School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	James Monroe Elementary School
Address	3750 Monterey Blvd. San Leandro, CA 94578
County-District-School (CDS) Code	01-61291-6002430
Principal	Jeannette McNeil
District Name	San Leandro Unified School District
SPSA Revision Date	June, 2019
Schoolsite Council (SSC) Approval Date	May 24, 2019
Local Board Approval Date	June, 18, 2019

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

Table of Contents

SPSA Title Page 1
Table of Contents 2
School Vision and Mission 3
Stakeholder Involvement 3
School and Student Performance Data 4
- Student Enrollment 4
- Student Population 6
- Overall Performance 7
- Academic Performance 8
- Academic Engagement 13
- Conditions & Climate 15

Goals, Strategies, & Proposed Expenditures 17
- Goal 1 17
- Goal 2 27
- Goal 3 31
- Goal 4 34
- Goal 5 38

Annual Review and Update 40
- Goal 1 40
- Goal 2 49
- Goal 3 54
- Goal 4 57
- Goal 5 61

Budget Summary and Consolidation 63
- Budget Summary 63
- Allocations by Funding Source 63
- Expenditures by Funding Source 64

School Site Council Membership 65
Recommendations and Assurances 66

School Vision and Mission

Mission:
Engage students in rigorous, meaningful, learning, that is simultaneously student centered and standards based.
Vision:
Our community is inclusive, engaged, and collaborative; providing a safe, equitable, and rigorous learning environment, promoting resiliency and success for all.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Writing the SPSA and the Annual Review and Update has been an ongoing process of collaboration including our entire school community; primarily our parent groups and our staff. School Site Council meets throughout the year to learn about the process and the plan, including budgetary information. The whole staff meets regularly and through our collaboration process gives feedback, suggestions, and works to implement the plan, while continuously planning for the Review and Update. As we move through the year we work to finalize the SPSA and approve it through Monroe Site Leadership, and finally through School Site Council, and the Board of Education.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	0.3%	%		1	
African American	7.9%	10.7%	9.04%	31	41	34
Asian	22.8%	21.6%	24.20%	90	83	91
Filipino	11.4%	10.1%	9.57%	45	39	36
Hispanic/Latino	39.2%	38.4%	39.63%	155	148	149
Pacific Islander	2.0%	1.6%	0.53%	8	6	2
White	9.9%	9.9%	9.57%	39	38	36
Multiple/No Response	6.8%	0.5%	0.27%	27	2	1
			Total Enrollment	395	385	376

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	123	125	113	31.1%	32.5%	30.1%
Fluent English Proficient (FEP)	39	35	42	9.9%	9.1%	11.2%
Reclassified Fluent English Proficient (RFEP)	21	19	19	15.3%	15.4%	15.2%

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
376	**64.9%**	**30.1%**	**0.5%**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	113	30.1%
Foster Youth	2	0.5%
Homeless	6	1.6%
Socioeconomically Disadvantaged	244	64.9%
Students with Disabilities	60	16.0%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	34	9.0%
Asian	91	24.2%
Filipino	36	9.6%
Hispanic	149	39.6%
Two or More Races	27	7.2%
Pacific Islander	2	0.5%
White	36	9.6%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

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

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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
13.4 points below standard	11.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 8.7 points	Maintained 0.3 points	1 students
160 students	60 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	18.9 points below standard	104.5 points below standard
2 students	Increased 12.2 points	Increased 21.8 points
	98 students	18 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color	 No Performance Color	 Yellow	 No Performance Color
83.8 points below standard	0 Students	6.6 points above standard	12.7 points above standard
Declined -17.9 points		Declined -31.8 points	Increased 10.5 points
12 students		39 students	12 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow	 No Performance Color	 No Performance Color	 No Performance Color
26 points below standard	30.3 points above standard	Less than 11 Students - Data Not Displayed for Privacy	44.8 points below standard
Increased 22.5 points	Increased 42.5 points	2 students	Declined -25.6 points
61 students	19 students		15 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84.4 points below standard	56.4 points above standard	18.3 points below standard
Increased 8.1 points	Maintained -1.3 points	Increased 16.2 points
29 students	31 students	93 students

