SPSA Year ☐ 2017–18

Single Plan for Student Achievement (SPSA) Template

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

School Name	James Monroe Elementary School		
CDS Code	01-61291-6002430		
Revision Date	June 2017		
Contact Name and Title	Jeannette McNeil Principal	Email and Phone	jmcneil@slusd.us (510) 618-4340
The District Governing Board approved this revision of the SPSA on	September 12, 2017		

The School's Mission & Vision Statements

Principal's Message
As the principal at James Monroe my focus is on academic and social emotional for all students regardless of race, ethnicity, religion, home/first language, socio economic status, special education needs, and previous academic success or struggles. My personal vision is to support the school's ability to form long term friendships and relationships that will create a lasting support system of community for our students and families. As principal, my goal is always to meet the needs of our students and families, creating a sense of love, belonging, and accountability to community, that fosters high levels of academic success with rigor, collaboration, and civic engagement.

James Monroe Elementary School is a Community of Learners—students, staff, families, neighbors, community-based organizations, and local San Leandro businesses—who work collaboratively to ensure students with a nurturing and safe environment, while focusing on an interactive, relevant, and equitable education for all children. As a diverse learning community, Monroe strives towards academic excellence within an inclusive environment that brings all students and families together. Working collaboratively, we strive to close the racial, linguistic, and economic resource gap many of our families face, achieving high academic standards for all of our children. We provide many opportunities both within the school day as well as the extended day, which support and enrich the lives of our students including targeted intervention, enrichment classes, after school library programming, and a comprehensive full service low cost after school program. Daily access and use of technology to enhance learning is an integral component of our instruction both during the school day and after school hours.

James Monroe has very active parent organizations. Our Parent Teacher Organization (PTO,) Dad's Club, English Learner Advisory Committee (ELAC,) School Site Council (SSC,) and our African American Parent Organization work together to ensure all students meet high standards and are included in all aspects of the school. We welcome our community to continue to get involved and become an active part of our school. Please visit our PTO/Dad's Club website at www.gojamesmonroe.org to see the enthusiasm and excitement of our parent community.

District Mission Statement

The mission of the San Leandro Unified School District is to educate students to achieve academic excellence in order to become confident, collaborative, and engaged citizens in a community rich in heritage and diverse in culture, where we value our traditions and embrace innovation.

Our Monroe Vision:
"Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting success and resiliency for all." (2013)

School Mission Statement
The mission of James Monroe Elementary School is to engage students in rigorous, meaningful learning, that is simultaneously student-centered and standards based.

District Profile
San Leandro Unified School District is located in the City of San Leandro, which is situated 20 miles southeast of San Francisco. San Leandro is a friendly and diverse city with a colorful heritage and numerous cultural amenities including a 450-berth Marina, two golf courses, and a large community library center. San Leandro is well-known for its quiet, well-defined neighborhoods full of charming and unique older houses on tree-lined streets. San Leandro residents are proud of both their neighborhoods and their city, which can be seen in their active involvement in the city's numerous neighborhood and homeowner's associations.

SCHOOL PROFILE

James Monroe is a single story school in a quiet, residential neighborhood in San Leandro. We are comprised of just over 400 students including one transitional kindergarten class, two classes each at K-5th grade, and three special day classes. We have an art teacher, a music teacher, and a PE teacher who provide special instruction in those areas. All of our teachers are fully credentialed in their subject areas and are highly qualified to meet the individual and collective needs of our students. Additionally we have a resource teacher, a speech therapist, a school psychologist, counseling interns, and a nurse. We also have a librarian, a full time parent facilitator, two office staff, as well as a principal to support students and families. Additionally we have long term volunteers who regularly support our learning community in substantial ways at Monroe. We are a racially and linguistically diverse learning community. We have a thriving Parent Teacher Organization/Dad's Club, English Language Advisory Club, and School Site Council. We plan many opportunities throughout the year for families and staff to celebrate and learn together.

We are implementing Common Core State Standards, as well as project based learning, and blended learning as our instructional focus. Classes take field trips throughout the year to build on classroom learning, and apply knowledge to real world experiences, gaining a deeper understanding of critical concepts. We are a Positive Behavior Intervention and Support school, and we collaborate with community based organizations, Soul Shoppe, in conjunction with social emotional learning curriculum called Toolbox, to create a safe and supportive learning environment. We have a vibrant student council which initiates and facilitates projects throughout the school year including fundraisers for community based organizations, as well as Wacky Olympics, our communities' favorite end of year activity.

2017-2018 Plan Summary

REVIEW OF SCHOOL PERFORMANCE The following sections meet the intent of the Elementary and Secondary Education Act (ESEA) of 1965 and the Essential Program Components (EPCs). The CA School Dashboard, which provides information on the state and local indicators of student performance, will be used in the Plan Summary.

GREATEST PROGRESS

In this section, respond to each question based on a review of the performance data from the state indicators and local performance indicators included in the CA School Dashboard, progress toward district and school goals, local self-assessment tools, stakeholder input, and other information.

1. What progress is the school most proud of and how does the school plan to maintain or build upon that success?

2. How have the actions/services for pupils who are low income, English learners, foster youth, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) led to improved student performance?

3. Title I Schools: Specify which Title I funded actions and services have increased performance for students (e.g. Title I funds were used for Thinking Maps Training which contributed to a 5% increase in the percentage of students who scored a 4 on the district writing exam). When responding, think in general categories: instructional materials, additional staff, professional development, parent engagement, etc. Actions/Services that required a significant expenditure should be addressed separately. Stipulate the area of improvement the funds addressed that led to increased student success.

1. At James Monroe we are most proud of our academic growth in English Language Arts and Math overall, and across sub groups, as reported on the California Dashboard.

Our overall scores on the California Dashboard for English Language Arts and Math were both in the yellow band. Additionally, most student sub-groups scored in the yellow band. Unfortunately, our proficiency levels primarily fell in the low range. However, due to our hard work, focus, and belief in our community, we saw huge gains for almost every sub-group in both English Language Arts and Math, which is what put us in the yellow band.

In English Language Arts we saw a +23.8 point gain as a school overall; with most sub-groups showing double digit gains. Most notably, our English Language Learners overall increased by +34.8, African American students increased by +34, and Hispanic students increased by +23.8. Our socio-economically disadvantaged students increased by +18.1, and our students with disabilities increased by +10.8.

In math our overall gain as a school was +19.9. Reclassified Fluent English Proficient students increased +29.6, African American students increased +26.6, and White students increased +16.3.

So, while many of our students are not yet proficient in English Language Arts and Math, the data shows that they are making huge gains towards proficiency.

We are very proud of our Asian students, our only subgroup that is in the blue band in English Language Arts as well as Math on the California Dashboard, with a high level of proficiency. Additionally, Asian students increased their scores by +30.7 in English Language Arts, and +25.8 in Math.

As a school community we believe these gains are due to increased implementation of the Common Core State Standards, blended learning and increased technology use, training and implementation of the English Language Development Standards, as well as the San Leandro Unified School District assessments and our subsequent use of data to drive instruction. More specifically we believe our rigorous standards based program, online learning platforms that are engaging and widely used on a daily basis, increased focus on Project Based Learning, as well as aligned assessments that guide instruction throughout the year, account for our huge gains academically with our students. They are also a result of our after school programming which includes both academic intervention as well as enrichment classes.

These initiatives, specifically blended learning, Eureka Math, targeted and integrated English Language Development, and project based learning were major focuses of staff development over the last two years at the District and Site level.

We have consistently implemented English Language Development with students at their proficiency levels, using small group instruction

to allow for high levels of participation. We also support our English Language Learner families with a very visible parent facilitator who works closely with them, and makes them a priority. We additionally support our English Language Learners with all meetings being translated, as well as all translation of written materials.

We dramatically increased our technology use in 2015-16. In 2016 we were one of the first schools to put a chrome cart in each classroom, providing a chrome book for each student. We diligently learned the San Leandro Unified School District online platforms and implemented blended learning daily, as a way to differentiate for students and engage them in learning.

