School Year: **2020-2021**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Elementary School	01-61291-6002430	October 29, 2020	December 15, 2020

Purpose and Description

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

Schoolwide Program
Monroe is NOT CSI, TSI or an ATSI school

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

Our plan is in direct alignment with our Local Control and Accountability Plan and all other federal, state, and local programs. The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs 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. This plan achieves that desired outcome.

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. Our SSC has been part of formulating our plan, and has agreed to this plan.

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.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

This Comprehensive Needs Assessment is informed by data collected through the California School Performance Dashboard, English Language Proficiency Assessment for California (ELPAC), Smarter Balanced Assessment Consortium (SBAC), STAR Renaissance diagnostic, and the California Healthy Kids Survey (CHKS). The STAR Renaissance is our district diagnostic assessment and is administered three times a year. The SBAC, ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students about the Social-Emotional needs of our students, staff, and community. Students completed the CHKS survey at the start of 2020. Parents were provided with multiple opportunities to complete the survey. Most students and many parents did complete the survey.

Analysis of the data uncover the following themes:

CA Dashboard
Monroe is in the Yellow Band for English Language Arts overall. We are in the Orange Band for Math overall. We are in the Orange Band for attendance overall, and in the Blue Band for suspension overall. Based on our data, we have made steady slow progress over the last three years in the areas of English Language Arts and Math. However, we have work to do in order to bring those scores up to the Green or Blue Band level for all students and sub groups.

When we disaggregate by sub groups we see that our Asian students are in the Blue Band and our Hispanic students are in the Orange Band for English Language Arts as well as Math. These are the two groups of numerically significant sub groups listed. Our plan strives to improve the outcomes of our low performing students and sub groups, while maintaining our support for all students to achieve and excel.

We decreased in the area of attendance, but improved in the area of suspension. We are proud that we did not suspend a single student last year, in 2019-20. We used alternatives to suspension, while maintaining a safe and secure learning environment. Improvement in the area of attendance will be important. We will do this by deeply connecting with students and families, providing support, encouragement, and incentives to attend consistently and regularly at a high level.

ELPAC
Our overall number of English Learners dropped even as our enrollment grew in 2019-20. Our number of FEP students increased but the percentage stayed fairly consistent, with a slight rise in 2019-20. We reclassified 15.7% of our students in 2019-20, which was slightly elevated compared to the percentage for 2017-18, but doubled from 2018-19. We have English Learners spread out over all grades, requiring a coordinated school wide effort of support. Our significant number of English Learners require us to focus on supports for that group.

SBAC
State testing was halted to due the COVID 19 pandemic in the spring of 2020. Our data from 2019 indicated that our 3-5 grade students overall were in the Yellow Band for English Language Arts,

and in the Orange Band for Math, with significant differences between sub groups. Using this data has been part of writing our plan.

Star Renaissance in ELA and Math
Students in K-5 grade take diagnostic tests in both Language Arts and Math at a minimum are taking these tests 3 times per year. The majority of staff members use these assessments to due regular progress monitoring for students not scoring in the proficient range. Teachers share this information with parents and differentiate lessons for students.

CHKS
CHKS data from 2020 indicated that staff, parents, and students feel our school is a safe and welcoming place to learn. Students feel supported by their teachers and the staff at Monroe.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

From August 2019 to February 2020, classroom visits were conducted regularly by the principal as well as our intervention teacher. These visits focused on looking for evidence of the implementation of the Common Core standards in Language Arts and Math, English Language Development instruction, Project Based Learning, 21st-century learning skills, blended learning, and other key district initiatives. Technology use and blended learning strategies increased and continues to enhance classroom instruction and student learning, due to our one to one device to child ratio. Evidence of ongoing Project Based Learning implementation was apparent in the student work that appeared in classrooms and the public products being shared across the school and beyond. In January 2020, we had our third annual PBL Sharing/Learning Week. Our school year was cut short by the March 2020 school closure due to the COVID 19 Pandemic. From March 2020 to the present, we have worked to transition our programs to a Distance Learning format.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Monroe teachers and staff have many opportunities to participate in professional development. Once a month teachers participate in our monthly Staff Professional Development. This is focused and ongoing professional development. On Wednesdays, teachers participate in ongoing professional development as well. The first Wednesday is reserved for Grade Level Planning. All other professional development is based on specific strands of learning determined by the staff as well as the Instructional Leadership Team and the Principal. All teachers participate in districtwide professional development held in the fall and spring. The focus of our professional development during staff professional development changes each year based on the data and needs of that specific school year. The professional development plan is consistent, yet flexible to meet the needs of teachers.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data to inform our actions step for this SPSA data were collected from both state and local assessments and surveys. administered the STAR Renaissance assessments three times throughout the school year. Data from these assessments were used as baseline data for the 2020-21 school year.