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
34.1 points below standard	27.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased 7 points	Increased 14.7 points	1 students
160 students	60 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Yellow	 No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	39.7 points below standard	126.6 points below standard
2 students	Increased 12.4 points	Maintained 0.6 points
	98 students	18 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			
No Performance Color	No Performance Color	Green	No Performance Color
95.2 points below standard	0 Students	3.1 points above standard	11.8 points below standard
Declined -7.6 points		Declined -12.7 points	Increased 9.9 points
12 students		39 students	12 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
Yellow	No Performance Color	No Performance Color	No Performance Color
53 points below standard	0.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	69.8 points below standard
Increased	Increased 3.1 points	2 students	Declined -24.9 points
18.1 points 61 students	19 students		15 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
80.3 points below standard	22.7 points above standard	43.7 points below standard
Increased	Increased 3.2 points	Maintained 2.5 points
32.4 points 29 students	31 students	93 students

School and Student Performance Data

Academic Performance
English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	**Level 4 Well Developed**	**Level 3 Moderately Developed**	**Level 2 Somewhat Developed**	**Level 1 Beginning Stage**
115	18.3%	33.9%	17.4%	30.4%

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	2	2

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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Green	 Green	 No Performance Color
8.5% chronically absent	3.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 2.3%	Declined 6.6%	3 students
389 students	118 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Green	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	9.7% chronically absent	16.4% chronically absent
7 students	Declined 3%	Declined 2.7%
	258 students	73 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Orange	No Performance Color	Blue	Blue
19.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	1.1% chronically absent	0% chronically absent
Increased 7.8%	0 students	Declined 4.6%	Declined 5.1%
36 students		93 students	37 students

Hispanic	Two or More Races	Pacific Islander	White
			
Yellow	No Performance Color	No Performance Color	Orange
12.3% chronically absent	3.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy	10.8% chronically absent
Declined 4%	Declined 3%	2 students	Maintained 0.3%
155 students	29 students		37 students

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance  Red  Orange  Yellow  Green  Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	7

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

2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue	 Blue	 No Performance Color
0.5% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not
Declined -1.9%	Declined -1.5%	5 students
404 students	122 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Blue	 Green
Less than 11 Students - Data Not	0.4% suspended at least once	1.3% suspended at least once
7 students	Declined -1.8%	Declined -4%
	266 students	76 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Blue	 No Performance Color	 Blue	 Blue
0% suspended at least once	0 Students	0% suspended at least once	0% suspended at least once
Declined -2%		Maintained 0%	Declined -2.5%
36 students		96 students	37 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue	 Orange	 No Performance Color	 Blue
0.6% suspended at least once	3.2% suspended at least once	Less than 11 Students - Data	0% suspended at least once
Declined -3.2%	Increased 3.2%	4 students	Declined -2.5%
160 students	31 students		40 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.7% suspended at least once	2.4% suspended at least once	0.5% suspended at least once

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal #1 Teach Learn and Achieve

Goal Statement

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 Wonders English Language Arts and English Language Development, Eureka Math, blended learning suites, Being a Writer, and Toolbox, with overarching strategies of Project Based Learning and Blended Learning. We will consistently implement Common Core State Standards, English Language Development Standards, and continue 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.

Goal was informed by

- CAASPP Data
- Staff Survey
- Family Survey
- Renaissance STAR Reading and Math Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students

Metric/Indicator	Baseline	Expected Outcome
• English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team, COST

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 3

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, Wonders English Language Arts and English Language Development, blended learning platforms such as Raz Kids, Compass Learning, and NewsELA, Spelling City, and Words Their Way.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.
Amount	5,140.00
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Purchase supplemental materials and supplies for Project Based Learning and art science tech integration programming.

Strategy/Activity 5

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 small group instruction.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site.

Strategy/Activity 6

1.6 Continue to create and support a positive school climate and implement Positive Behavior Intervention and Support strategies as well as Tool Box 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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 7

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 Fluent 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. We will implement an ELPAC Intensive Support Program as part of our intervention program to support students in 3rd-5th grade who may be at risk for becoming Long Term English Language Learners.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 8

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, and through the COST process.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/COST

Proposed Expenditures for this Strategy/Activity

Amount	4,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Hourly compensation for teachers to provide after school interventions.