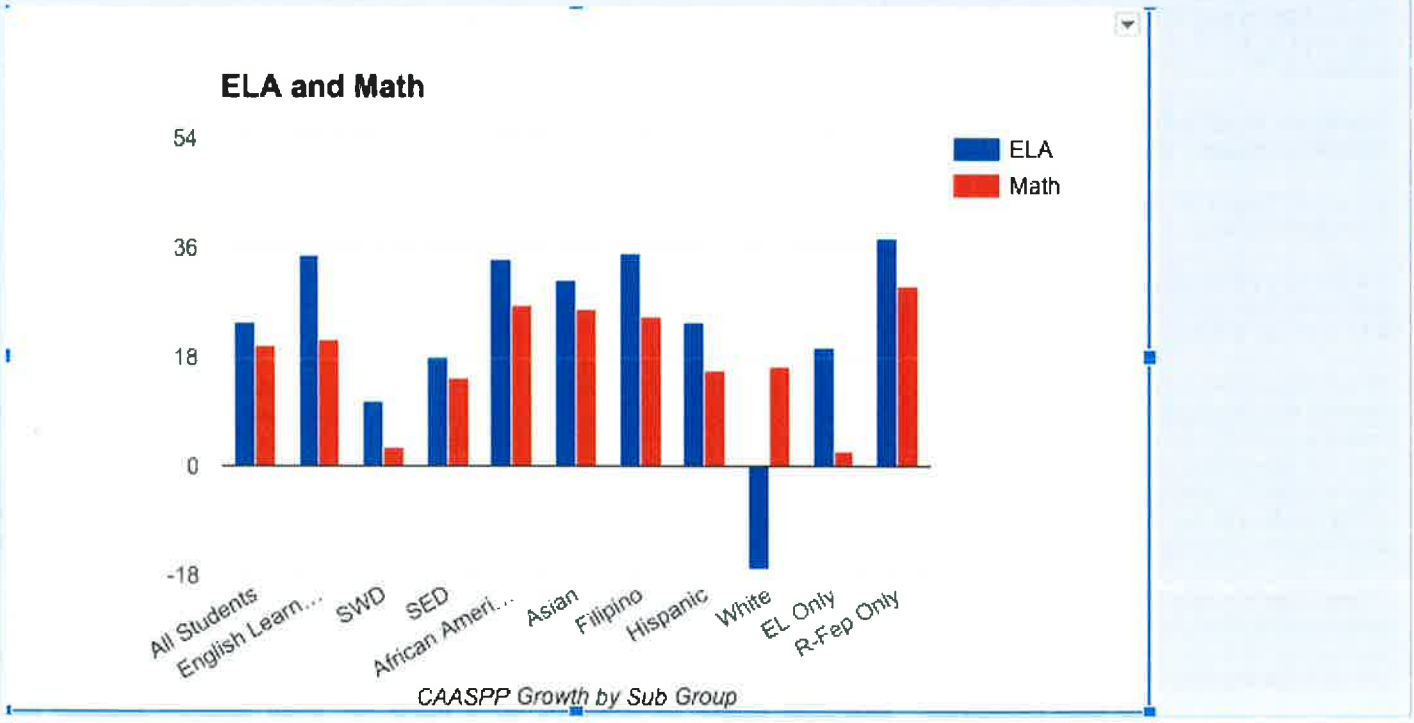
We plan to build on this success by continuing to implement San Leandro Unified School District curriculum including blended learning, Eureka Math, targeted and integrated English Language Development, and project based learning, throughout the school day and throughout the year.

These gains also come from having a Title I Coordinator who analyzes data, provides direct intervention services to students as well as support to teachers, and coordinates enrichment opportunities throughout the school year. These programs target academic support as well as enrichment opportunities, that our students otherwise would not be able to access. These opportunities create a connection to the school which demonstrates our knowledge and care for each students' academic success, as well as their need to have non-traditional academic experiences such as theater and extra hands on science and technology. Our students love our after school programming, and attend faithfully, with the understanding that they will improve their outcomes if they put in extra work.

The chart included shows the specific increases and decreases for each sub-group in English Language Arts and Math, based on our 2016 California Assessment of Student Performance and Progress scores.

2. Our actions as detailed above, and as the chart shows, have lead to increased student performance in almost all sub-groups in English Language Arts and Math. In conducting our annual evaluation of program progress implemented in the previous Single Plan for Student Achievement, we believe that our focused actions positively impacted student results. Our focus on blended learning, targeted and integrated English Language Development, and project based learning, lead to higher levels of student engagement. As a direct result of ongoing professional development, additional technology, and focused training in the area of English Language Development, we were able to differentiate our instruction to better meet the needs of students over the last two years especially. Our emphasis on Common Core State Standards along with the tools, curriculum, and training needed, raised our student achievement scores in a way that encourages us to continue and enhance what we have been doing in order to continue the progress and build on our successes. When these efforts during the school day are not sufficient to bring our students to proficiency, based on our data, we provide after school intervention, coordinated and taught by our Title I coordinator, teachers, and staff.

3. The Title I actions and expenditures which we most closely associate with our gains for Title I students are the Title I Coordinator, and intervention support. This programming, working in connection with all other school wide initiatives, to fully support our students and their families, makes a difference for our community. The coordination of services, based on the working data that we collect throughout the year to provide intervention and support, makes students feel cared for, and makes a difference in their educational outcomes.



GREATEST NEEDS

In this section, respond to each question based on any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category (or) where the school received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that need significant improvement based on the school's review of local performance indicators or other local indicators.

1. What are the areas of greatest need in which the overall performance was in the "Red" or Orange" performance category or where the school received a "Not Met" or "Not Met for Two or More Years" rating?

Goal number one in our San Leandro Unified School District Strategic Plan as well as goal number one in our Monroe School Plan for Student Achievement is, Teach, Learn, Achieve. Our highest priority is that all students become proficient in English Language Arts, Math, and English Language Development. Based on our data, we have made excellent progress in these areas, but most of our sub-groups are still not proficient at high percentage levels. We are in the yellow performance band on the California Dashboard in the areas of English Language Arts and Math, mostly based on the fact that we have made excellent gains. However, notably, our White students were -17.1 (the only sub group who was negative) in the area of English Language Arts.

We are in the Green Performance Band for English Language Development. Looking closely at that data, our reclassified English learners are at high levels of proficiency with large gains, but our English learners who have not yet been reclassified, have low levels of proficiency. This makes sense as they are still in the beginning stages of learning English. They did however, show large point gains which is important to note.

The only orange or red performance bands that we show on our California Dashboard are for suspension rates for socio-economically disadvantaged students with a +.3, and students with disabilities with a +1.3. Overall we are at the green performance band for all other sub-groups which shows the need for us to examine the discrepancy in this area.

2. What steps is the school planning to take to address these areas of greatest need for improvement?

Based on our data, we will continue to strengthen our social emotional support with an emphasis on our socio-economically disadvantaged students as well as our students with disabilities. We have increased our budget for Soul Shoppe, and will emphasize our Tool Box curriculum school wide. We will continue to build our positive behavior intervention and support program, in order to continue to positively impact our school culture. Based on our data we will also maintain our focus on English Language Arts and Math instruction, with the goal of bringing all students and subgroups to proficiency. Additionally, we will continue to implement our English Language Development instruction, aiming to maintain our green status on the California Dashboard in that area for all subgroups.

PERFORMANCE GAPS

In this section, respond to each question based on any state indicator or local indicator for any LCFF designated student group, and numerically significant student groups (EL & low income 30 or more; Foster 15 or more) who were two or more performance levels below the "all student" performance.

1. What are the areas in which performance for any student group was two or more performance levels below the "all student" performance?

