School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monroe Elementary School	42-76786-6045892		May 21, 2019

Purpose and Description

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

Schoolwide Program

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

The purpose of this document is to provide a School Plan for Student Achievement for Monroe School that aligns with the SBUSD's Local Control Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA).

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Monthly meetings are held throughout the school year with key stakeholder groups. Monroe's School Site Council (SSC) and our English Learner Advisory Committees (ELAC) meet on Mondays in the library. Our PTA meets on monthly Tuesday evenings in the library, and our staff meetings fall on the first Wednesday afternoon of each month. Furthermore, Monroe's School Leadership Team (SLT) and Professional Learning Communities (PLCs) meet regularly with me to discuss our school focus and monitor student progress. Monroe's SLT meets Wednesday mornings and is split into two groups: K-2 teachers and 3-6 teachers. This split was made possible this year to provide more effective focus on K-2 studnets learning to read vs. 3-6 students reading to learn. Every 6 weeks we meet as a full SLT team. In addition our SLT meets with Innovative Ed to discuss our Problem of Practice and School Implementation Plan. Monroe's grade level PLCs meet each week for 90 minutes during the school day and twice a month on Wednesday afternoons to plan. Monroe's SSC and ELAC Committees have specific agendas. After each district assessment window, the principal shares school wide progress in English language arts, mathematics, English learner and other student demographic academic data as well as District LCAP information. The SSC has already had several meetings in which data has been shared, and Monroe's 2018-19 School Plan for Student Achievement (SPSA) goals and progress have been evaluated. Our ELAC has also participated in LCAP training and student achievement data analysis, including interpretation of the California Dashboard. Minutes from meetings include summaries of our discussion and actions. Staff meetings are conducted in a similar fashion. Student achievement data is shared and discussed. The principal works closely with grade level teams and individual teachers to evaluate and monitor student progress.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Monroe School staff will increase staff participation in district and school cultural proficiency professional growth programs and implement school-wide programs that promote and mirror the diversity of its student body as measured by program participation rates.

Identified Need

Recommendations from IEE, PIDA, and Talking in Class need to be evaluated and implemented into our programs. There needs to be an increase in staff participation in the Institute for Equity in Education as well as upgrading our classroom and school libraries for high quality books that are relevant and match the demographics of our community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Participation in Professional Learning around Cultural Proficiency	Approximately 90% of the Monroe teachers have participated in the SBUSD's Implicit Bias training over the past two years. About 1/3 of staff have attended Just Communities week-long Institute for Equity in Education (IEE) training. Monroe's Principal has participated in the Implicit Bias training and the Institute for Equity in Education. In addition Monroe has participated in several parent and student workshops to provide technical assistance and training to improve cultural proficiency. Monroe has partnered with Just Communities to provide the Parents for Inclusion Diversity and Access (PIDA) workshop and for the past two years Monroe has participated in Talking in Class, a 6th grade curriculum that supports students in understanding rigor, relationships, and	Staff are encouraged to attend the Institute for Equity in Education workshops each year. IEE is held in the fall, winter and summer each year. Teachers would use the existing action plan and revise it as needed. Staff will also be encouraged to participate in additional Implicit Bias trainings given by SBUSD. Action plan recommendations from IEE, PIDA, and Talking in class will be included in the schools Cultural Proficiency goals each year. It 's focus will continue to be providing mirrors and windows for students and families.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	relevance as well as the concept of mirrors and windows. These events have helped shape and provide a foundation for Monroe's vision regarding cultural proficiency. Action plans for IEE, PIDA, and Talking in Class have been created and evaluated to improve our practices.	
% of Students taking Visual Performing Arts (VAPA)	Overall: 100%	Overall: 100%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers in grades K-6 will receive GLAD ELD training

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Monroe school will continue to implement Restorative Approaches

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

Amount(s)	Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio Economically Disadvantaged

Strategy/Activity

Monroe will hire a Family Advocate to allow families to access school and community resources.