Strategy/Activity 9

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal, COST, Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 10

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

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	12,300
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Compensation for teacher hourly and funding for contract services for enrichment programs that have an emphasis on science and technology.

Strategy/Activity 11

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

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	8,566.00
Source	Base
Budget Reference	4000-4999: Books And Supplies
Description	Funding for supplemental supplies to implement project based learning.

Strategy/Activity 12

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	5,500.00
Source	Supplemental and Concentration"
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Funding for Library, Books and Supplies for staff and materials

Strategy/Activity 13

1.13 We will pay a teacher leader hourly 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 teacher leader will also facilitate the Title I yearly meeting, and compact with families. The teacher leader 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 Teacher leader will serve on the site leadership team and School Site Council..

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teacher Hourly

Strategy/Activity 14

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

Students to be Served by this Strategy/Activity

GATE identified students

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 15

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 and or enrichment. Teachers will monitor progress of all students in order to enter and exit students as appropriate throughout the year.

Students to be Served by this Strategy/Activity

Students Not Yet Meeting Academic Standards

Timeline

2019-2020

Person(s) Responsible

Principal, COST

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

1.16 We will utilize our Intervention Specialist to provide during the day academic as well as social emotional support for students who are identified through COST. The Intervention Specialist will be a member of COST.

Students to be Served by this Strategy/Activity

Students Not Yet Meeting Standards, Students Needing Additional Behavioral Supports/Instruction

Timeline

2019-2020

Person(s) Responsible

Principal, COST, Title 1 Coordinator, Intervention Specialist

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 17

1.17 We will use staff development time to work to continue implementing and collaborating around the Next Generation Science Standards in all grade levels, making use of FOSS Science kits and other resources.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	4643
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Supporting staff development

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal #2 Equity and Inclusion Through College and Career Readiness

Goal Statement

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.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported annually via the CA State Dashboard • Attendance rates	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

2.1 Continue to provide learning experiences that will inspire students to learn about and prepare for college and career pathways. We will do this in a variety of ways; PBL experiences, field trips, guest speakers, assemblies, technology, enrichment and intervention, as well as general curriculum throughout the day.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized Services to support programs at the site.

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal, Title 1 Coordinator, Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I
Budget Reference	4000-4999: Books And Supplies
Description	Funding for supplemental materials to support family engagements.

Amount	500
Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Funding for services and translations.

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal/Leadership Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized Services to support programs at the site.

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2019-2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized Services to support programs at the site.

Strategy/Activity 5

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.)

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized Services to support programs at the site.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal #3 Collaborative and Engaged District Culture

Goal Statement

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.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by

Metric/Indicator	Baseline	Expected Outcome
• English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.

Planned Strategies/Activities

Strategy/Activity 1

3.2 We will provide opportunities and facilitate conversations consistently focused on academic and ELPAC 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.
3.2B We will engage with Special Education families around this goal in multiple languages as needed.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 2

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. We will provide information in multiple ways in multiple languages including a weekly phone update and a monthly written newsletter.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 3

3.3 Focus on health and safety as a staff and as a school community including encouraging healthy snacks and exercise within the school day, as well as utilizing the District mindfulness program.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal #4 Family and Community Engagement

Goal Statement

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.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.

Metric/Indicator	Baseline	Expected Outcome
factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year

Planned Strategies/Activities

Strategy/Activity 1

4.1 Parent facilitator and other staff members will consistently reach out to the larger community in order to bring in all families to engagement activities. We will prioritize outreach to populations that will help bridge the opportunity gap. We will maintain two way communication through our personal interactions with families as well as through our Parent Organizations.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019-2020

Person(s) Responsible

Principal, Parent Facilitator, Staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 2

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019-20

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	1,519
Source	Translation Budget
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Translation Services

Strategy/Activity 3

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.

Students to be Served by this Strategy/Activity

ALL

Timeline

2019- 2020

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Strategy/Activity 4

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.

Students to be Served by this Strategy/Activity

English Learners

Timeline

2019- 2020

Person(s) Responsible

Principal, Parent Facilitator,Intervention specialist

Proposed Expenditures for this Strategy/Activity

Amount	0

Description	Centralized services to support programs at the school site

Strategy/Activity 5

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.