Based on our data from the California Dashboard the only area where there are students who are two levels below all student performance levels, is in the Suspension Rate category. In that area we show negative growth with two sub groups; socio economically disadvantaged students (+.3) and students with disabilities (+1.3.)

2. What steps is the school planning to take to address these areas with the greatest need for improvement?

As noted we will increase our focus on Social Emotional learning with an emphasis on our economically disadvantaged students and students with disabilities. We will continue to strengthen our positive behavior intervention and support systems schoolwide, to maintain and to build on the positive culture we have at our school. We have increased our work with Soul Shoppe, and will continue to place an emphasis on the Tool Box curriculum.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the school will increase or improve services for low-income students, English learners, and foster youth. If previously addressed, indicate section.

Title I Schools must specify Title I funded actions and services that were used to address these increased or improved services.

As a Title I school we have many ways that we support socio-economically disadvantaged students as well as English learners. We currently do not have any foster students.

One of the primary ways that we support socio-economically disadvantaged students is to provide all programs and opportunities free of charge. We provide intervention, enrichment, as well as during the day support to students, completely free of charge. All programming at Monroe is provided to all students free of charge including evening events and Outdoor Education, our overnight field trip for fifth graders. We provide free backpacks and school supplies regularly throughout the year as well as coats and clothes as needed. We participate yearly in District and County programs that provide gifts and food for holidays. We also support community based organizations through fundraisers put on by our student council, which in turn serve our families. We always aim to provide all necessities for our students and families, without making them feel singled out or different.

For our English Learners we have designated English language development daily as well as integrated English language development throughout the day. All teachers received three days of English language development training during the 2015-16 school year, which familiarized them with the standards and expected progression of instruction. At most grade levels students regroup during designated English language development, based on their English proficiency level, to receive instruction that meets their specific needs. All school and District materials are translated into Spanish and Cantonese, to meet the needs of the majority of our English learner families. At most school community events we provide translators to make the content of the event accessible to all families.

We have a parent facilitator who works directly with students as well as our English learner families. Our parent facilitator works with students who are English proficiency level 1's to help them transition to school in English. She also works with all second language families who need support. Our parent facilitator coordinates translators regularly. Our parent facilitator works with our English Learner Advisory Committee and regularly communicates with families about student progress in English language development and on the CELDT. Our parent facilitator is on our Coordination of Services Team, allowing her to have knowledge of all students and families needing support.

This year, Summer 2017, we provided a summer school program for a group of English learners based on feedback from our school survey. We also plan to incorporate regular support to Cantonese students and families through a weekly translator to address any academic or communication needs.

We have a Title I coordinator who works directly with students who are in need of intervention including socio-economically disadvantaged as well as English learner students. She provides direct intervention support to students, and she supports teachers in the area of academic instruction/intervention, technology integration/blended learning, English language development, and project based learning.

OVERALL EFFECTIVENESS OF ACTIONS/SERVICES

In this section, respond to each question based on any state indicator or local indicator for which performance for students who are low income, English learners, or Foster youth was two or more performance levels below the "all student" performance.

1. What barriers or challenges minimized the effectiveness of actions and services intended to increase or improve student success?

2. What corrective measures will you take to address these challenges?

Title I Schools: Also answer both questions based specifically on any Title I funded actions and services.

1. Some of the barriers that we see at James Monroe that impact student achievement are mobility of students, and difficulty with maintaining consistent staffing in special day class classrooms for our students with special needs.

We often receive students in grades four and five who are very limited in English, and who have had educational gaps throughout their school careers. We are coming into these students' lives typically after a family moves. These students are possibly experiencing trauma of some sort; divorce, large scale geographical move, immigration, homelessness, etc. These students may have had a negative experience at another school. We work with these students in a variety of ways. First of all, we use formal data to assess their educational needs and work to provide interventions that will allow them to be successful and make significant gains. We also work with families through our parent facilitator, who reaches out to every new family that joins our community during the year. We assess the family needs, and work to provide services that will allow for stability and success. The principal greets students and families most days at the beginning of the school day as they arrive to school, informally assessing that the student is physically and emotionally ready for the day.

We also have had difficulty maintaining consistency with staffing in our special day classes, which can be challenging for some of our most vulnerable students. Over the past two years our students have dealt with long periods of substitute teachers, as well as mid year staffing changes. This can cause a disruption in the consistency of the school day programming, as well as behavior expectations and routines.

2a. In order to address these serious barriers, we work diligently with all hands on deck to recognize the situation, and come up with creative solutions that work for our students and families.

First of all, we use formal data to assess new students' educational needs, and work to provide interventions that will allow them to be successful and make significant gains.

We identify individuals who speak their native language and who can serve as a bridge, if they are not proficient in English.

We also work with families through our parent facilitator, who reaches out to every new family that comes to our school during the year. We assess the family needs, and work to provide services and support that will allow for stability and success.

The principal greets students and families most mornings at the beginning of the school day, informally assessing that the student is physically and emotionally ready for school and ready to learn. If the student shows signs of distress, the principal helps the student work through the issues that may be barriers for the student that day, as much as possible. This could be a conversation, clothing that may be needed, a word of encouragement, or a deeper investigation into the circumstances that the child is experiencing.

All students are eligible to receive free breakfast, so we encourage all students to eat breakfast at school each morning, as a way to prepare for a successful school day.

2b. In order to mitigate the inconsistency that we have had over the last two years in our special day classes, we have used creative solutions. We have added additional staffing in the classrooms to allow for more adult supervision and support. We have supported the teachers in providing curriculum and access to technology. We have worked with teachers to implement routines and procedures that provided consistency from one teacher to the next, and worked with teachers to maintain implementation of Individual Educational Plans for students. In some cases we have placed experienced and high quality teachers from within our school into classrooms to stabilize

and support students. At one point our PE teacher who is also our Title I Coordinator, Intervention Specialist, and former teacher of the year, was placed in a classroom to support the students and families in a particularly difficult transitional time. Additionally, our Resource Specialist has expertly supported teachers as well as students throughout the last two years. We have also worked diligently to hire fully credentialed special education teachers for our up coming year, to build and create consistency in this program and provide consistent high quality instruction.

TITLE I SCHOOL SECTION ONLY

Place an "X" in the box next to each statement to signify completion.

X Parents have received and completed the School/Parent Compact.

X Parents have received a copy of the Parent Involvement Activities.

I. **INVOLVEMENT GOVERNANCE STAKEHOLDER GROUPS –** Briefly describe how School Site Council (SSC), English Language Advisory (ELAC), and school community were involved in developing the overall plan, specifically the goals and objectives, as well as those that relate to parent engagement.

The Single Plan for Student Achievement was developed with input from all stakeholder groups on the following timeline:

August--February:
The Monroe Leadership Team (as well as the entire staff) met regularly and discussed our school data as well as the Single Plan for Student Achievement, as it guided our work throughout the year. School Site Council and English Learner Advisory Committee met as well to discuss our school data and the Single Plan for Student Achievement, and the ongoing work that was being done as outlined in the 2016-17 plan (addendum) and to discuss their ongoing role in the planning process, the plan, and the work of the school community.

March:
The Monroe Leadership team met specifically to work on developing our school survey primarily to gain feedback to inform our Single Plan for Student Achievement.

School Site Council also met to help develop the school survey to get specific feedback on priorities for our Single Plan for Student Achievement planning process. One member of our English Learner Advisory Committee is also a member of School Site Council, and as such she represented English Language Advisory Committee in giving input into the creation of the survey.

English Language Advisory Committee also met specifically to give feedback for our school plan (late March.) We reviewed the importance of the English Language Advisory Committee input into the school plan. We gave families an opportunity to discuss, share, and provide written and oral feedback informally to the principal; as well as fill out the school survey developed by the School Site Council and the school leadership team.

April:
Our school survey was widely distributed and responses were recorded into the database. We offered both online as well as paper surveys in three languages and provided translators to assist parents if/as needed.

Based on the analysis of data from the California Dashboard as well as our survey, we conducted a needs assessment.