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

Amount(s)	Source(s)
	Title I - 3010

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Use a variety of communication channels to distribute and receive information from our key stakeholders

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

Amount(s)	Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Hispanic/LatinX; EL

Strategy/Activity

Provide interpretation and translation of documents, events, and all school communications with our key stake holders

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

Amount(s)   Source(s)

| 3407.8 | Supplemental/Concentration Grant - 0790 |

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

| Monroe School will purchase library books and materials that are culturally appropriate and reflect the demographics of the school |

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

Amount(s)   Source(s)

| 627.01 | Title I - 3010 |

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

| Several teachers will attend the Institute for Equity in Education October 2019, January 2020, June 2020 |

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |

Strategy/Activity

| Partner with Just Communities to implement Parents for Inclusion Diversity and Access (PIDA), Institute for Equity and Education (IEE), and Talking in Class recommendations |

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
Lottery - 1100

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Childcare will be provided for parent meetings.

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

Amount(s)	Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-economically Disadvantaged

Strategy/Activity

Monroe Stakeholders and staff will unify the recommendations of all of IEE, PIDA, and Talking in Class plans by creating an "Allies for Equity" committee to evaluate our work around cultural proficiency.

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

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The Monroe School staff acknowledges the importance of being culturally proficient. We believe that there will be an increase in engagement when students and families see their cultures well-represented within our school (mirrors). Over the past few years, we have focused on several important priorities to help improve our cultural proficiency. These priorities were developed from conversations from our key stakeholders and community partners. The Monroe library and classroom libraries continue to be analyzed, improved and upgraded to provide relevant and rich text for all of our learners. Programs that facilitate growth in cultural proficiency continue to be integrated within the school year. The Institute for Equity in Education, Implicit Bias, Restorative Approaches, and Take Charge are the core 4 elements that we believe will provide continued growth in culturally proficiency. Each year more and more staff attend these valuable trainings. Each year Monroe provides interpretation, translation and child care for families for all of our events. Our 6th grade classes have also integrated the Talking in Class curriculum to provide students a space to address issues related to equity, social justice and cultural awareness. According to the 2018 California Dashboard Monroe saw a decrease in our suspension rates. This is an indication we are making improvements in this area.

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

There are no major differences between the intended implementation of the budgeted expenditures to implement the strategies to meet our 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.

We had no teachers or staff attend the Institute for Equity in Education during the school year 2018-19, however, we are hoping to send staff during the June 2019 offering. This year we integrated social emotional learning activities such as the 21-day challenge, a breathing and tapping exercise to help provide a strategy for students to reduce and manage stress. Many classrooms begin the day with morning meetings that promote a positive climate and respect for others. Monroe partners with the counseling organization CALM to provide a multi-tiered approach to support social emotional growth for both staff and students. Monroe will also create a new site liaison position which will support families 5 days a week by providing community resources in the areas of social emotional, mental health and wellness. Monroe has had three iterations to its school plan from teachers who have attended the Institute for Equity in Education. We also have a current parent plan from "Parents for Inclusion and Diversity and Access" (PIDA), as well as recommendations from our 2nd year of the 6th grade student "Talking in Class". Monroe will take the next step in 2019-20 to unify the recommendations of all of these plans by creating an "Allies for Equity" committee to evaluate our work around cultural proficiency.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Monroe will continue to value and seek student and community input to improve student and family engagement. Monroe will decrease the percentage of chronically absent students by 5% and increase students' and families' sense of connectedness by 2%.

Identified Need

Students' Sense of Connectedness, Chronic Absenteeism, and parent participation are areas of improvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students with a High Sense of Safety at School Note: For all metrics, as applicable, the overall rate will be listed, as well as: a) the groups that fall 2% points above, within, and below the overall %, OR b) the groups for which there is a 2-color rating difference on the CA School Dashboard	Overall: 83% Above: Near: Below:	Overall: 85% Above: Near: Below:
% of Students with a High Sense of Connectedness to School	Overall: 69% Above: Near: Below:	Overall: 72% Above: Near: Below:
Chronic Absenteeism Rate	Overall Color, Status & Change: Orange; High; Increased Above: None Near:English Learners Homeless	Overall Color, Status & Change: Orange; High; Decreased Above: White Near:English Learners Homeless