Analysis of the data revel areas will be a priority

- Continue staff professional development to strengthen implementation in Project-Based Learning, ELD instruction, and SBE adopted/standards-aligned curriculum.
- Continue to develop MTSS (Tiers 1, 2, and 3) to support the academic and social-emotional needs of students
- Provide teachers with adequate job-embedded collaboration time
- Increase parent engagement by providing more parent education and training
- Continue to build on the communication between home and school
- Provide teachers and students with appropriate instructional materials, professional development, and coaching support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Monroe teachers value collaboration: Consistent, scheduled professional development, as well as informal collaboration occurs regularly at Monroe. At Monroe this year we have four TEC's who support our teachers in the area of technology in addition to all other support.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are provided with ongoing professional development in the implementation of Distance Learning and Learning Management Systems (LMS) software to organize virtual schedules and asynchronous assignments for students.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Throughout the school year, Monroe Staff has dedicated time during staff meetings and grade-level PLC time to analyze data to inform instruction. Data that were analyzed include CAASPP, ELPAC, and STAR Renaissance. The analysis of data-informed our professional development and the formation of our Community Committees.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches are available for support for teachers and administrators. Instructional coaches support the administration in framing the scope and sequence of professional development. Teachers are regularly encouraged to reach out to District Coaches for support.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our collaboration time consists of Leadership Team meetings, professional learning committees, committees, grade level meetings and whole staff meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The Monroe Staff utilizes SBE adopted programs in Math, Language Arts, Science, and Social Studies that are aligned to performance standards and adopted by the District.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The Monroe bell schedule meets the recommended state requirement for ELA, ELD, Math. Distant Learning Instructional periods are divided into both synchronous and asynchronous time. Teachers assign time values for each assignment to ensure we are in compliance with state mandates for both on-site and distance learning.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The distance learning schedule has ample asychronous time, time for small group synchronous instruction, enrichment and intervention.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to SBE adopted instructional materials in Science, History, ELA, and Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Project-Based Learning and SBE adopted instructional materials are used to prepare students for College and Career readiness.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Monroe provides enrichment programs, Sylvan, ASES, Social-Emotional support through counseling services, small group reading and consistent Project Based Learning opportunities. This year we are hosting a series of cultural artists to provide enrichment for our community during Distance Learning.

Evidence-based educational practices to raise student achievement

Monroe consistently provides standards based curriculum, daily designated ELD instruction in small groups, and small group reading and math instruction. We also have an EL para educator who supports our English Learners throughout the week.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parent Facilitator, Family Engagement Meetings, DELAC, ELAC, SSC, Principal Chats, PTO

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

SSC ELAC, PTO

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Monroe uses Title1 funds for enrichment, intervention, and translation support for our English Learner families.

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district federal funding

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 (with representatives from ELAC as well as our Instructional Leadership Team) 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. The feedback processes and channels that were established during the spring have greatly informed the current distance learning plan that is in effect for this school year. These efforts have built strong family-school-district partnerships as all stakeholders have had to confront an unprecedented set of challenges. 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.26%	0.23%		1	1
African American	9.04%	11.22%	12.24%	34	44	54
Asian	24.20%	21.94%	22.68%	91	86	100
Filipino	9.57%	8.67%	8.16%	36	34	36
Hispanic/Latino	39.63%	39.29%	36.96%	149	154	163
Pacific Islander	0.53%	%	0.45%	2		2
White	9.57%	10.71%	9.75%	36	42	43
Multiple/No Response	0.27%	1.53%	7.71%	1	6	8
			Total Enrollment	376	392	441