The District Strategic Plan was presented and approved by the Board of Education, and it was shared with all school site stakeholders including school staff, School Site Council, and English Language Advisory Committee.

May:
Based on the data from the California Dashboard, and feedback from English Language Advisory Committee, School Site Council, school staff, and the school survey, the first draft of the Single Plan for Student Achievement was developed with direct alignment to the District Strategic Plan.

June:
The Single Plan for Student Achievement draft was finalized and approved by School Site Council, and was prepared to go to the Board of Education.

II. INVOLVEMENT GOVERNANCE – MONITORING SPSA – Briefly describe the process used to monitor the SPSA during the school year and specify stakeholder's involvement in this process.

School staff and our site leadership team, SSC, as well as ELAC, regularly discuss the current SPSA, and the data that guides our work throughout the year. The document is considered to be our guide throughout the year, and is used to keep us focused and data driven. It is referred to consistently and often. It is seen as a working document that has some flexibility to be adjusted and slightly amended if the needs, based on data, change or become differently apparent. However, our Mission and Vision, and our aligned goals to the Strategic Plan, do not change throughout the year.

III. PARENT INVOLVEMENT – Briefly describe your parent involvement activities.

Monroe School has many diverse opportunities for family involvement:

PTO/Dad's Club (meets monthly)
School Site Council
English Learner Advisory Committee
English Language Learner Parent Survey
Monroe School Survey
Annual Title I Meeting
Back to School Night
Parent Teacher Conferences
School Wide Fundraisers
Book Fair (twice yearly)
Carnival
Family Technology Night
Multi-Cultural Family Dinner Dance
Black History Assembly
Lunar New Year Celebration
Latino Cultural Assembly
Reclassification Ceremony
School Smarts Academy (in three languages)
Open House
Field Trips
Outdoor Education
Fifth Grade Activities/Promotion Planning
Classroom/Office Volunteer Opportunities
Box Tops Collecting/Coordination
Student of the Week Bulletin Board
PTO/Dad's Club Bulletin Board

IV. ELEMENTARY SCHOOLS – Briefly describe strategies used to assist preschool children and parents in their transition to your elementary school program: State Preschool, Head Start, and Transitional Kindergarten programs, if applicable.

Monroe School provided a Transitional Kindergarten class to help bridge the leap between pre-school and Kindergarten. Our Transitional Kindergarten students were provided with a curriculum focused on Kindergarten academic readiness skills as well as social emotional learning. Students enrolled in our Transitional Kindergarten program typically are some of the best prepared students in our kindergarten classes, based on anecdotal data from teachers.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	55	59	54	58	54	100.0	98.2
Grade 4	66	58	66	57	66	57	100.0	98.3
Grade 5	70	68	65	68	65	68	92.9	100
All Grades	195	181	190	179	189	179	97.4	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2385.3	2419.9	12	22	12	24	39	26	36	28
Grade 4	2422.0	2445.9	11	21	20	19	17	18	53	42
Grade 5	2461.5	2473.2	8	15	29	26	22	15	42	44
All Grades	N/A	N/A	10	19	21	23	25	19	44	39

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	13	41	46	50	41
Grade 4	12	19	35	42	53	39
Grade 5	9	16	43	38	46	46
All Grades	10	16	40	42	50	42

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	20	43	50	48	30
Grade 4	12	19	44	40	42	40
Grade 5	15	18	46	38	37	44
All Grades	12	19	44	42	42	39

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	22	67	61	24	17
Grade 4	11	16	70	68	20	16
Grade 5	8	15	68	54	23	31
All Grades	9	17	68	61	22	22

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	12	24	62	48	26	28
Grade 4	8	25	39	47	33	28
Grade 5	20	18	52	63	28	19
All Grades	13	22	51	54	29	25

Conclusions based on this data:

1. Over the last two years we have made steady progress in English Language Arts, increasing the number of students who are exceeding standards by almost double at each grade level.
2. We continue to have a considerable number of students who are not meeting English Language Arts standards, although that number decreased significantly at 2 out of 3 grade levels.
3. Students scoring below standard will need to be identified for targeted intervention

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	59	55	58	54	58	54	98.3	98.2
Grade 4	66	58	66	57	66	57	100.0	98.3
Grade 5	70	68	66	68	66	68	94.3	100
All Grades	195	181	190	179	190	179	97.4	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard		% Standard Met		% Standard Nearly		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2387.6	2422.4	2	15	16	22	36	39	47	24
Grade 4	2417.3	2449.9	2	11	17	21	38	39	44	30
Grade 5	2465.2	2458.4	5	7	5	9	53	31	38	53
All Grades	N/A	N/A	3	11	12	17	43	36	43	37

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	5	20	38	37	57	43
Grade 4	2	21	35	35	64	44
Grade 5	6	7	29	29	65	63
All Grades	4	16	34	34	62	51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	9	17	38	67	53	17
Grade 4	6	11	32	53	62	37
Grade 5	6	9	41	34	53	57
All Grades	7	12	37	50	56	39

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	3	22	53	61	43	17
Grade 4	6	18	41	42	52	40
Grade 5	6	9	53	47	41	44
All Grades	5	16	49	50	45	35

Conclusions based on this data:

1. Over the last two years we have made steady progress in Math, increasing the number of students who are exceeding the standards significantly, specifically at grades three and four.
2. We continue to have a significant number of students who are not meeting standards, although that number has been reduced greatly, specifically at grades three and four.
3. We need to build on our strengths, and focus on our math instruction at fifth grade.

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K						43		20	57	***	60			20	
1	5		11	25	14	42	60	36	42	10	21	5		29	
2	9	13	20	19	17	27	44	48	20	16	22		13		33
3		17	30	23	30	35	32	33	30	18	3	5	27	17	
4		9	15	20	30	30	40	30	25	20	9	10	20	22	20
5		7	26	80	43	47	20	7	5			5		43	16
Total	4	10	19	24	26	37	42	32	27	16	13	5	14	19	12

Conclusions based on this data:

1. We must continue to implement and support a robust English Language Development program through fifth grade, as we consistently have a large and diverse need for targeted English Language Development instruction.
2. In grades 1, 2 and 3 there has been an increase of students scoring in the advanced and early advanced level and those students must be addressed with additional support as we prepare them for reclassification.
3. Students who have not moved up a CELDT level must be identified for targeted intervention in order to support their language proficiency needs.

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		3	3		3	9	4	18	43	46	15	14	50	61	31
1	5		10	27	14	43	55	36	38	9	21	5	5	29	5
2	9	13	19	18	17	25	42	48	19	18	22		12		38
3		16	30	20	28	35	32	31	30	20	6	5	28	19	
4		8	13	19	33	26	38	29	22	19	8	13	25	21	26
5		7	26	71	43	47	29	7	5			5		43	16
Total	3	9	15	20	21	28	34	29	28	21	12	8	22	29	20

Conclusions based on this data:

1. We have a significant number of English learners. English learners comprise approximately a third of our total student population.
2. We continue to have English learners at each grade level, requiring robust and focused targeted and integrated English language develoment at every grade level.
3. We have a high number of advanced and early advanced English learners at the fifth grade level. Those students must be addressed with additional support, as we prepare them for reclassification.

English Learners/Fluent-English-Proficient

Students Reclassified from English Learner (EL) to Fluent English Proficient (RFEP) within each reporting year		
Reporting Year	**Number Reclassified**	**Percent of previous year's ELs Reclassified**
2016-17	19	15.4%
2015-16	21	15.3%
2014-15	18	13.6%

Conclusions based on this data:

1. Based on this data we have increased our reclassification of English learners each year.
2. Based on this data we will continue to put a strong emphasis on designated as well as integrated English Language Development.
3. Based on this data we will continue to regroup our students to best meet their English Language Development needs by English level.