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Socioeconomically Disadvantaged Hispanic, White Below: SWD	Socioeconomically Disadvantaged Hispanic, SWD Below:
CA School Dashboard Suspension Indicator	Overall Color, Status & Change: Green; Medium; Declined Above: Homeless, White Near: English Learners, Socioeconomically Disadvantaged Hispanic/LatinX Below: Students with Disabilities	Overall Color, Status & Change: Green; Medium, Declined Significantly Above: Homeless, White Near:English Learners, Socioeconomically Disadvantaged, Hispanic/LatinX Below:
Number of Parents Responding to the California School Parent Survey	Overall: 137	Overall: 150
% of Parents that Agree or Strongly Agree that: • this school allows input and welcomes parents' contributions • this school actively seeks the input of parents before making important decisions	Overall: 97% Above: Near: Below: Overall: 87% Above: Near: Below:	Overall: 98% Above: Near: Below: Overall: 90% Above: Near: Below:
% of Parents that: • served on a school committee • attended a general school meeting, for example, an open house, or a back-to-school night • attended a school or class event, such as a play, dance, sports event, or science fair	Overall: 20% Above: Near: Below: Overall: 80% Above: Near: Below: Overall:76% Above: Near: Below: Overall: 51% Above:	Overall: 25% Above: Near: Below: Overall: 85% Above: Near: Below: Overall: 80% Above: Near: Below: Overall: 55% Above:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
• served as a volunteer in this child's classroom or elsewhere in the school [[Elementary only: • went to a regularly scheduled parent-teacher conference with the child's teacher]]	Near: Below: [[Elementary only: Overall:89% Above: Near: Below:]]	Near: Below: [[Elementary only: Overall: 92% Above: Near: Below:]]

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students and families

Strategy/Activity

Principal will re-establish diverse stakeholder committees and work to increase parent participation in school events by 20%.

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners and/or Spanish-Dominant Families

Strategy/Activity

Use a variety of communication channels to distribute and receive information to and from our key stakeholders.

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

Amount(s)	Source(s)
	Title I - 3010
	Supplemental/Concentration Grant - 0790

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Socioeconomically disadvantaged and homeless and foster youth

Strategy/Activity

Provide Incentives and rewards recognizing students for demonstrating Character Counts traits and Taking CHARGE!

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Lottery - 1100

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Implement Institute for Equity in Education (IEE), PIDA, Talking in Class Action Plan recommendations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Title I - 3010

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide interpretation and translation of documents, events, and all school communications with our key stake holders

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

Amount(s)	Source(s)
	Supplemental/Concentration Grant - 0790

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Hispanic/LatinX; English Learners; Socio-economically disadvantaged

Strategy/Activity

Monroe will work with the SBUSD Parent Engagement division to schedule parent education classes: Parent School Partnership, Back to School Nights; ELAC Orientation; Parent Equity (Just Communities) the Latinio Family Literacy Project, and Cafecitos

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

Amount(s)	Source(s)
	Lottery - 1100

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Socio-economically disadvantaged English Learners

Strategy/Activity

Monroe will hire a Family Advocate to allow families to access school and community resources

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

Amount(s)	Source(s)
7500	Title I - 3010

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Monroe School recognizes the importance of students and families engaged in the education of their child. We believe goal 1 and 2 are very much linked. Monroe continues to evaluate its key stakeholder groups so that a broad range of families are represented. Monroe also continues to provide opportunities for both students and stakeholders to have a voice and provide input as well as build on recent work from parent groups such as the Parent for Inclusion, Diversity, and Access. 6th grade now includes the Talking in Class curriculum which has provided students to analyze school equity and social justice and provide the recommendations for improvement school. We have seen a increasing trend in school connectedness and a slight decrease in school safety, however, we look to improve on both of these metrics.

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

There are no major differences between the intended implementation of the budgeted expenditures to implement the strategies to meet our 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.

Our goal will be to reduce chronic attendance rates by reducing the percentage of students who are chronic and severely chronically absent. This will include more frequent communication to parents about the importance of attendance and providing more opportunities to recognize students for attending school. Monroe will create incentives for students to motivate and increase attendance. Furthermore, Monroe will work with our CALM counselors to identify students who need additional support for group and individual counseling. We will continue to utilize community resources to develop health and wellness strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Through our school wide focus on close reading and academic rigor (DOK 3 and 4) across the subject areas, students will increase overall achievement by at least 3 points in ELA and Math on the California School Dashboard. In addition, we will continue to decrease the achievement gap for student with disabilities, socioeconomically disadvantaged, and English learners by accelerating learning.