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	82	98	118
Grade 1	55	57	82
Grade 2	55	54	60
Grade3	53	54	55
Grade 4	64	59	67
Grade 5	67	70	59
Total Enrollment	376	392	441

Conclusions based on this data:

1. Our student enrollment is growing. We will need to keep up with the needs of a growing community.
2. Our enrollment at the lower grades is higher than the upper grades. We will need to focus energy and resources accordingly.
3. Our communities of color are growing. We will need to continue to address specific needs of those communities.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	113	115	135	30.1%	29.3%	30.6%
Fluent English Proficient (FEP)	42	43	52	11.2%	11.0%	11.8%
Reclassified Fluent English Proficient (RFEP)	19	10	18	15.2%	8.8%	15.7%

Conclusions based on this data:

1. Our numbers of English Learners has held steady for the past three years, even through the growth in enrollment.
2. Our number of FEP students increased but the percentage stayed fairly consistent, with a slight rise in 2019-20.
3. We reclassified 15.7% of our students in 2019-20, which was slightly elevated compared to the percentage for 2017-18, but doubled from 2018-19.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	51	53	54	50	52	54	50	52	98.2	98	98.1
Grade 4	65	58	58	61	56	54	61	56	54	93.8	96.6	93.1
Grade 5	70	60	64	68	59	62	68	59	62	97.1	98.3	96.9
All	190	169	175	183	165	168	183	165	168	96.3	97.6	96

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2414.	2421.	24.07	20.00	26.92	18.52	24.00	25.00	29.63	28.00	19.23	27.78	28.00	28.85
Grade 4	2453.	2456.	2447.	26.23	23.21	16.67	18.03	19.64	16.67	19.67	23.21	37.04	36.07	33.93	29.63
Grade 5	2475.	2490.	2496.	14.71	20.34	24.19	32.35	27.12	27.42	14.71	16.95	14.52	38.24	35.59	33.87
All Grades	N/A	N/A	N/A	21.31	21.21	22.62	23.50	23.64	23.21	20.77	22.42	23.21	34.43	32.73	30.95

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	18.52	14.00	26.92	51.85	60.00	46.15	29.63	26.00	26.92
Grade 4	18.03	23.21	20.37	45.90	46.43	51.85	36.07	30.36	27.78
Grade 5	16.18	27.12	25.81	44.12	38.98	43.55	39.71	33.90	30.65
All Grades	17.49	21.82	24.40	46.99	47.88	47.02	35.52	30.30	28.57

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.67	10.00	13.46	50.00	54.00	53.85	33.33	36.00	32.69
Grade 4	24.59	21.43	14.81	42.62	44.64	50.00	32.79	33.93	35.19
Grade 5	25.00	25.42	32.26	47.06	47.46	40.32	27.94	27.12	27.42
All Grades	22.40	19.39	20.83	46.45	48.48	47.62	31.15	32.12	31.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	14.81	18.00	15.38	61.11	62.00	67.31	24.07	20.00	17.31
Grade 4	13.11	12.50	7.41	62.30	71.43	72.22	24.59	16.07	20.37
Grade 5	11.76	8.47	22.58	58.82	66.10	58.06	29.41	25.42	19.35
All Grades	13.11	12.73	15.48	60.66	66.67	65.48	26.23	20.61	19.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	29.63	26.00	26.92	48.15	46.00	48.08	22.22	28.00	25.00
Grade 4	18.03	28.57	16.67	55.74	48.21	59.26	26.23	23.21	24.07
Grade 5	19.12	27.12	33.87	45.59	40.68	33.87	35.29	32.20	32.26
All Grades	21.86	27.27	26.19	49.73	44.85	46.43	28.42	27.88	27.38

Conclusions based on this data:

1. Over the last three years we have made some progress in English Language Arts overall. Third grade increased the number of students meeting or exceeding standards. Fourth grade declined in those categories, and fifth grade increased overall in English Language Arts.
2. We continue to have a considerable number of students who are not meeting English Language Arts standards, although that number decreased in 2 out of 3 grade levels.
3. Students scoring below standard will need to be identified for targeted intervention.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	55	51	52	54	51	52	54	51	52	98.2	100	100
Grade 4	65	58	58	65	57	56	65	57	56	100	98.3	96.6
Grade 5	70	61	64	69	61	64	69	61	64	98.6	100	100
All	190	170	174	188	169	172	188	169	172	98.9	99.4	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2416.	2409.	2434.	12.96	9.80	25.00	29.63	25.49	30.77	20.37	27.45	21.15	37.04	37.25	23.08
Grade 4	2440.	2448.	2430.	9.23	10.53	7.14	16.92	21.05	21.43	38.46	33.33	25.00	35.38	35.09	46.43
Grade 5	2465.	2482.	2481.	11.59	13.11	15.63	17.39	14.75	21.88	27.54	27.87	21.88	43.48	44.26	40.63
All Grades	N/A	N/A	N/A	11.17	11.24	15.70	20.74	20.12	24.42	29.26	29.59	22.67	38.83	39.05	37.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.93	15.69	40.38	31.48	41.18	30.77	42.59	43.14	28.85
Grade 4	15.38	19.30	16.07	35.38	29.82	25.00	49.23	50.88	58.93
Grade 5	17.39	19.67	23.44	33.33	27.87	28.13	49.28	52.46	48.44
All Grades	19.15	18.34	26.16	33.51	32.54	27.91	47.34	49.11	45.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.93	17.65	25.00	37.04	52.94	48.08	37.04	29.41	26.92
Grade 4	12.31	15.79	12.50	46.15	45.61	42.86	41.54	38.60	44.64
Grade 5	13.04	16.39	18.75	36.23	42.62	35.94	50.72	40.98	45.31
All Grades	16.49	16.57	18.60	39.89	46.75	41.86	43.62	36.69	39.53

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.37	15.69	26.92	53.70	58.82	53.85	25.93	25.49	19.23
Grade 4	12.31	14.04	7.14	41.54	50.88	42.86	46.15	35.09	50.00
Grade 5	7.25	11.48	21.88	47.83	52.46	40.63	44.93	36.07	37.50
All Grades	12.77	13.61	18.60	47.34	53.85	45.35	39.89	32.54	36.05

Conclusions based on this data:

1. Over these three years grade three has made excellent gains, doubling the number of students in exceeding standards category.
2. Fourth grade lost some ground which we will need to investigate more.
3. Fifth grade made improvements in Math. We still have many students not meeting standards at all grade levels, which needs to be addressed on many levels.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1387.1	1449.0	1403.3	1461.4	1349.4	1419.6	34	26
Grade 1	1463.6	1414.3	1466.4	1426.4	1460.3	1401.8	16	23
Grade 2	1495.3	1483.3	1478.9	1450.4	1511.2	1515.6	20	12
Grade 3	1490.2	1469.6	1473.2	1462.0	1506.8	1476.8	21	14
Grade 4	1427.8	1515.4	1412.6	1509.0	1442.6	1521.1	11	14
Grade 5	1503.4	1433.4	1512.8	1423.2	1493.5	1443.1	13	17
All Grades							115	106

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.92	*	34.62	*	30.77	44.12	7.69	34	26
1	*	0.00	*	30.43	*	26.09	*	43.48	16	23
2	*	16.67	*	33.33	*	33.33	*	16.67	20	12
3	*	14.29	57.14	28.57	*	21.43	*	35.71	21	14
4		28.57	*	35.71	*	28.57	*	7.14	11	14
5	*	11.76	*	11.76		11.76	*	64.71	13	17
All Grades	18.26	16.04	33.91	29.25	17.39	25.47	30.43	29.25	115	106

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.92	*	38.46	35.29	30.77	*	3.85	34	26
1	*	4.35	*	34.78	*	30.43	*	30.43	16	23
2	60.00	8.33	*	33.33		33.33	*	25.00	20	12
3	*	28.57	*	14.29	*	21.43	*	35.71	21	14
4	*	50.00	*	21.43	*	21.43	*	7.14	11	14
5	*	17.65	*	17.65	*	11.76	*	52.94	13	17
All Grades	30.43	21.70	31.30	28.30	17.39	25.47	20.87	24.53	115	106