Students to be Served by this Strategy/Activity

All

Timeline

2019 2020

Person(s) Responsible

Principal, Parent Facilitator

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal #5 Facilities

Goal Statement

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.

Goal was informed by

District LCAP, CA Dashboard Academic Data, District Assessments, CA Healthy Kids Survey

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.

Planned Strategies/Activities

Strategy/Activity 1

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.
5.2 We considerably improved the appearance, cleanliness, and tidiness of our school with support from the students, staff, District, and community. Over the summer the District put in new floors, new walls, air conditioning, new exterior and interior paint..

Students to be Served by this Strategy/Activity

ALL

Timeline

2019 2020

Person(s) Responsible

Principal and staff

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Centralized services to support programs at the school site
Amount	0
Description	Centralized services to support programs at the school site
Amount	2,352
Source	Base
Budget Reference	0000: Unrestricted
Description	Using Classroom furniture allocation to support any needs that are needed to maintain improved appearance

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams textbook and materials audit • Appropriately Assigned Teachers as indicated on the CA State Dashboard LCFF Priority 2 - Implementation of State Standards • Implementation of core academic standards reported to the local governing board and indicated on CA State Dashboard LCFF Priority 4 - Pupil Achievement • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported	LCFF Priority 1 - Basic Conditions • Maintain 100% Williams Audit • Maintain 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintain a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% Williams Audit • Maintained 100% of all teachers appropriate assigned LCFF Priority 2 - Implementation of State Standards • Maintained a comprehensive core curriculum TK-12 as reported to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 8.7 points • Academic ELA status for SPED students increased 21.8 • Academic Math status for all students and student groups increased by 7 • English Learner Progress Level 4 = 18.3%, Level 3 = 33.9%, Level 2 = 17.4%, Level 1= 30.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 2.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
annually via the CA State Dashboard • Attendance rates	LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate by 0.5% to 2% from the previous year. • Increase school district attendance rate for all students and student groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.1 We supported the effective, consistent implementation of adopted standards in ELA, Math, Science, and Social Studies, and provided 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 focused on English learner students who were not meeting ELD growth targets, and/or are not scoring proficient on state summative assessments.	Centralized services to support programs at the school site Title III 0	Centralized services to support programs at the school site Title III 0
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	1.2 We assessed student learning through a robust, balanced assessment system that includes formative, diagnostic, interim, summative, and performance based assessment tools, which were used to inform teaching, and provided	Centralized services to support programs at the school site Title III 0	Centralized services to support programs at the school site Title III 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
teaching, and to provide current and ongoing data sources to ensure that needs are identified and addressed.	current and ongoing data sources to ensure that needs were identified and addressed.		
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.	1.3 We improved 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. We also implemented Wonders as our primary Language Arts and ELD curriculum.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0
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.	1.4 We continued to implement Project Based Learning (PBL) ensuring that every student experienced at least two projects each academic school year. We provided funding, regular dedicated time for teachers to collaborate, and professionally support the planning and implementation of projects throughout the school year. 1.4A We focused on supporting English learners and those students who have not gained academic proficiency, by scaffolding material so that they could engage with rigorous projects in highly meaningful ways.	Centralized services to support programs at the school site 0 Purchase supplemental materials and supplies for Project Based Learning and art science tech integration programming. 4000-4999: Books And Supplies Title I 5140.00	Centralized services to support programs at the school site 0 Purchase supplemental materials and supplies for Project Based Learning and art science tech integration programming. 4000-4999: Books And Supplies Title I 5,140
1.5 We will integrate technology using the District adopted platforms daily. We will specifically	1.5 We integrated technology using the District adopted platforms daily. We specifically	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	utilized the connection between Compass Learning and STAR Renaissance Assessments, which connect to create individualized learning paths for immediate intervention and differentiation for students. We also incorporated technology into PBL as appropriate to enhance, deepen, and expand learning opportunities. 1.5A We also used individual student chrome books and ipads systematically to support student learning while teachers provided small group instruction in order to support designated ELD instruction as well as in class during the day academic intervention.		
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.	1.6 Continued 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 Contracted 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.	Contract with community based organization that provides training and support on social emotional learning programming. 5000-5999: Services And Other Operating Expenditures Base 5,000.00	Contract with community based organization that provides training and support on social emotional learning programming. 5000-5999: Services And Other Operating Expenditures Base 5,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.7 We continued to implement systematic designated and integrated ELD instruction throughout the school day for all English learners at their proficiency level. Staff development time was dedicated as needed to ensure that a high quality program was provided consistently (daily.) This was accomplished in part through the use of Wonders ELD. 1.7A We provided timely data for teachers so that they knew who their English learners were at the beginning of the school year, as well as their English proficiency levels. We provided a list of reclassified English proficient students so that teachers knew who had been reclassified. We identified students who were at risk to become long term English learners and developed a support/intervention plan for those students. Teachers monitored the progress of all English learners using formative assessment data.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0
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.	1.8 We utilized the District multi-tiered intervention framework for academic and behavioral support, providing tier 1 strategies for all students. We developed and implemented tier 2 academic and behavioral interventions as needed, for students identified through formative and summative assessments and discipline data.	Hourly compensation for teachers to provide after and before school interventions. 1000-1999: Certificated Personnel Salaries Title I 4,500	Hourly compensation for teachers to provide after and before school interventions. 1000-1999: Certificated Personnel Salaries Title I 4,500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1.9 We utilized 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 gathered data, and kept records regarding meetings, student referrals, and outcomes. We recommended as a team services such as SST meetings, counseling, monitoring student progress, and referrals for outside services and support. We also used the COST team meetings to refer students to our during the day Intervention program with our Intervention Specialist. Our Intervention Specialist attended all COST meetings. 1.9B Our parent facilitator attended all COST meetings and worked with students and families as needed and as appropriate. Our parent facilitator coordinated all basic need requests, specifically but not limited to holiday food and gift programs. Our Title I Coordinator also attended all meetings, and coordinated academic intervention services for students along with our Intervention Specialist and the entire team.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0
1.10 We will provide enrichment to our students, free of charge, with an emphasis on science and technology.	1.10 We provided enrichment to our students, free of charge, with an emphasis on science and technology.	Compensation for teacher hourly and funding for contract services for enrichment programs that have an emphasis on science	Compensation for teacher hourly and funding for contract services for enrichment programs that have an emphasis on science