Stakeholder Engagement

SPSA Year ☐ 2017–18

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL UPDATE

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

The Single Plan for Student Achievement was developed with input from all stakeholder groups on the following timeline:

August--February:
The Monroe Leadership Team (as well as the entire staff) met regularly and discussed our school data as well as the Single Plan for Student Achievement, as it guided our work throughout the year. School Site Council and English Language Advisory Committee met as well to discuss our school data and the Single Plan for Student Achievement, and the ongoing work that was being done as outlined in the 2016-17 plan (addendum) and to discuss their ongoing role in the planning process, the plan, and the work of the school community.

March:
The Monroe Leadership team met specifically to work on developing our school survey primarily to gain feedback to inform our Single Plan for Student Achievement.

School Site Council also met to help develop the school survey to get specific feedback on priorities for our Single Plan for Student Achievement planning process. One member of our English Language Advisory Committee is also a member of School Site Council, and as such she represented English Learner Advisory Committee in giving input into the creation of the survey.

English Language Advisory Committee also met specifically to give feedback for our school plan (late March.) We reviewed the importance of the English Language Advisory Committee input into the school plan. We gave families an opportunity to discuss, share, and provide written and oral feedback informally to the principal; as well as fill out the school survey developed by the School Site Council and the school leadership team.

April:
Our school survey was widely distributed and responses were recorded into the database. We offered both online as well as paper surveys in three languages and provided translators to assist parents if/as needed.

Based on the analysis of data from the California Dashboard as well as our survey, we conducted a needs assessment.

The District Strategic Plan was presented and approved by the Board of Education, and it was shared with all school site stakeholders including school staff, School Site Council, and English Language Advisory Committee.

May:
Based on the data from the California Dashboard, and feedback from English Language Advisory Committee, School Site Council, school staff, and the school survey, the first draft of the Single Plan for Student Achievement was developed with direct alignment to the District Strategic Plan.

June:
The Single Plan for Student Achievement draft was finalized and approved by School Site Council, and was prepared to go to the Board of Education.

IMPACT ON SPSA AND ANNUAL UPDATE

How did these stakeholders impact the SPSA for the upcoming year?

Based on the feedback from our English Language Advisory Committee members, we planned and implemented two important new programs. At Monroe we heard from our English learner families that they wanted summer school for their students. So we hosted a two week intensive English Language Development summer school program for our Monroe English learners (levels 1-2) located at Monroe, staffed by a Monroe teacher.

We also learned that our Cantonese speaking ELAC members wanted ongoing, continuous, language support to complement the translation services we provide. So we have contracted with a translator to spend 1 hour weekly at Monroe after school, supporting Cantonese speaking students and families in a variety of capacities as needed and as requested by students and families.

Our staff and leadership team provided input on increasing our contract with Soul Shoppe. Soul Shoppe is a community based organization that provdes social emotional support through direct instruction to all students, which was reduced this year, and due to the feedback, will be increased next year.

We get consistent feedback every year from our parents and students that they love our family engagement opportunities, our direct intervention support to students, our enrichment offered free throughout the school year, and our social emotional programming and emphasis on safety. All of these items will continue to be supported in our Single Plan for Student Achievement..

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 1

DISTRICT GOAL: Goal #1: Teach, Learn, and Achieve
Expectation: Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Monroe Elementary School will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement. Monroe will do this through the continued emphasis on San Leandro Unified School District curriculum including Eureka Math, blended learning suites, Being a Writer, and Toolbox, with overarching strategies of project based and blended learning. We will consistently implement Common Core State Standards, English Language Development Standards, and begin working to implement New Generation Science Standards. We will continue to provide high quality and targeted intervention, as well as opportunities for enrichment accessible to all students. We will also continue to offer extended day learning opportunities through our comprehensive after school program, as well as our after school library program.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
1.1 We will continue to implement engaging and rigorous curriculum based on the common core standards, to ensure proficiency and mastery in all subject areas. We must drastically increase the number of students who are proficient and advanced on state summative assessments.	California Dashboard Achievement Data, CELDT Data, District Assessment Data	California Dashboard Achievement Data, CELDT Data, District Assessment Data
1.2 We will continue to identify students who who are not meeting proficiency levels, and are in need of intervention services, so that we can provide them with that support. 1.2A We will continue to identify English Learners who have not met minimum growth targets in English Language Development, and prioritize them to receive intervention and English language support services.	California Dashboard Achievement Data, CELDT Data, District Assessment Data	California Dashboard Achievement Data, CELDT Data, District Assessment Data
1.3 Same as 1.1	Same as 1.1	Same as 1.1
1.4 We will provide opportunities for deeper learning	N/A	District Strategic Plan Action Item

through the use of Project Based Learning and provide systematic planning time for for staff in order to ensure implementation. 1.4A We will emphasize and support staff to incorporate best practices in integrated English Language Development throughout project based learning.		
1.5 Integrate technology consistently through the district adopted blended learning suite; Utilize the connection between STAR Renaissance Assessments and Compass Learning and other blended learning platforms to provide individualized pathways to help narrow students' skills gaps in Language Arts and Mathematics by use of chromebooks and ipads.	California Dashboard Achievement Data, CELDT Data, District Assessment Data	California Dashboard Achievement Data, CELDT Data, District Assessment Data
1.6 Monroe staff will continually revisit positive behavior intervention and support strategies and incorporate them into our daily instruction and management strategies with an emphasis on closing the opportunity gap between our highest and lowest performing student groups through increased time on task and time for instruction.	Student Demographics and California Dashboard Achievement Data, District Assessment Data	Student Demographics and California Dashboard Data, District Assessment Data
1.7 We will increase the overall achievement of our English Learners as well as the reclassification rates so that a larger percentage of our students can be reclassified prior to middle school.1.7 Provide student academic achievement data and roster of English Learners and English Proficiency Levels to staff prior to the first day of the school year in order to begin Designated English Language Development instruction at the start of the school year. 1.7a Provide names of students who are close to meeting the set criteria for becoming Reclassified Fluent English Proficient and also provide teachers with rosters of students to staff prior to the first day of the school year in order to begin the RFEP monitoring process at the start of the school year. This will be facilitated by utilizing the ELLevation platform by the administrator. 1.7b Provide names to staff of students who are at risk for becoming Long-term English Language Learners to raise the awareness and address the issue so appropriate academic interventions can be implemented by staff for these students. Provide opportunities that analyze student achievement data as reported on CA Dashboard and locally developed dash board in order to discuss implications for continuing EL status and determine appropriate interventions.	California Dashboard Achievement Data, CELDT Data, District Assessment Data	California Dashboard Achievement Data, CELDT Data, District Assessment Data

1.7c Provide supports for English Learner students across all content areas of the curriculum by providing integrated English Language Development which identifies key concepts, grammar skills, and vocabulary that is integrated with core subjects and support the delivery of the required thirty minutes of daily Designated English Language Development instruction. This includes the use of blended learning platforms designed for English Learner students such as Imagine Learning, and teachers will also monitor the progress of their English Learner students and provide intervention to those students.		
1.8 We will continue to use data to drive our positive behavior intervention and support (PBIS) work and our academic supports.	Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data	Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data
1.9 We will use data driven measures to inform Coordination of Services Team meetings and provide referrals for students to receive services. We will use an integrated approach with multiple perspectives including our resource teacher, Title I coordinator, parent facilitator, and principal in consultation with classroom teachers, in order to formulate plans for student and family success.	Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data, meeting agendas/notes	Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data, meeting agendas/notes
1.11 We will monitor the spending on project based learning and ensure that implementation is regularly occurring in classrooms. We will document use of regular professional development and planning time supported by District coaches and administration through meeting schedules, agendas, and notes.	Meeting Schedules, Meeting Agendas, Meeting Notes	Meeting Schedules, Meeting Agendas, Meeting Notes
1.12 We will monitor attendance and use data to ensure that our students access the library. We will use data to monitor that students who access the library improve their CELDT, District data including academic, attendance, and suspension data, and summative state assessments. We will analyze the community's support of the library program.	Attendance logs, Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data, School Survey	Attendance logs, Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data, School Survey
1.13 We will collect data regarding intervention services, enrichment outcomes, Title I compliance, data and technology usage by classroom teachers, and coordination of services team referrals. We will get feedback from staff and the larger school community.	Attendance Logs, Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data, School Survey	Attendance logs, Discipline Data, California Dashboard Achievement Data, CELDT Data, District Assessment Data, School Survey
1.14 We will support our gifted and talented education program and high achievers through daily instruction as well as an after school coding class. We will keep attendance records and use our school survey and	Attendance Logs, School Survey, Student Feedback and Participation	Attendance Logs, School Survey, Student Feedback and Participation

other data to ensure the effectiveness of the program.		
1.15 We will support our low performing students to make additional progress using small group instruction and targeted support in Eagle's Learning Academy. We will use individual student data to determine eligibility throughout the year.	California Dashboard Achievement Data, CELDT Data, District Assessment Data	California Dashboard Achievement Data, CELDT Data, District Assessment Data

