School Year: **2021-2022**



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	May 20, 2021	

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)

X 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), 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 ELPAC, and CHKS surveys are administered once a year. The California Healthy Kids Survey collects data from staff, parents, and students regarding all aspects of the school experience. Students completed the CHKS survey in February, 2021. 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 (data from 2018-19)
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
This year SLUSD opted out of SBAC testing for ELA, Math, and Science due to Distance and Hybrid Learning. Instead we are using District Data from STAR Renaissance in ELA and Math as our primary academic data.

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. Teachers and staff use these assessments to do regular progress monitoring for students not scoring in the proficient range. Teachers share this information with parents and differentiate lessons for students based on the results.

CHKS
CHKS data from 2020-21, indicated that staff, parents, and students overwhelmingly 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 observations of instruction this year I noted that teachers effectively shifted from In Person teaching, and the Spring, 2020 Virtual Teaching, to more refined and thoughtful Virtual Teaching, and then Hybrid Instruction. Teachers became proficient in using the online platforms, and building their overall approach to creating continuity with synchronous and asynchronous instruction. In addition to academic instruction, teachers added additional strategies to increase student engagement, and social emotional support virtually and in the hybrid model. In April, small groups attended in person on some afternoons, at teacher discretion for additional small group support.

In April, 2021, all teachers effectively moved into the Hybrid Model, teaching students in the classroom In Person, as well as students in Virtual Learning, concurrently.

In August, 2021, all teachers will return to in person instruction If/as determined by SLUSD.

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)

This year State testing was suspended due to the Covid 19 pandemic, and we used District Assessments (STAR Renaissance) data for ELA and Math.

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 site 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 professional development needs of teachers to guide student learning.

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 local assessments and surveys, due to the suspension of State testing. This year we 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, along with survey data, attendance data, and school grades.

Analysis of the data reveal which 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 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 Project Based Learning, as well as all District Adopted programs. Next year we plan to have 11 sessions of site PD on equity and how that is actualized in our classrooms.

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 collaboration time to analyze data to inform instruction. Data that were analyzed include ELPAC and STAR Renaissance. The analysis of data-informed our professional development and the site level professional development.

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. Teachers do regularly work with District coaches throughout the school year.

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

Our collaboration time consists of professional development, grade level meetings, and whole staff meetings (professional development.) Additionally we have Instructional Leadership Team meetings, and support from District coaches.

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, English Language Development, 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 Monroe master schedule provides opportunities for intervention support.

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, ELD, 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 Learning Academy, enrichment programs, Sylvan Tutoring, ASES, Social-Emotional support through curriculum and counseling services, small group reading and math, and consistent Project Based Learning opportunities. We are also hosting a series of cultural artists to provide arts enrichment for our community.

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)

We have excellent family support through our Parent Facilitator, Family Engagement Meetings, DELAC, ELAC, SSC, Principal Chats, and 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, Coffee Chats

Funding

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

This year Monroe will use Title1 funds for enrichment, intervention, professional development, and extra library books.

Fiscal support (EPC)

Additional funding supports are provided through our site discretionary fund, district funding for enrichment and intervention, our donation fund, and San Leandro Education Fund.

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 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 collaborate on the the Single Plan for Student Achievement, including budgetary information. We held two Monroe LCAP sessions where the larger Monroe community gave input. The Monroe staff meets regularly and through our collaboration process gives feedback, suggestions, and works to implement the plan. The feedback processes and channels that have been established, greatly inform the planning for each upcoming school year. These efforts have built strong family-school-district partnerships as all stakeholders have had to work together with an unprecedented set of challenges, in order to support student learning and well being. As we move through the year we work to finalize the SPSA and approve it through Monroe Site Leadership, and through School Site Council, and finally the Board of Education.

Resource Inequities

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

Nor Applicable (not a CST, TSI or ATSI school)

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.26%	0.23%	%	1	1	
African American	11.22%	12.24%	9.9%	44	54	41
Asian	21.94%	22.68%	24.0%	86	100	99
Filipino	8.67%	8.16%	9.0%	34	36	37
Hispanic/Latino	39.29%	36.96%	36.3%	154	163	150
Pacific Islander	%	0.45%	0.2%		2	1
White	10.71%	9.75%	9.4%	42	43	39
Multiple/No Response	1.53%	7.71%	1.7%	6	8	7
			Total Enrollment	376	407	413

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	98	118	74
Grade 1	57	82	87
Grade 2	54	60	73
Grade3	54	55	62
Grade 4	59	67	52
Grade 5	70	59	65
Total Enrollment	392	441	413

Conclusions based on this data:

1. Our student enrollment decreased in Kindergarten, possibly due to the Covid 19 pandemic and our school year being Distance and Hybrid Learning.
2. Our enrollment grew in the middle grades. If that trend continues, we will need to focus energy and resources accordingly.
3. Our diversity of students is steady. We will need to continue to address specific needs of individual communities as well as continue to build community connections.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	115	135	114	29.3%	30.6%	27.6%
Fluent English Proficient (FEP)	43	52	48	11.0%	11.8%	11.6%
Reclassified Fluent English Proficient (RFEP)	10	18	15	8.8%	15.7%	11.1%

Conclusions based on this data:

1. Our numbers of English Learners have held steady for the past three years, with a small dip during the Distance/Hybrid year, 2020-21.
2. Our number of FEP students has been fairly consistent over the last three years.
3. In 2020-21 we reclassified 15 students. That was a decrease of three students from the previous year, but up five students from two years ago.