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.92	44.12	61.54	*	11.54	34	26
1	68.75	26.09	*	52.17	*	21.74	16	23
2	65.00	33.33	*	58.33	*	8.33	20	12
3	*	14.29	*	50.00	*	35.71	21	14
4	*	50.00	*	42.86	*	7.14	11	14
5	*	5.88	*	41.18	*	52.94	13	17
All Grades	42.61	25.47	39.13	51.89	18.26	22.64	115	106

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	38.46	52.94	57.69	35.29	3.85	34	26
1	*	0.00	*	86.96	*	13.04	16	23
2	55.00	8.33	*	41.67	*	50.00	20	12
3	*	35.71	*	21.43	*	42.86	21	14
4	*	50.00	*	28.57	*	21.43	11	14
5	*	35.29	*	11.76	*	52.94	13	17
All Grades	32.17	27.36	38.26	46.23	29.57	26.42	115	106

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	7.69	55.88	80.77	38.24	11.54	34	26
1	*	13.04	*	26.09	*	60.87	16	23
2	*	33.33	*	50.00	*	16.67	20	12
3		0.00	71.43	50.00	*	50.00	21	14
4		14.29	*	64.29	*	21.43	11	14
5	*	5.88	*	23.53	*	70.59	13	17
All Grades	15.65	11.32	53.04	50.00	31.30	38.68	115	106

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	46.15	35.29	34.62	55.88	19.23	34	26
1	*	4.35	*	39.13	*	56.52	16	23
2	*	25.00	*	33.33	*	41.67	20	12
3	*	14.29	52.38	57.14	*	28.57	21	14
4	*	14.29	*	78.57	*	7.14	11	14
5	*	11.76	*	41.18	*	47.06	13	17
All Grades	30.43	20.75	39.13	45.28	30.43	33.96	115	106

Conclusions based on this data:

1. Our overall number of English Learners dropped even as our enrollment grew.
2. We had a high number of Level 1's in upper grades. We need to address that if it is a trend.
3. We have English Learners spread out over all grades, requiring a coordinated school wide effort of support.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
392	**68.9**	**29.3**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	115	29.3
Homeless	3	0.8
Socioeconomically Disadvantaged	270	68.9
Students with Disabilities	61	15.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	11.2
American Indian	1	0.3
Asian	86	21.9
Filipino	34	8.7
Hispanic	154	39.3
Two or More Races	25	6.4
White	42	10.7

Conclusions based on this data:

1. We have a very diverse student enrollment.
2. Our largest student group is Hispanic with 40%.
3. Our Asian students are the next largest subgroup, with 30% combining Asian and Filipino. African American and White students are our smaller subgroups, with approximately 10% each.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Chronic Absenteeism**  Orange	**Suspension Rate**  Blue
Mathematics  Orange		

Conclusions based on this data:

1. We are in the yellow for ELA and orange for Math. We would like to improve each of those at least one color next year.
2. We will need to address absenteeism, as we are in the orange for that category.
3. We are in the blue for suspensions and we are proud of our work using alternatives to suspension for disciplinary issues.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
10 points below standard	19.8 points below standard	0 Students
Increased ++3.4 points	Declined -7.1 points	
174	69	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Yellow
Less than 11 Students - Data Not Displayed for Privacy	21.3 points below standard	54 points below standard
2	Declined -3.1 points	Increased ++9.1 points
	114	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
57.8 points below standard	0 Students	34.6 points above standard	11.2 points above standard
Maintained ++1.5 points		Increased Significantly ++28.2 points	Maintained -1.4 points
15		36	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
43.1 points below standard	16.7 points above standard	0 Students	41 points above standard
Declined Significantly -19.1 points	Declined -13.5 points		Increased Significantly ++86.6 points
74	11		19

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
73.9 points below standard	42.8 points above standard	10.5 points below standard
Maintained ++1.8 points	Declined -13.6 points	Increased ++6.5 points
37	32	99

Conclusions based on this data:

1. In ELA our socio economically disadvantaged students and our EL Students scored in the orange. Our students with disabilities scored yellow. Overall we scored yellow.
2. Our two numerically significant subgroups were our Asian and our Hispanic students. Our Asians scored in the Blue whlle our Hlspancls scored in the orange.
3. We need to work as a school community to bring all subgroups up to blue (to join our Asian 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.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	4	0	0	1