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.1 We will support the effective, consistent implementation of adopted standards in ELA, Math, Science, and Social Studies, and provide time for staff to collaborate during staff meetings and weekly professional development, promoting an instructional delivery model that develops global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity.)
1.1A We will focus on English learner students who are not meeting ELD growth targets, and/or are not scoring proficient on state summative assessments.

2017-18

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries

Action 2

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.2 We will assess student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative, and performance based assessment tools, which are used to inform teaching, and to provide current and ongoing data sources to ensure that needs are identified and addressed.

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries

Action **3**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.3 We will improve academic achievement outcomes for students in ELA and Math through systematic implementation of Board adopted curriculum with an emphasis on Eureka Math, blended learning platforms such as Raz Kids, Compass Learning, and NewsELA, Words Their Way, and Being a Writer.

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries

Action **4**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

2017-18

☒ New ☐ Modified ☐ Unchanged

1.4 We will continue to implement Project Based Learning (PBL) ensuring that every student experiences at least two projects each academic school year. We will provide funding, regular dedicated time for teachers to collaborate, and professionally support the planning and implementation of projects throughout the school year.
1.4A We will focus on supporting English learners and those students who have not gained academic proficiency, by scaffolding material so that they can engage with rigorous projects in highly meaningful ways.

2017-18

Source	Title III
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries
Amount	5140.00
Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Purchase supplemental materials and supplies for Project Based Learning and art science tech integration programming.

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.5 We will integrate technology using the District adopted platforms daily. We will specifically utilize the connection between Compass Learning and STAR Renaissance Assessments, which connect to create individualized learning paths for immediate intervention and differentiation for students. We will also incorporate technology into PBL as appropriate to enhance, deepen, and expand learning opportunities.
1.5A We will also use individual student chrome books and ipads systematically to support student learning while teachers provide small group instruction in order to support designated ELD instruction as well as in class during the day academic intervention.

BUDGETED EXPENDITURES

2017-18

Action **6**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.6 Continue to create and support a positive school climate and implement Positive Behavior Intervention and Support strategies to maximize instructional time and minimize distractions in the classroom.
1.6A Contracts for social emotional learning programming to provide monthly school wide grade level meetings with all students to promote self confidence, healthy friendships, safe choices, respectful interactions, and positive school community engagement.

BUDGETED EXPENDITURES

2017-18

Amount	$5,000.00
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Contract with community based organization that provides training and support on social emotional learning programming.

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.7 We will continue to implement systematic designated and integrated ELD instruction throughout the school day for all English learners at their proficiency level. Staff development time will be dedicated as needed to ensure that a high quality program is provided consistently (daily.)
1.7A We will provide timely data for teachers so that they know who their English learners are at the beginning of the school year, as well as their English proficiency levels. We will provide a list of reclassified English proficient students so that teachers know who has been reclassified. We will identify students who are at risk to become long term English learners and develop a support/intervention plan for those students. Teachers will monitor the progress of all English learners using formative assessment data.

BUDGETED EXPENDITURES

2017-18

Action **8**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.8 We will utilize the District multi-tiered intervention framework for academic and behavioral support, providing tier 1 strategies for all students. We will develop and implement tier 2 academic and behavioral interventions as needed, for students identified through formative and summative assessments and discipline data.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Hourly compensation for teachers to provide after and before school interventions.

Action **9**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.9 We will utilize the COST process to provide site, District, and community resources for students and their families in need of tier 3 interventions.
1.9A Our COST coordinator will gather data, and keep records regarding meetings, student referrals, and outcomes. We will recommend as a team services such as SST meetings, counseling, monitoring student progress, and referrals for outside services and support.
1.9B Our parent facilitator will attend all COST meetings and work with students and families as needs arise as appropriate. Our parent facilitator will coordinate all basic need requests, specifically but not limited to holiday food and gift programs. Our Title I Coordinator will also attend all meetings, and coordinate academic intervention services for

students.

BUDGETED EXPENDITURES
2017-18

Action **10**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES
2017-18

☒ New ☐ Modified ☐ Unchanged

1.10 We will provide enrichment to our students, free of charge, with an emphasis on science and technology.

BUDGETED EXPENDITURES
2017-18

Amount	12,500
Source	Supplemental and Concentration
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Compensation for teacher hourly and funding for contract services for enrichment programs that have an emphasis on science and technology.

Action **11**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES
2017-18

☒ New ☐ Modified ☐ Unchanged

1.11 We will provide funding, regularly scheduled planning time, and administrative support to enhance PBL implementation in classrooms. We will also use district coaches to provide additional support and training for PBL implementation.

BUDGETED EXPENDITURES

2017-18

Amount	8566.00
Budget Reference Expenditure Description	4000-4999: Books And Supplies Funding for supplemental supplies to implement project based learning.

Action **12**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.12 We will provide after school library programming for students who can utilize the library as a learning space; accessing technology, books, materials, and adult support after school.

BUDGETED EXPENDITURES

2017-18

Amount	5500.00
Source	Supplemental and Concentration
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Funding for library staff and funding for materials and supplies.

Action **13**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.13 We will hire a Title I Coordinator who will analyze data, coordinate programming, provide intervention services, support teachers in their tier 1 classroom support to students, and organize enrichment for the school year. The Title I Coordinator will also facilitate the Title I yearly meeting, and compact with families. Title I Coordinator will also be in charge of technology, modeling for, and supporting teachers in using current technology platforms to create pathways and differentiate instruction, and look at data and analyze the results. The Title I Coordinator will serve on the COST team as well as the site leadership team and School Site Council..

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries Salary compensation for for Title 1 Coordinator that will support tiered interventions within and outside the school day.

Action **14**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.14 We will provide in class GATE programming through differentiation of learning on an ongoing basis. We will also provide an after school computer programming enrichment class for students who are identified as GATE, or who are high performing based on District assessments.

BUDGETED EXPENDITURES

2017-18

Action **15**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English ☒ Students with ☒ Foster Youth ☒ Low Income ☐

Learners Disabilities

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

1.15 We will offer Eagles Learning Academy to students who are identified as needing additional instruction to reach grade level Common Core State Standards in ELA or math. Teachers will monitor progress of all students in order to enter and exit students as appropriate throughout the year.