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
		and technology. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,500	and technology. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration" 12,500
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.	1.11 We provided funding, regularly scheduled planning time, and administrative support to enhance PBL implementation in classrooms. We also used district coaches to provide additional support and training for PBL implementation.	Funding for supplemental supplies to implement project based learning. 4000-4999: Books And Supplies Base 8566.00	Funding for supplemental supplies to implement project based learning. 4000-4999: Books And Supplies Base 8566
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.	1.12 We provided after school library programming for students who utilized the library as a learning space; accessing technology, books, materials, and adult support after school.	Funding for library staff and funding for materials and supplies. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5500.00	Funding for library staff and funding for materials and supplies. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration" 5,500
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	1.13 We hired a Title I Coordinator who analyzed data, coordinated programming, provided intervention services, supported teachers in their tier 1 classroom support to students, and organized and provided enrichment for the school year. The Title I Coordinator also facilitated the Title I yearly meeting, and compact with families. Title I Coordinator was 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	Salary compensation for for Title 1 Coordinator that will support tiered interventions within and outside the school day. 1000-1999: Certificated Personnel Salaries Title I 10,000	Salary compensation for for Title 1 Coordinator that will support tiered interventions within and outside the school day. 1000-1999: Certificated Personnel Salaries Title I 10,000

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the site leadership team and School Site Council..	leadership team and School Site Council..		
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.	1.14 We provided in class GATE programming through differentiation of learning on an ongoing basis. We also provided an after school computer programming enrichment class for students who are identified as GATE, or who are high performing based on District assessments.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0
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.	1.15 We offered 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 monitored progress of all students in order to enter and exit students as appropriate throughout the year. COST team meetings focused on matching students with programming to best support their needs throughout the year using formative and summative data and anecdotal information (teacher and staff feedback.)	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0