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	
30.7 points below standard	31.9 points below standard	
Maintained ++1.2 points	Declined -3.1 points	
173	68	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	43.9 points below standard	84.3 points below standard
2	Declined -7.8 points	Declined -13.6 points
	114	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color		 Blue	 No Performance Color
71 points below standard		29.8 points above standard	6.2 points above standard
Declined -3.5 points		Increased Significantly ++26.8 points	Increased Significantly ++18 points
15		36	18
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color		 No Performance Color
68.2 points below standard	16.7 points below standard		7.3 points below standard
Declined Significantly -20.7 points	Declined Significantly -17.2 points		Increased Significantly ++58.2 points
73	11		19

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
84 points below standard	26.8 points above standard	37.9 points below standard
Declined -8.2 points	Increased ++4.1 points	Maintained ++0.1 points
36	32	99

Conclusions based on this data:

1. Most student sub groups are in the orange level. Overall the school is in the orange level.
2. Asian students are in the blue.
3. We need to bring all our students up to blue (to join the Asian students.) Our white students although not a numerically significant sub group, increased by 58 points.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Color
45.1 making progress towards English language proficiency
Number of EL Students: 71
Performance Level: Medium

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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
7.0	47.8	2.8	42.2

Conclusions based on this data:

1. We had 42% progress one level.
2. 48% maintained their EL level.
3. 7% decreased a level. We need to look specifically at those students and problem solve the issues they are facing.

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.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	2	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	 No Performance Color
10.8	7.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +2.4	Increased +3.8	0
415	126	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Red
Less than 11 Students - Data Not Displayed for Privacy	12.5	20.3
5	Increased +2.8	Increased +3.8
	289	74

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 Yellow	 No Performance Color	 Yellow	 Orange
18.4	Less than 11 Students - Data Not Displayed for Privacy	3.2	5.7
Declined -1.1	1	Increased +2.2	Increased +5.7
49		93	35
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange	 No Performance Color	 No Performance Color	 Orange
13.8	11.4	Less than 11 Students - Data Not Displayed for Privacy	11.6
Increased +1.6	Increased +8	0	Increased +0.8
159	35		43

Conclusions based on this data:

1. Overall we are orange in this area. Our students with disabilities are in the red. We need to support our students with disabilities to come to school every day.
2. Our African American and Asian students are in the yellow. Our Hispanic, Filipino, and White students are in the orange.
3. Our EL and socioeconomically disadvantaged students are in the orange as well. This is an area that we need to work on.

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:



This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	9

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	
0	0	
Declined -0.5	Maintained 0	
431	129	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0	0
5	Declined -0.4	Declined -1.3
	297	78

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue	No Performance Color	Blue	Blue
0	Less than 11 Students - Data 2	0	0
Maintained 0		Maintained 0	Maintained 0
50		95	36
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue		Blue
0	0		0
Declined -0.6	Declined -3.2		Maintained 0
164	37		47

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0

Conclusions based on this data:

1. The whole school as well as every single student sub group is in the blue for suspensions.
2. We did not suspend a single student.
3. We used other approaches to discipline, and alternatives to suspension. Data tells us suspensions don't work to change behavior or make schools safer. So we didn't do it. We would have suspended if it was necessary.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement, Access & Equity

LEA/LCAP Goal

Every classroom and program in the district will provide students with engaging, responsive and personalized learning experiences that emphasize academic excellence, global competencies (i.e. critical thinking, problem solving, communication, collaboration, and creativity) and civic engagement.

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 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.