BUDGETED EXPENDITURES

2017-18

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **19**

Students to be Served	☐ All	☐ English Learners	☐ Students with Disabilities	☐ Foster Youth	☐ Low Income	☐

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 2

DISTRICT GOAL: GOAL #2: Equity and Inclusion through College and Career Readiness
Expectation: All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Monroe School will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development. Monroe will continue to foster a learning environment that challenges and supports all students' learning. We will use data to monitor our student outcomes and our family engagement. We will be relentless in our pursuit to support students in shaping their futures as learners, and as positive, productive, community members. We will consistently express our belief in all students' ability to succeed, while engaging with all families to support that partnership and success.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
2.1 We will continue to express our belief in our students and inspire them with the knowledge that they can have the future that they dream about, with preparation and hard work they can make their college and career dreams come true. 2.1A We will work to engage all families, specifically welcoming second language families and families of special needs students so that they understand their vital role in our community and in their child's success in getting college and career ready.	SSC, PTO, ELAC Agendas/Notes, School Smarts Academy, School Survey, Parent Engagement Opportunities, Family Involvement	SSC, PTO, ELAC Agendas/Notes, School Smarts Academy, School Survey, Parent Engagement Opportunities, Family Involvement
2.2 We will collect data to ensure that all families are accessing the engagement opportunities and are aware of the need to begin planning early for college and career readiness through attending meetings and events that will support their students. 2.2A We will do outreach in multiple languages and provide written materials in multiple languages as well as oral translations consistently.	SSC, PTO, ELAC Agendas/Notes, School Smarts Academy, School Survey, Parent Engagement Opportunities, Family Involvement	SSC, PTO, ELAC Agendas/Notes, School Smarts Academy, School Survey, Parent Engagement Opportunities, Family Involvement

2.3 Same as 2.2 2.3A Same as 2.2A	Same as 2.2	Same as 2.2
2.4 We will collect and revisit data often regarding the progress of our English Learner students to ensure that they are making adequate gains and being reclassified as needed to reach their college and career goals.	California Dashboard Achievement Data, CELDT Data, District Assessment Data	California Dashboard Achievement Data, CELDT Data, District Assessment Data
2.5 We will include in our daily instruction, strategies that support healthy and positive life choices, articulating to our students that we believe in them and their ability to secure a bright future and meet their goals personally and academically.	Discipline Data, Family Engagement Programs, Physical Education Data	Discipline Data, Family Engagement Programs, Physical Education Data

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.1 We will inspire students to think about their future through curriculum and experiences including schoolwide themes, field trips, virtual field trips, on site field trips, enrichment, guest speakers, cultural experiences, and family interviews; articulating the opportunity and responsibility for greatness in everyday people.
2.1A We will specifically express the possibility for all students, including English learners as well as students with disabilities, and first generation college hopefuls, that they can each be successful and meet their goals by accessing the support and opportunities provided.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.2 We will provide family engagement opportunities providing information and insight into college and career readiness pathways including our annual Title I Meeting, the Parent Compact, English learner advisory committee, school site council, School Smarts Academy, Parent Teacher Organization, cultural activities, Technology Nights, Parent/Teacher conferences, enrichment opportunities, summer opportunities, community opportunities, etc.
2.2A We will offer this information in multiple languages, and reach out to families in their native language to offer support in accessing these opportunities. We will hire a Cantonese translator to be at our school weekly to support students and families as needed in Cantonese.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	4000-4999: Books And Supplies Funding for supplemental materials to support family engagements.
Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Funding for services and translations.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.3 We will strengthen the connection between general education and special education services to improve participation and engagement for our families of students with special needs. We will provide ongoing professional development for staff on inclusion strategies for our diverse learners.
2.3A We will make sure that our families of students with special needs understand that they are vital and valuable to our community and encourage them to access the opportunities provided to ensure college and career readiness for their students.

BUDGETED EXPENDITURES

2017-18

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.4 We will continue to monitor English learner students' progress on state and District assessments to ensure that they are making significant progress towards reclassification as fluent English proficient, and to ensure that they are reclassified in a timely fashion, while being monitored for continuous growth after reclassification. All this with a mind to ensure that they can have access to college and career opportunities for their future.

BUDGETED EXPENDITURES

2017-18

Source	Title I
Budget Reference Expenditure Description	1000-1999: Certificated Personnel Salaries

Action 5

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

2.5 We will promote healthy and positive life choices including nutrition, exercise, attitude, relationships, work ethic, and perseverance, through ongoing education delivered in a diverse way through class meetings, outside presenters, classroom procedures, schoolwide programs, field trips, family engagement events, and daily interactions with staff (modeling.)

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 3

DISTRICT GOAL: GOAL #3: Collaborative and Engaged District Culture
Expectation: All staff and district partners effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
All Monroe staff and our partners will effectively collaborate and remain fully engaged around our goals of student learning in order to provide outstanding educational experiences to all students. We will achieve this goal through consistent and clear communication with all stakeholders regarding our commitment to rigorous and meaningful academic instruction, coupled with intentional social emotional teaching and guidance. Everything we do is anchored in those two focus areas; including classroom instruction, extended day learning, parent engagement, professional development, as well as our Single Plan for Student Achievement.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
3.1 We will maintain communication and provide opportunities for collaboration with all stakeholders regarding our goal of student achievement and our actions to reach our goal.	Website, Parent Newsletters, Phone Blasts, Teacher Communication, Report Cards, Parent/Teacher Conferences, Engagement Opportunities	Website, Parent Newsletters, Phone Blasts, Teacher Communication, Report Cards, Parent/Teacher Conferences, Engagement Opportunities
3.2 We will maintain a school focus on academic achievement and social emotional health to support that achievement in all professional development. We will broaden the conversation to ensure that all stakeholders understand and are working towards our goal. 3.2A We will have these conversations and provide written material in multiple languages so all members of our community can access them. We will use our parent facilitator and District translators to work with non English speaking families.	Professional Development Schedules/Agendas/Notes, Meeting Schedules/Agendas/Notes, Family Engagement Fylers/Agendas and Write Ups	Professional Development Schedules/Agendas/Notes, Meeting Schedules/Agendas/Notes, Family Engagement Fylers/Agendas and Write Ups

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.1 Coordinate collaboration and communication between all members of the Monroe community including District administrators, Monroe leadership, teachers, support staff, outside support providers, families, parent organizations, and students.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

3.2 We will provide opportunities and facilitate conversations consistently focused on academic and CELDT data with all stakeholders, sharing our belief that all students can achieve, and maintain a laser focus on that goal.
3.2A We will have these dialogues and conversations in multiple languages as necessary to communicate with families.

BUDGETED EXPENDITURES

2017-18

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 4

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 5

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 6

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 7

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 8

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 4

DISTRICT GOAL: GOAL #4: Family and Community Involvement
Expectation: SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
Monroe will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional, and academic development of our students. At Monroe we will achieve this goal through family engagement, two way targeted and personal communication, and consistent translation in order to make connections and provide and receive feedback to and from our English Learner families.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
4.1 We will consistently reach out to all parents with an emphasis on English learner families through our personal connections and our parent facilitator. We will also reach out to our families represented in the opportunity gap.	Flyers, Notices, Calendars, Website	Flyers, Notices, Calendars, Website
4.2 All notices and events will be translated. All members of our community will be encouraged and welcome to attend all events.	Flyers, Notices, Calendars, Website	Flyers, Notices, Calendars, Website
4.3 Same as 4.1 and 4.2	4.3 Same as 4.1 and 4.2	Same as 4.1 and 4.2
4.4 We will encourage families to provide feedback to the school through conversations, meetings, school survey, and English Learner survey. The parent facilitator will work with all families with an emphasis on English learner families to participate and give feedback.	School Survey, English Learner Survey	School Survey, English Learner Survey
4.5 We will take data on school volunteers and community volunteers as well as outside agencies that we form a partnership with. We will work to strengthen these partnerships and build on the successes. We will track donations to the school as well as donations that the school makes to outside organizations.	Volunteer Data, Community Based Partnerships, Track Donations to and From the School	Volunteer Data, Community Based Partnerships, Track Donations to and From the School

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.1 We will use our parent facilitator and other staff members to consistently reach out to our larger community in order to bring in all families to engagement activities and provide the community feeling that everyone belongs at Monroe. We will specially target students and families that represent the opportunity gap both in the content of opportunities as well as in the outreach methods and support. We will maintain two way communication through our personal interactions with families as well as through our Parent Organizations.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.2 We will use site and District resources to provide translation services, both written and oral, to our school community as needed. We will offer a regularly scheduled hour each week for Cantonese translation and support at Monroe, with an emphasis on student achievement. Our parent facilitator provides consistent two way communication/translation and support to Spanish speaking families and students.