Analysis

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

We implemented all strategies and also collaborated with the Intervention Specialist, as she played an important role on the COST team, and providing direct services to the school community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were very effective to achieve the goal as demonstrated on the Healthy Kids Survey given to students, staff, and families. Some specific data from the Healthy Kids Survey showed that 96% of parents agree that the school promotes academic success for all students. 93% of parents agree that the school provides high quality instruction. 96% of families agree that the school motivates students to learn. 96% of families agree that the school has teachers that go out of their way to help students. 84% of families believe that our school provides quality sports, clubs,

or other activities to meet my child's needs. 98% of families agree our school is a safe place for students. 96% of families agree that school treats all students with respect. 94% of families agree that our school promotes respect of all cultural beliefs and practices. We are a very diverse school of approximately 400 students. 135 families took our survey, so we feel it is a solid representation of how our families experience our school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

No material differences were required. We followed the plan and executed it. The addition to the plan was the integration and use of the Intervention Specialist. That did not require any change in expenditures as it was a District supported program.

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

We had extremely high survey ratings from students, staff, and families. Most of our feedback was in the 95% positive range on the California Healthy Kids Survey. Due to that fact, we have not made major changes to our current plan. However we may adjust our plan based on State Testing data if we do not show growth in the area of ELA, and Math. We will also include a plan for more focused science collaboration and instruction this year, as it is an area that we want to grow at our school. This will not require any monetary changes as the District purchased a full set of FOSS units for our implementation. That addition will be found in goal 1 in the area of staff collaboration and support.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts, for pupils in grades 3-8, as reported on the CA State Dashboard • Academic Indicator for Mathematics, for pupils in grades 3-8, as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator will be reported	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 8.7 points • Academic ELA status for SPED students increased 21.8 • Academic Math status for all students and student groups increased by 7 • English Learner Progress Level 4 = 18.3%, Level 3 = 33.9%, Level 2 = 17.4%, Level 1= 30.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 2.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
annually via the CA State Dashboard • Attendance rates	groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	2.1 We inspired 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 specifically expressed the possibility for all students, including English learners as well as students with disabilities, and first generation college hopefuls, that they could each be successful and meet their goals by accessing the support and opportunities provided.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0
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	2.2 We provided 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	Funding for supplemental materials to support family engagements. 4000-4999: Books And Supplies Title I 500 Funding for additional services and translations. 5000-5999: Services And Other Operating Expenditures Title I 500	Funding for supplemental materials to support family engagements. 4000-4999: Books And Supplies Title I 500 Funding for additional services and translations. 5000-5999: Services And Other Operating Expenditures Title I 500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	conferences, enrichment opportunities, summer opportunities, community opportunities, etc. 2.2A We offered this information in multiple languages, and reached out to families in their native language to offer support in accessing these opportunities. We hired a Cantonese translator to be at our school weekly to support students and families as needed in Cantonese. We utilized our Spanish bilingual parents facilitator to communicate with Spanish only speaking families.		
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.	2.3 We strengthened the connection between general education and special education services to improve participation and engagement for our families of students with special needs. We provided ongoing professional development for staff on inclusion strategies for our diverse learners. 2.3A We made sure that our families of students with special needs understood that they are vital and valuable to our community and encouraged them to access the opportunities provided to ensure college and career readiness for their students.	Funding for services and translations. 0	Funding for services and translations. 0
2.4 We will continue to monitor English learner students' progress on state and District assessments to ensure	2.4 We continued to monitor English learner students' progress on state and District assessments to ensure	Centralized services to support programs at the school site	Centralized services to support programs at the school site

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	that they were making significant progress towards reclassification as Fluent English Proficient, and to ensure that they were 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.		
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.)	2.5 We promoted 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.) We received the California Healthy School Award for this year.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0

Analysis

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

We implemented all strategies as noted. We also implemented College Mondays, where staff and students wore college gear to school on Mondays. Additionally we received a California Healthy School Award for this year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

These strategies were overall effective as noted in our Healthy Kids Survey data. 96 % of families agree that parents feel welcome to participate at this school. 96% of families agree that school encourages me to be an active partner with the school in educating my child. 91% report that they have attended a general school meeting. 95% agree that the school keeps me well informed about school activities. 94% agree that the school promptly responds to my phone calls, messages, or e-mails.92% of families agree the school provides healthy food choices. 89% of families agree that school encourages students of all races to enroll in challenging courses.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

