042535&year=2022-23

All Students

Orange

41% chronically absent

Declined 0.8% ▼

Number of Students: 686

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

- African American
- English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

Orange

- Hispanic
- Homeless

Yellow

- Asian

Green

No Student Groups

Blue

No Student Groups

No Performance Color

- American Indian
- Filipino
- Foster Youth
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

African American

Red

54.8% chronically absent

Increased 6.6% ▲

Number of Students: 84

English Learners

Red

37.7% chronically absent

Increased 6% ▲

Number of Students: 175

Two or More Races

Red

70.6% chronically absent

Increased 6.7% ▲

Number of Students: 34

Socioeconomically Disadvantaged

Red

42.6% chronically absent

Maintained 0%

Number of Students: 570

Students with Disabilities

Red

54.1% chronically absent

Increased 10.1% ▲

Number of Students: 111

White

Red

48.8% chronically absent

Increased 1% ▲

Number of Students: 41

Hispanic

Orange

39.5% chronically absent

Declined 0.5% ▼

Number of Students: 435

Homeless

Orange

62.2% chronically absent

Declined 18.5% ▼

Number of Students: 37

Asian

Yellow

18.1% chronically absent

Declined 7.8% ▼

Number of Students: 83

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

All Students

Orange

4.7% suspended at least one day

Increased 1.9% ▲

Number of Students: 717

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups

Red

- Homeless
- Socioeconomically Disadvantaged
- White

Orange

- Asian
- English Learners
- Hispanic
- Two or More Races
- Students with Disabilities

Yellow

- African American

Green

No Student Groups

Blue

No Student Groups

No Performance Color

- American Indian
- Filipino
- Foster Youth
- Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

Red

7.7% suspended at least one day

Increased 4.8% ▲

Number of Students: 39

Socioeconomically Disadvantaged

Red

5.4% suspended at least one day

Increased 2.3% ▲

Number of Students: 593

White

Red

9.3% suspended at least one day

Increased 7.1% ▲

Number of Students: 43

Asian

Orange

3.6% suspended at least one day

Increased 3.6% ▲

Number of Students: 84

English Learners

Orange

2.7% suspended at least one day

Increased 0.9% ▲

Number of Students: 187

Hispanic

Orange

4.6% suspended at least one day

Increased 1.9% ▲

Number of Students: 453

Two or More Races

Orange

2.8% suspended at least one day

Increased 2.8% ▲

Number of Students: 36

Students with Disabilities

Orange

3.5% suspended at least one day

Increased 1.7% ▲

Number of Students: 115

African American

Yellow

5.4% suspended at least one day

Declined 1.5% ▼

Number of Students: 92

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	2.8%	4.7%

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

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

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

H

Acronym	Description

I

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

J

Acronym	Description

K

Acronym	Description

L

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

M

Acronym	Description

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

N

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

O

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

P

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

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

Acronym	Description
YRE	Year-round Education

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