Identified Need

Overall, we need to get all students reading at and above grade level and meeting and exceeding standard. We have slight improvements overall, and need to continue to reduce the achievement gap by increasing acceleration with under-performing groups. Our EL, Hispanic/LatinX, SWD and SED subgroups continue to lag in ELA and mathematics. Although staff have improved our data analysis, we need to continue to improve on our progress monitoring of our subgroups and adjust our instruction and strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard Academic Indicator, ELA Note: For all metrics, as applicable, the overall rate will be listed as well as: a) the groups that fall 2% points above, within, and below the overall %, OR b) the groups for which there is a 2-or more color rating difference on the CA School Dashboard	Overall Color, Status & Change: Yellow, Low, Increased Above: White Near: EL, Hispanic/Latinx, Homeless Below: SWD, SED	Overall Color, Status & Change: Yellow, Low, Increased Above: White Near: EL, Hispanic/Latinx, Homeless, SWD, SED Below: None
CA School Dashboard Academic Indicator, Math	Overall Color, Status & Change: Yellow, Low, Increased Above: None Near: EL, Hispanic/Latinx, Homeless, SED, White Below: SWD	Overall Color, Status & Change: Yellow, Low, Increased Above:None Near:EL, Hispanic/Latinx, Homeless, SED, White, SWD Below:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dashboard English Learner Progress Indicator (% of English Learners that Met or Exceeded ELD Standards via ELPAC)	Overall: 72.7%	Overall: Monroe English Learner Progress will continue to outperform state and district Met and Exceed ELD Standards.
Number of Long Term English Learners (LTEL)	Number: 7	Number: Monroe will continue to improve outcomes for English learners, and is committed to ensure that less than 10 ELs are designated as LTEL annually
% of Students Reading at or Above Grade Level (As of mid-year)	Overall: 35% Above: White Near: Below: Homeless; Hispanic/Latinx; SED; SWD; EL	Overall: 40% Above: White Near: Hispanic/Latinx; SED Below: Homeless; SWD; EL

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Engage in effective cycles of inquiry every 4-6 weeks to respond to student learning needs

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

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide professional development opportunities for School Leadership Team and PLC grade level liaisons

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

Amount(s)	Source(s)
902.99	Title I - 3010

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELs and RFEP

Strategy/Activity

Refine EL Reclassification Committee roles and responsibilities and align practices with district reclassification initiatives

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

Amount(s)	Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL, SED, Homeless, Hisp/LatinX

Strategy/Activity

Hire Instructional Aides to support grades TK-1

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

Amount(s)	Source(s)
	Supplemental/Concentration Grant - 0790

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Utilize a certificated Physical Education Teacher to support PLC collaboration

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

Amount(s)	Source(s)
	Supplemental/Concentration Grant - 0790

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Hire and train two Curriculum Specialists to support school wide literacy program

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

Amount(s)	Source(s)
14896.6	Supplemental/Concentration Grant - 0790
	Lottery - 1100

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional Learning for Teachers and Support staff using Balanced Literacy and BeGLAD strategies

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

Amount(s)	Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principal and Teachers will attend summer and follow up balanced literacy for reading and writing workshops

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Principal and Leadership Team will receive coaching through professional learning to help improve systems and student learning outcomes

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

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

SED, SPED, Homeless

Strategy/Activity

Monroe will continue to implement AVID teaching and learning strategies across all grade levels

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

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELs

Strategy/Activity

Monroe will provide an ELPAC Coordinator to ensure reclassification protocols are followed

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

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Hisp/LatinX, EL, SPED

Strategy/Activity

Interpretation for IEPs

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

Amount(s)   Source(s)

| | Supplemental/Concentration Grant - 0790 |

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Provide parent meetings to discuss language acquisition and progress

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

Amount(s)   Source(s)

| | Title I - 3010 |

Strategy/Activity 14
Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide enrichment activities for students to attend Battle of the Books and Author Go Around

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Lottery - 1100

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Update technology such as power cords and headphones and purchase new devices to support and enrich student achievement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Lottery - 1100

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Schedule literacy coaching visits to support balanced literacy and integration of common core state standards in ELA, mathematics, science, and ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase instructional materials that support differentiated learning in reading