Identified Need

Based on our data, our needs include academic support for students, English Language Development support for English Learners, and enrichment to the academic program for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 annually via the CA State Dashboard • Attendance rates	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 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	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 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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.) We will provide all consumable materials necessary to provide this instruction.
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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6846	Base 4000-4999: Books And Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 4

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

All

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.
5000.00	Base 4000-4999: Books And Supplies Purchase supplemental materials and supplies for Project Based Learning and art science tech integration programming.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.6 We will 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. This year it is within the zoom classroom. We continue to provide classroom and school incentives such as Student of the Week.
1.6A We will contract with cultural artists from the community, who will share and teach about their culture and traditions. These will be schoolwide zoom assemblies with pre teaching and follow up from the classroom teacher. Students will be invited to participate during the presentation with a question/answer session at the end of each assembly.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	Title I

	5000-5999: Services And Other Operating Expenditures We have contracted with Cultural Connections to provide multiple school wide assemblies teaching about various cultures and their traditions. We will be experiencing different art forms and presentations from a variety of community cultural artists.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

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.) The District has provided an additional English Learner Para Educator to support English Learner students during zoom classes, as well as support to complete asynchronous work.These staff members continue to support EL students. Paras, alongside the teachers, support the delivery of and designated and integrated ELD in a virtual capacity.
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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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. We will contract with Sylvan to provide groups of students, referred by their teachers, in 1st-5th grade tutoring in English Language Arts.

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

Amount(s)	Source(s)
11774	Title I 5000-5999: Services And Other Operating Expenditures We are contracting with Sylvan to support intervention services for identified students in addition to those services provided by the District.

Strategy/Activity 9

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

All

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 10

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

All

Strategy/Activity

1.10 We will utilize our four TEC's to provide ongoing and personalized support with technology to teachers and staff as needed especially designed to support Distance Learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.11 We will provide funding through local grants, 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	None Specified None Specified

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.12 We will provide school library programming for students. Students can utilize the outside library to check out books weekly. The librarian will also attend class zooms to read stories to students and provide zoom library time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

1.13 We will compensate teacher leaders hourly for planning and delivering professional development, for serving on the Instructional Leadership Team, planning school wide events, as well as other tasks that present.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Teacher Hourly

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

1.14 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 recently adopted curriculum and resources as they become available.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	Centralized services to support programs at the school site

Strategy/Activity 15

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

Strategy/Activity

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

0	

Strategy/Activity 16

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

Strategy/Activity

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

	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have adjusted to Distance Learning this year and the plan reflects that adjustment. In planning for the 2020-2021 school year, at Monroe we are implementing strategies to support: 1) Professional development to teachers, staff, admin, parents, and students on distance learning in terms of organization, quality online practices, and embedding support structures, 2) Distribution of chromebooks, hotspots, and instructional materials, including school supplies and specialized materials by program, 3) comprehensive and clear Learning Management Systems our students and parents can track assignments and have clear notifications of asynchronous and synchronous work, 4) Outreach staff and systems to connect to families to ensure connectivity, engagement, and access to wrap around services, including afterschool care, 5) Maintenance of support services for English learners and Special Education to online spaces, 6) Access to mental health services and

referrals online, 7) Transfer of college and career readiness programs to virtual formats to ensure future preparedness for graduates during this difficult time, 8) Flexible meal service access for families with limited transportation, 9) Support lines, and office hours, learning sessions-for students and families who need support with distance learning, including technology, 10) Ongoing support and training during the entire duration of distance learning for teachers and support staff for technology and online platforms to ensure quality instruction.

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

There are no major differences.

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 contracted with local cultural artists instead of Soul Shoppe for this year. That change can be found in 1.6. We also used Sylvan to provide intervention support services to students instead of classroom teachers. That can be found in 1.8.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

All schools will create inclusive environments and more equitable outcomes for all students through actions and services that promote the development of our students' college and career readiness and positive personal development.

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.

Identified Need

Our need is to continue creating opportunities for growth in the whole child model connecting academic as well real world opportunities; to build well rounded, civically engaged, productive, citizens of the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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	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

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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

(virtual), guest speakers, assemblies, technology, enrichment and intervention, as well as general curriculum throughout the day. This year these experiences will be through zoom or drive through/ outside opportunities.

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

Amount(s)	Source(s)
0	District Funded community and business support and program coordinator and instructional coaching for PD and WBLs

Strategy/Activity 2

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

All

Strategy/Activity

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, Parent Facilitator Parent Trainings, Parent Teacher Organization, cultural activities, Parent/Teacher conferences, enrichment opportunities, summer opportunities, community opportunities, etc. These will all be virtual or drive through.
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 had a cantonese translator on site multiple days as well as on call, to support Cantonese speakers as we got everyone online for distance learning.