We will not be making any changes to this goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 8.7 points • Academic ELA status for SPED students increased 21.8 • Academic Math status for all students and student groups increased by 7 • English Learner Progress Level 4 = 18.3%, Level 3 = 33.9%, Level 2 = 17.4%, Level 1= 30.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 2.3% LCFF Priority 6 - School Climate • Decreased the Suspension rate status by 1.9% • Maintained the district expulsion rate at or below the state average for all students and student groups.

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 6 - School Climate • SLUSD reports annually on the Suspension Rate Indicator as indicated on the CA Dashboard. • Expulsion Rates for the district • SLUSD administers the students survey, every other year and reports findings to the local school board and the CA State Dashboard.	groups by 0.3% to 1% over the previous year LCFF Priority 6 - School Climate • Decrease the Suspension rate status by 0.3% to 2% from the previous year. • Maintain the district expulsion rate at or below the state average for all students and student groups. • Maintain a high rating for Student Engagement and Supports and report findings from Student Survey.	• Maintained a high rating for Student Engagement and Supports and report findings from Student Survey.

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	1. Coordinated 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.	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0
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	3.2 We provided opportunities and facilitated conversations consistently focused on academic and ELPAC data with all stakeholders, sharing our belief that all students can achieve, and maintained a laser focus on that goal. 3.2A We had these dialogues and	Centralized services to support programs at the school site 0	Centralized services to support programs at the school site 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
languages as necessary to communicate with families.	conversations in multiple languages as necessary to communicate with families.		

Analysis

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

The overall implementation of the strategies/activities was successful to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities were effective and helped us achieve our articulated goal.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

No changes will be made to this goal as we are meeting our goals to decreased the chronic absentee rate by 2.3% and decrease our suspension rates.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 3 - Parent Engagement • The district reports annually on the efforts to engage the parent community in decision making with an emphasis on including families of unduplicated students. This indicator is reported at a school board meeting and then on the CA State Dashboard in the fall. Participation rates will be based on engaging representatives from each of the school sites, with a goal of 100%. LCFF Priority 4 - Pupil Academics • Academic Indicator for English Language Arts as reported on the CA State Dashboard • Academic Indicator for Mathematics as reported on the CA State Dashboard • English Language Learner Progress Indicator as reported on the CA State Dashboard • English Learner Reclassification rate is factored into the ELP Indicator for the state LCFF Priority 5 - Pupil Engagement • Chronic Absenteeism Indicator as reported on the CA State Dashboard • Attendance rates	LCFF Priority 3 - Parent Engagement • Maintain a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Academics • Increase the Academic ELA status for all students and student groups by 7-20 points from the previous year. • Increase the Academic Math status for all students and student groups by 7-20 points from the previous year. • Increase the English Learner Progress status by 1.5% to 10% over the previous year. • Increase the reclassification rate by 0.5% to 2% over the previous year. LCFF Priority 5 - Pupil Engagement • Decrease the Chronic Absentee rate for the district by 0.5% to 2.0% from the previous year. • Increase school district attendance rate for all students and student	LCFF Priority 3 - Parent Engagement • Maintained a variety of opportunities for parent engagement throughout the school year as reported annually to the local school board LCFF Priority 4 - Pupil Achievement • Academic ELA status for all students and student groups increased by 8.7 points • Academic ELA status for SPED students increased 21.8 • Academic Math status for all students and student groups increased by 7 • English Learner Progress Level 4 = 18.3%, Level 3 = 33.9%, Level 2 = 17.4%, Level 1= 30.4% • Increased the reclassification rate LCFF Priority 5 - Pupil Engagement • Decreased the Chronic Absentee rate by 2.3%

Metric/Indicator	Expected Outcomes	Actual Outcomes
	groups by 0.3% to 1% over the previous year	