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

Monroe School saw slight growth overall in both ELA and math on our SBAC Summative tests in
2018. We believe this increase is due to several key factors. Teachers and the principal have
worked together to establish a coherent focus on close and analytical reading. Professional
development for our School Leadership team has led to a refined focus and strategic approach to
increase student achievement. The implementation of a standards based curriculum, including a
balanced literacy approach in ELA and math standards Tier 1 and Tier 2 instruction, professional
learning communities analyzing data, and implementing balanced literacy teaching strategies
contributed to the increases in our CAASPP achievement last year. Our systems approach to
include teachers as shared partners in teaching and learning has been effective. Our School
Leadership Team and PLCs have frequent communication about academic outcomes. PLC Leads
attend Leadership meetings every other week and then share information with PLC colleagues
during the embedded PLC meetings. There has been an increased effort to analyze student data to
help inform our instruction. This year PLCs have created and collaborated several vertical PLC
meetings to analyze and plan. Upper grade PLCs have also started using Interim Assessment
Blocks as another measure to inform instruction. Each PLC has agreed to administer the same IAB
and evaluate the data as a team.

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

Due to the staffing issues in Physical Education, the cost of PE funding was adjusted to allow for
alternate personnel to fill in the teaching position.

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.

We believe we will continue to see positive results and growth in ELA and mathematics. With our focus on close reading and implementing cycles of inquiry to evaluate our teaching and learning we feel we have a plan that builds on our successes. Monroe's School Leadership team has been implementing multiple measures to evaluate student progress and teaching practices. This includes the use of STAR Reading and Math, Lucy Calkins writing, Engage NY, and Interim Assessments. Next year PLCs will continue to evaluate and improve its cycles of inquiry to improve instruction and learning. This will include weekly instructional focus questions that are high in rigor. It will also include vertical alignment (grades 3-6) of the use of interim assessment blocks every 4-6 weeks. This year we split up our SLT team into two groups: K-2 and 3-5. This has been effective as we have limited time and with smaller numbers, we can have a more concentrated focus on the academics in each grade level. This summer our teachers in grades 4-6 will have the opportunity to attend training for Reading Workshop and by the end of the summer all of our teachers will have had Balanced Literacy training in both reading and writing as well as ELD BeGLAD training. The belief that students should be "reading to learn" as they enter 2nd and 3rd grade is a priority. Teachers in grades K-3 will continue to implement Response to Intervention blocks to provide support for at-risk readers. Our reading specialist will align curricular resources with our curriculum specialists to provide on-going reading intervention. Instructional aides and primary grade teachers will also receive training in reading intervention curriculum. Upper grade response to intervention will focus on academic vocabulary and reading comprehension.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

By the end of 2nd grade 85% of Students will be at Reading at Levels M or higher and will be performing at or above grade level in math.

Identified Need

We have been working hard over the past few years to ensure students have been progressing so that they are learning to read by the end of 2nd grade and beginning the transition to reading to learn. Our instructional strategies such a our Tier 1 balanced literacy approach, Tier 2 Response to Intervention, and Tier 3 Reading Intervention has had significant impacts on our students ability to read and write over time. Our EL, Hispanic/LatinX, SWD and SED subgroups continue to lag in ELA and mathematics. Similar to our CCR identified need, our staff have improved our data analysis, however, we need to continue to improve on our progress monitoring of our subgroups and adjust our instruction and strategies.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2nd Grade STAR Reading	Mid Year % met or exceeded 39%	Mid Year % met or exceeded 42%
2nd Grade STAR Math	Mid Year % met or exceeded 39%	Mid Year % met or exceeded 42%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Summer Learning programs for incoming kindergarten and studnets in grades 1 and 2

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

Amount(s)	Source(s)
	Title I - 3010

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Instructional Aides will be hired to help support teachers and students in grades TK-1

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

Amount(s)	Source(s)
30420.6	Supplemental/Concentration Grant - 0790

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

TK-3 play areas and cafeteria eating areas will be supervised to ensure students are safe.

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

Amount(s)	Source(s)
	Site Categorical - 0899

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Use funding from 0790 to hire a Certificated PE teacher to provide collaboration in Professional Learning Communities (PLCs)

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

Amount(s)	Source(s)
	Supplemental/Concentration Grant - 0790

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase Lucy Calkins classroom reading libraries

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

Amount(s)	Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Purchase Lexia CORE 5 software for grades K-4

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

Amount(s)	Source(s)
	Lottery - 1100
	Site Categorical - 0899

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Hire a two Curriculum Specialist to support Reading Specialist and provide reading intervention support to Tier 2 students in grades 1-3

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Supplemental/Concentration Grant - 0790
	Lottery - 1100

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Utilize a Reading Specialist to provide reading intervention for Tier 3 students in grades 1-2. Tier 3 students will be identified using a universal screening process at the beginning of the year and will receive 45 minutes daily of intensive intervention.