BUDGETED EXPENDITURES

2017-18

Amount	1500.00

Source	Title I
Budget Reference Expenditure Description	5000-5999: Services And Other Operating Expenditures Funding for translation services and parent engagement events to support EL's reclassification and student achievement.

Action 3

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.3 We will provide opportunities for two way dialogue through engagement events such as our annual Title I Meeting, the Parent Compact, English language advisory committee, school site council, School Smarts Academy, Parent Teacher Organization, cultural activities, Technology Nights, Parent/Teacher conferences, etc.. to deepen and strengthen parents partnership and understanding of the data, the goals, and the expected outcomes.

BUDGETED EXPENDITURES

2017-18

Action 4

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.4 We will provide parents informal and formal opportunities to provide feedback and engage in dialogue regarding school wide programs and policies. Informally the principal is always available and consistently lets parents know of her availability. Formally we put out a yearly survey in three languages both on line and on paper.
4.4A We also do our English learner survey each year, which is facilitated by our parent facilitator and our Cantonese translator. This is an opportunity specifically for English learner parents to give feedback to the school regarding academic programming and achievement.

BUDGETED EXPENDITURES

2017-18

Action **5**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

4.5 We will welcome community volunteers both short term as well as long term into our school (with the proper screening and volunteer paperwork) in order to provide volunteer opportunities to community members, as well as provide extra experiences, perspectives, and support to our students. We will also utilize outside organizations to provide services and opportunities for learning and growth to our students throughout the year in a variety of capacities.

BUDGETED EXPENDITURES

2017-18

Action **6**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **7**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **8**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 9

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 10

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 11

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 12

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action 13

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 5

DISTRICT GOAL: Strategic Plan Goal #5- Facilities: Continue to improve school district facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:
We will continue to improve facilities and infrastructures to ensure facilities are user friendly, accessible and energy efficient. At Monroe we will achieve this goal through communication and coordination with the San Leandro Unified School District policies and procedures regarding maintaining our physical space as well as our technology hardware. We will also involve our school community in maintaining basic neatness and cleanliness as appropriate.

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17
5.1 We will have technology nights with free computers for families. We will also make our school technology accessible to students and families through our parent facilitator and enrichment opportunities.	Flyers, Notices, Calendars, Website	Flyers, Notices, Calendars, Website
5.3 We will work with our stakeholders to improve the appearance of our school by having students, staff, and the community help with projects and cleanliness.	Student/Staff/Community Feedback	Student/Staff/Community Feedback

PLANNED ACTIONS / SERVICES

Action 1

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.1 We will work with families to continue to increase their access to technology through technology nights (with free computers for families.) We will also make the technology at our school accessible for families to use consistently through our parent facilitator, library program, and enrichment opportunities.

BUDGETED EXPENDITURES

2017-18

Action **2**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served ☒ All ☒ English Learners ☒ Students with Disabilities ☒ Foster Youth ☒ Low Income ☐

ACTIONS/SERVICES

2017-18

☒ New ☐ Modified ☐ Unchanged

5.2 We will continue to improve the appearance, cleanliness, and tidiness of our school with support from the students, staff, District, and community.

BUDGETED EXPENDITURES

2017-18

Action **3**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **4**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **16**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **17**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **18**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Action **20**

ACTIONS/SERVICES

2017-18

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 6

DISTRICT GOAL: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 7

DISTRICT GOAL: To increase the percentage of students who meet the UC/CSU "a-g" requirements and graduate from high school college and career ready, the overall learning environment provides quality instruction and guidance in a broad course of study (e.g. English, math, social studies, science, visual and performing arts, health, physical education, world languages, etc.).

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Action 11

Students to be Served ☐ All ☐ English Learners ☐ Students with Disabilities ☐ Foster Youth ☐ Low Income ☐

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Goals, Actions, & Services 2017-18

CA Data Dashboard

Goal 8

DISTRICT GOAL: To demonstrate student preparedness for college and career readiness, students will earn passing grades in a broad course of study, which include Career Technical Education (CTE) course pathway completion; access to Academic and CTE dual enrollment; and the opportunity to participate in programs related to magnet themes.

Identified Need: Describe the needs that align with this goal. The identified needs are based on state, district and local metrics, and may include quantitative or qualitative information. The identified needs should be consistent with the results from the annual update process and performance data from the CA School Dashboard, as applicable.

SITE:

SITE EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	2015-16 Baseline	2016-17

PLANNED ACTIONS / SERVICES

Eight State Priorities 2017-18

I. Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

II. **Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

III. **Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

IV. **Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

V. **Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

VI. **School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

VII. **Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

VIII. **Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

SPSA Expenditure Summary

Total Expenditures by Funding Source				
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Funding Sources	68,000.00	0.00	53,706.00	53,706.00
	450.00	0.00	0.00	0.00
Base	0.00	0.00	13,566.00	13,566.00
Donations	4,000.00	0.00	0.00	0.00
General Fund	10,000.00	0.00	0.00	0.00
Supplemental and Concentration	0.00	0.00	18,000.00	18,000.00
Title I	53,550.00	0.00	22,140.00	22,140.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type				
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2017-18 Total
All Expenditure Types	68,000.00	0.00	53,706.00	53,706.00
	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	25,529.00	0.00	32,500.00	32,500.00
2000-2999: Classified Personnel Salaries	4,650.00	0.00	0.00	0.00
3000-3999: Employee Benefits	5,821.00	0.00	0.00	0.00
4000-4999: Books And Supplies	22,500.00	0.00	14,206.00	14,206.00
5000-5999: Services And Other Operating Expenditures	9,500.00	0.00	7,000.00	7,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2017-18 Total**
All Expenditure Types	All Funding Sources	68,000.00	0.00	53,706.00	53,706.00
		0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	0.00	0.00	18,000.00	18,000.00
1000-1999: Certificated Personnel Salaries	Title I	25,529.00	0.00	14,500.00	14,500.00
2000-2999: Classified Personnel Salaries	Donations	388.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	General Fund	388.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	3,874.00	0.00	0.00	0.00
3000-3999: Employee Benefits		450.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Donations	112.00	0.00	0.00	0.00
3000-3999: Employee Benefits	General Fund	112.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	5,147.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	8,566.00	8,566.00
4000-4999: Books And Supplies	Donations	1,500.00	0.00	0.00	0.00
4000-4999: Books And Supplies	General Fund	5,500.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Title I	15,500.00	0.00	5,640.00	5,640.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Donations	2,000.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	4,000.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	3,500.00	0.00	2,000.00	2,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	**2017-18**	**2017-18 Total**
Goal 1	51,206.00	51,206.00
Goal 2	1,000.00	1,000.00
Goal 3	0.00	0.00
Goal 4	1,500.00	1,500.00
Goal 5	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeannette McNeil	X				
Lynette Watkins		X			
Rebecca Jauregui			X		
Maribel Padilla				X	
Gloria Gaines				X	
Thomas Sebastian				X	
Lillian Maceda				X	
Numbers of members of each category:	**1**	**1**	**1**	**4**	

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.

Recommendations and Assurances

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

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

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

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

	State Compensatory Education Advisory Committee	Signature
X	English Learner Advisory Committee	Signature
	Special Education Advisory Committee	Signature
	Gifted and Talented Education Program Advisory Committee	Signature
	District/School Liaison Team for schools in Program Improvement	Signature
	Compensatory Education Advisory Committee	Signature
	Departmental Advisory Committee (secondary)	Signature
	Other committees established by the school or district (list):	Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Jeannette McNeil Typed Name of School Principal	Signature of School Principal	8/22/17 Date
Sebastian Thomas Typed Name of SSC Chairperson	Signature of SSC Chairperson	08/22/17 Date