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	4.1 We used 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 specially targeted students and families that represent the opportunity gap both in the content of opportunities as well as in the outreach methods and support. We maintained two way communication through our personal interactions with families as well as through our Parent Organizations.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	4.2 We used site and District resources to provide translation services, both written and oral, to our school community as needed. We offered a regularly scheduled hour each week for Cantonese translation and support at Monroe, with an emphasis on student achievement. Our parent facilitator provided consistent two way communication/translation and support to Spanish speaking families and students.	Funding for translation services and parent engagement events to support EL's reclassification and student achievement. 5000-5999: Services And Other Operating Expenditures Title I 1500.00	Funding for translation services and parent engagement events to support EL's reclassification and student achievement. 5000-5999: Services And Other Operating Expenditures Title I 1,500

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	4.3 We provided 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.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
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.	4.4 We provided parents informal and formal opportunities to provide feedback and engage in dialogue regarding school wide programs and policies. Informally the principal was available and consistently let parents know of her availability. Formally we conducted the California Healthy Kids survey, taken by students, staff, and families. 4.4A We also did our English learner survey, which was facilitated by our parent facilitator and our Cantonese translator. This was an opportunity specifically for English learner parents to give feedback to the school regarding academic programming and achievement.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0
4.5 We will welcome community volunteers both short term as well as long term into our school	4.5 We welcomed community volunteers both short term as well as long term into our school	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
(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.	(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 also utilized outside organizations to provide services and opportunities for learning and growth to our students throughout the year in a variety of capacities.		

Analysis

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

All strategies and activities were implemented as articulated. We had many parents sign up to get free fingerprinting this year through the District program. We had 135 families take our survey, with a student population of approximately 400 students. We had a vibrant ELAC group and a very diverse SSC.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of the strategies and activities to achieve the goal was excellent as measured by our California Healthy Kids Survey. 96% of parents agreed that parents feel welcome at this school. 92% of families report that school staff take parent concerns seriously. 94% of families agree that school staff are helpful to parents.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no differences between the proposed expenditures and estimated actual expenditures.

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

We will continue all strategies and activities. We will not make changes to this goal.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCFF Priority 1 - Basic Conditions • Compliance with Williams facilities audits • Monitor maintenance requests and the average time to complete requests by categories.	LCFF Priority 1 - Basic Conditions • Maintain 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decrease the average completion rate times by 1% to 5% over the previous year.	LCFF Priority 1 - Basic Conditions • Maintained 100% positive reporting on all Williams and local facilities audit for cleanliness and supplies. • Decreased the average completion rate times by 1% to 5% over the previous year.

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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.	5.1 We worked with families to continue to increase their access to technology through technology nights. We were not eligible for free computer support, but we helped families understand what platforms they could use at home in order to access educational websites. We made the technology at our school accessible for families to use consistently through our parent facilitator, library program, and enrichment opportunities.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
5.2 We will continue to improve the appearance, cleanliness, and tidiness of our school with support from the students, staff, District, and community.	5.2 We considerably improved the appearance, cleanliness, and tidiness of our school with support from the students, staff, District, and community. Over the summer the District put in new floors, new walls, air conditioning, new exterior and interior paint.	Centralized services to support programs at the school site. 0	Centralized services to support programs at the school site. 0

Analysis

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

Overall we implemented the strategies and activities to achieve the articulated goal in addition to major updates for our building.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies and activities were effective to achieve the articulated goal; in addition, we were able to get major work done on our school in order to upgrade and update our facility through a District allocation.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no site level expenditures in this area. The projects were funded by the District.

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

There will be no changes to this goal. We will continue to work with the District to maintain and improve our facilities.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	25,283
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	60,520.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	25,283	0.00
Base	15,918	0.00
Supplemental and Concentration"	17,800	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	15,918.00
Supplemental and Concentration"	17,800.00
Title I	25,283.00
Translation Budget	1,519.00

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Anna Yeung	Classroom Teacher
Lynette Watkins	Classroom Teacher
Rebecca Jauregui	Other School Staff
Maribel Padilla	Parent or Community Member
Maria Gudino	Parent or Community Member
Fang Feng	Parent or Community Member
Baohong Cai	Parent or Community Member
Jeannette McNeil	Principal

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 expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5-24-18.

Attested:

	Principal, Jeannette McNeil on 5-24-19
	SSC Chairperson, Maribel Padilla on 5-24-19