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Work with SBUSD Parent Engagement division to provide Latino FamilyLiteracy Class

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

All of our K-3 teachers have received the balanced literacy training for reading and writing workshops in addition to ELD BeGLAD. Our K-2 focus will continue to close reading and ensure all of our students are learning to read. Our STAR growth reports for primary grades are trending upward with more students reaching at or above standard each assessment period. Our summer learning model has been effective in identifying incoming kindergarten students who may be at-risk academically and/or social emotionally. Our 3-week program is taught by our kindergarten teachers. In addition we integrate our Speech and Language Pathologist and Occupational Therapist.

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

There are no major differences between the intended implementation of the budgeted expenditures to implement the strategies to meet our 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.

We are going to expand our use of our Reading Specialist into the 2019 summer learning program. In June our Reading Specialist will work with students in the Tier 3 program for several weeks to provide additional support in reading. Later in July, she will return to support students in grades 1-2 during summer learning program as well. Monroe enrollment will impact our instructional aides for 2019-20. We will reduce from 3 to 2 aides next year, but IAs will continue to provide small group intervention to support our kindergarten and 1st grade classrooms. Our Reading Specialist will be in her 2nd year and continue to screen provide Tier 3 reading intervention, and frequently monitor student progress. Our two curriculum specialists who will also use similar reading intervention materials and provide Tier 2 reading intervention for students in grades 2-4. Teachers in primary grades will have an opportunity to be trained in the use of Project Read to support intensive and strategic readers.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$9,030.00
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	$57,755.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
Supplemental/Concentration Grant - 0790	$48,725.00
Title I - 3010	$9,030.00

Subtotal of state or local funds included for this school: $57,755.00

Total of federal, state, and/or local funds for this school: $57,755.00

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

        a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

        b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Appendix D: School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tyler Tomblin	Parent or Community Member
Kathy Serrano	Parent or Community Member
Ann Marie Galbraith	Classroom Teacher
Alyssa Schwoerke	Classroom Teacher
Sheri Martin	Classroom Teacher
Brian Naughton	Principal
Jeff Hurley	Parent or Community Member
Marcia Moore	Parent or Community Member
Andrea Fuentes	Parent or Community Member

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

Appendix E: Recommendations and Assurances

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

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

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

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

Signature	**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 19, 2015.

Attested:

Brian Naughton	Principal, Brian Naughton on 5/3/2019
[signature]	SSC Chairperson, Tyler Tomblin on 5/3/2019

Appendix G: School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
422	**69.2%**	**37.7%**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	159	37.7%
Homeless	73	17.3%
Socioeconomically Disadvantaged	292	69.2%
Students with Disabilities	71	16.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.5%
American Indian	1	0.2%
Asian	8	1.9%
Filipino	1	0.2%
Hispanic	315	74.6%
White	93	22.0%

Appendix G: School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Appendix G: School and Student Performance Data

Student Group Report

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

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

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

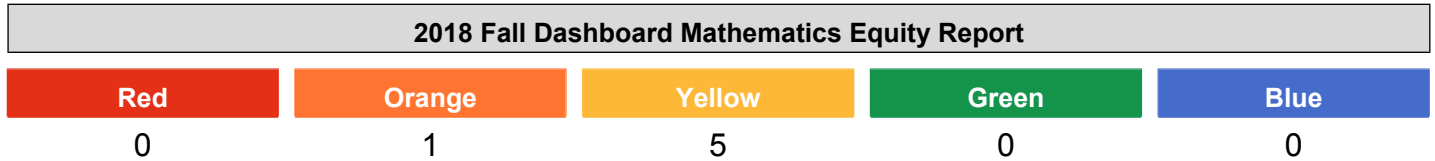Performance Levels: (gauge) Red (Lowest Performance) (gauge) Orange (gauge) Yellow (gauge) Green (gauge) Blue (Highest Performance)