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

Amount(s)	Source(s)
5000	Base 4000-4999: Books And Supplies Funding for supplemental materials to support family engagements.
	Title I 5000-5999: Services And Other Operating Expenditures Funding for services and translations.

Strategy/Activity 3

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

All

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	District Funded Professional development, instructional coaching and contract services to support programs at the site.

Strategy/Activity 4

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

English Learners

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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 (virtual), family engagement events, and daily interactions with staff (modeling.) These opportunities will be virtual.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded contract services and professional development services provided by school and district staff .

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We are implementing the strategies/activities described to achieve this goal.

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

No budgeted expenditures changes. Strategies to address distance learning settings added.

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Community & Public Relations

LEA/LCAP Goal

Same as LCAP Goal

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.

Identified Need

Monroe identified that we must maintain a strong communication and connection to our families, students and staff at all times.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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	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.	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 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.	• 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 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	• 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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Supports and report findings from Student Survey.	Supports and report findings from Student Survey.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have implemented the strategies/activities to achieve the goal.

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

No major differences

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 major changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Safety, Health & Wellness

LEA/LCAP Goal

SLUSD will actively engage with families and the community at large to build reciprocal relationships that promote and support the positive social, emotional and academic development of our students

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.

Identified Need

Monroe will engage with families and the community through multiple ways.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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 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.	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.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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	• 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 groups by 0.3% to 1% over 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 groups by 0.3% to 1% over the previous year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

4.2 We will use site and District resources to provide translation services, both written and oral, to our school community as needed. Our parent facilitator provides consistent two way communication/translation and support to Spanish speaking families and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,519	Translation Budget 5000-5999: Services And Other Operating Expenditures Translation Services
5000	Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

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, 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site

Strategy/Activity 4

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

English Learners

Strategy/Activity

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.

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

Amount(s)	Source(s)
0	

Strategy/Activity 5

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

Strategy/Activity

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

0	

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Overall we implemented these strategies, virtually due to Distance Learning.

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

No major differences

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 major differences

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Facilities

LEA/LCAP Goal

SLUSD will effectively maintain and improve its facilities and technology infrastructure in order to provide an optimal learning environment for all students.

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. Due to being in Distance Learning, this will be done in order to welcome the community back to our school buildings when directed.

Identified Need

To provide Monroe a safe environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	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.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

5.1 We will work with families to continue to increase their access to technology through technology support and chromebooks for all students. We will also make the technology at our school accessible for families to use consistently through our parent facilitator, library program, and enrichment opportunities. We will provide hot spots to families who need it for connecting to the internet.
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..

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Centralized services to support programs at the school site
0	Centralized services to support programs at the school site
	Base 0000: Unrestricted

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We have implemented the strategies and activities to meet this goal. We do not have students and families on campus.

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

No major differences

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.

The only major change is that now our students have their chromebooks at home, and can access a hotspot if needed to connect to the internet. This is all due to Distance Learning.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$31774
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$50,139.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$31,774.00

Subtotal of additional federal funds included for this school: $31,774.00

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

State or Local Programs	Allocation ($)
	$0.00
Base	$16,846.00
District Funded	$0.00
None Specified	$0.00
Translation Budget	$1,519.00

Subtotal of state or local funds included for this school: $18,365.00

Total of federal, state, and/or local funds for this school: $50,139.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	31774	0.00
Base	16846	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Base	16,846.00
District Funded	0.00
None Specified	0.00
Title I	31,774.00
Translation Budget	1,519.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	5,000.00
4000-4999: Books And Supplies	16,846.00
5000-5999: Services And Other Operating Expenditures	23,293.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

4000-4999: Books And Supplies	Base	16,846.00
	District Funded	0.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	None Specified	0.00
	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	5,000.00
5000-5999: Services And Other Operating Expenditures	Title I	21,774.00
5000-5999: Services And Other Operating Expenditures	Translation Budget	1,519.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,620.00
Goal 2	5,000.00
Goal 3	0.00
Goal 4	6,519.00
Goal 5	0.00

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
Ludi Duenas	Parent or Community Member
Natasha Martinez	Parent or Community Member
Maria Cortez	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 12-1-20
	SSC Chairperson, Natasha Martinez on 12-1-20