Appendix G: School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

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

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
38.1 points below standard	69.4 points below standard	0 Students
Increased 4 points	Increased 5.4 points	
212 students	109 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Yellow	Orange	Red
45.1 points below standard	56 points below standard	109.4 points below standard
Increased 30.2 points	Maintained 1.7 points	Declined -16.3 points
34 students	160 students	41 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1 students		4 students	1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
53 points below standard	0 Students	0 Students	26.4 points above standard
Increased 5.9 points			Increased 3.4 points
170 students			36 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.3 points below standard	18.9 points below standard	6 points below standard
Increased 11.2 points	Declined -8.9 points	Increased 5.5 points
75 students	34 students	102 students

Appendix G: School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	5	0	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
62.6 points below standard	89.4 points below standard	0 Students
Increased 8.7 points	Increased 8.5 points	
212 students	109 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Yellow	Yellow	Orange
80.7 points below standard	80.5 points below standard	104.4 points below standard
Increased 10.7 points	Increased 8.3 points	Increased 8.3 points
34 students	160 students	41 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1 students		4 students	1 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
75 points below standard	0 Students	0 Students	9.2 points below standard
Increased			Declined -15.4 points
15.6 points			
170 students			36 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
103.1 points below standard	59 points below standard	34.6 points below standard
Increased	Declined -9.5 points	Increased 10.8 points
16.1 points		
75 students	34 students	102 students

Appendix G: School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	2015-16	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English Learners	193	178	159	40	40	38
Fluent English Proficient (FEP)	34	34	30	7	8	7
Reclassified Fluent English Proficient (RFEP)	39	17	14	16	9	8

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

Monroe Elementary School	**2015-16**	**2016-17**	**2017-18**
	Number (Rate) Reclassified	**Number (Rate) Reclassified**	**Number (Rate) Reclassified**
English Learners Reclassified	39 (15.7 %)	17 (8.8 %)	14 (7.9 %)

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

Monroe Elementary School	**2015-16**	**2016-17**	**2017-18**
	Number	**Number**	**Number**
Long Term English Learners (6 + Years)	13	10	7
At Risk of Becoming LTEL (4-5 Years)	41	47	29

Appendix G: School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
150	32.7%	40%	18.7%	8.7%

Appendix G: School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	0
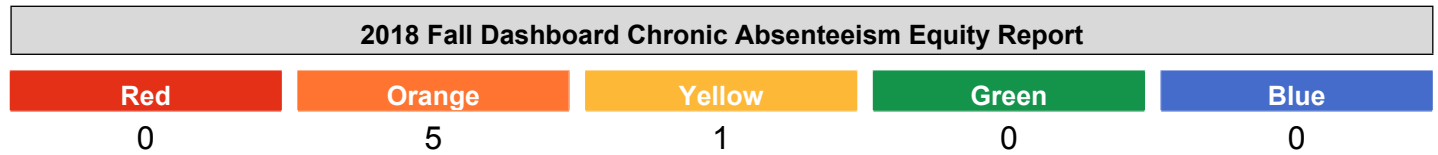
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
11.7% chronically absent	10.8% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Increased 0.6%	Increased 2.1%	1 students
445 students	167 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Orange	Orange	Orange
12% chronically absent	12.3% chronically absent	20.5% chronically absent
Increased 2%	Increased 1.8%	Declined 2%
75 students	317 students	83 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

American Indian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Asian

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9 students

Filipino

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

1 students

Hispanic

Orange

12.7% chronically absent

Increased 2.4%

332 students

Two or More Races

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

2 students

Pacific Islander

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

0 students

White

Yellow

10.3% chronically absent

Declined 2.7%

97 students

Appendix G: School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	1

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
2.2% suspended at least once	3% suspended at least once	Less than 11 Students - Data Not Displayed for Pr...
		2 students
Declined -0.7%	Maintained -0.1%	
450 students	169 students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Blue	Green	Orange
0% suspended at least once	2.8% suspended at least once	4.7% suspended at least once
Declined -1%	Declined -0.5%	Maintained -0.1%
75 students	320 students	85 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data	Less than 11 Students - Data
2 students	2 students	9 students	1 students

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
2.7% suspended at least once	Less than 11 Students - Data	0 Students	1% suspended at least once
Declined -0.4%	2 students		Declined -0.8%
337 students			97 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
2.7% suspended at least once	2.9% suspended at least once	2.2% suspended at least once