School and Student Performance Data

SBAC Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	53	55	62	52	47	54	50	47	54	98.1	85	87
Grade 4	58	67	54	54	57	41	56	57	41	93.1	85	76
Grade 5	64	59	66	62	49	57	59	49	56	96.9	83	85
All	175	181	182	168	153	151	165	153	151	96	84.3	82.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2421.	184	325	26.92	25	17	25.00	27	13	19.23	23	28	28.85	25	43
Grade 4	2447.	360	477	16.67	28	22	16.67	28	22	37.04	20	20	29.63	24	37
Grade 5	2496.	397	540	24.19	12	18	27.42	35	27	14.52	22	21	33.87	31	34
All Grades	N/A	N/A	N/A	22.62	21.7	19	23.21	30	20.1	23.21	21.7	23	30.95	26.7	38

**STAR Reading

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. We had a lower completion rate in 202-21 most likely due to Distance and Hybrid Learning.
2. We have a considerable number of students who are not meeting English Language Arts standards.
3. Students scoring below standard will need to be identified for targeted intervention.

School and Student Performance Data

SBAC Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	52	55	62	52	48	52	52	48	52	100	87	84
Grade 4	58	67	54	56	57	41	56	57	41	96.6	85	76
Grade 5	64	59	66	64	51	57	64	51	57	100	86	86
All	174	181	182	172	156	150	172	156	150	98.9	86	82

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21	18-19	**19-20	**20-21
Grade 3	2434.	434	550	25.00	32	13	30.77	27	21	21.15	21	19	23.08	21	46
Grade 4	2430.	562	628	7.14	9	7	21.43	26	22	25.00	31	34	46.43	34	37
Grade 5	2481.	610	698	15.63	8	9	21.88	12	14	21.88	33	33	40.63	47	44
All Grades	N/A	N/A	N/A	15.70	16.3	9.7	24.42	21.7	19	22.67	28.3	28.7	37.21	34	42.3

**STAR Math

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. Our completion rate is down possibly due to Distance and Hybrid Learning.
2. Many students are not meeting standards in the area of Math.
3. Students scoring below standard in math will need to be identified for targeted intervention.

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	
	18-19	*19-20	18-19	*19-20	18-19	*19-20	18-19	*19-20
Grade K	1449.0		1461.4		1419.6		26	
Grade 1	1414.3		1426.4		1401.8		23	
Grade 2	1483.3		1450.4		1515.6		12	
Grade 3	1469.6		1462.0		1476.8		14	
Grade 4	1515.4		1509.0		1521.1		14	
Grade 5	1433.4		1423.2		1443.1		17	
All Grades							106	

*OPTIONAL Summative ELPAC

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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	26.92		34.62		30.77		7.69		26	
1	0.00		30.43		26.09		43.48		23	
2	16.67		33.33		33.33		16.67		12	
3	14.29		28.57		21.43		35.71		14	
4	28.57		35.71		28.57		7.14		14	
5	11.76		11.76		11.76		64.71		17	
All Grades	16.04		29.25		25.47		29.25		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	
	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20	18-19	19-20
K	26.92		38.46	38.46	30.77		3.85		26	
1	4.35		34.78	34.78	30.43		30.43		23	
2	8.33		33.33	33.33	33.33		25.00		12	
3	28.57		14.29	14.29	21.43		35.71		14	
4	50.00		21.43	21.43	21.43		7.14		14	
5	17.65		17.65	17.65	11.76		52.94		17	
All Grades	21.70		28.30	28.30	25.47		24.53		106	

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

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

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

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

Conclusions based on this data:

1. ELPAC testing was highly impacted by the Covid 19 pandemic. 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. This data is two years old.
3. We have English Learners spread out over all grades, requiring a coordinated school wide effort of support. This data is two years old.

School and Student Performance Data

Student Population

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

2019-20 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.	

2019-20 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. This data is two years old.
2. We will need to address absenteeism, as we are in the orange for that category. This data is two years old.
3. We are in the blue for suspensions and we are proud of our work using alternatives to suspension for disciplinary issues. This data is two years old.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. This data is two years old.
2. Our two numerically significant subgroups were our Asian and our Hispanic students. Our Asians scored in the Blue while our Hispanics scored in the orange. This data is two years old.
3. We need to work as a school community to bring all subgroups up to blue (to join our Asian students.) This data is two years old.

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. This data is two years old.
2. Asian students are in the blue. This data is two years old.
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. This data is two years old.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. This data is two years old.
2. 48% maintained their EL level. This data is two years old.
3. 7% decreased a level. We need to look specifically at those students and problem solve the issues they are facing. This data is two years old.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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. This data is two years old.
2. Our African American and Asian students are in the yellow. Our Hispanic, Filipino, and White students are in the orange. This data is two years old.
3. Our EL and socioeconomically disadvantaged students are in the orange as well. This is an area that we need to work on. This data is two years old.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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 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. This data is two years old.
2. We did not suspend a single student. This data is two years old.
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. This data is two years old.

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

Engage, Educate, Empower

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

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for English Language Arts Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 10 pts below standard b. English Learners = 20 pts below standard c. Socioeconomically Disadvantaged = 21 pts below standard d. Students with Disabilities = 54 pts below standard e. Homeless = 77 pts below standard f. Foster Youth = no dashboard data g. African American = 58 pts below standard h. Hispanic/Latino = 43 pts below standard	Will improve Distance from Standard by: Overall + 8 pts English Learners + 15 pts Socioeconomically Disadvantaged + 10 Students with Disabilities + 15pts African American + 8 Hispanic/Latinx + 10

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard) Connected to LCFF Priority: 4, 7, and 8	Academic Indicator for Mathematics Student Performance based on Distance from Standard (from 2019 Dashboard) a. Overall = 31 pts below standard b. English Learners = 32 pts below standard c. Socioeconomically Disadvantaged = 44 pts below standard d. Students with Disabilities = 84 pts below standard e. Homeless = 77 pts below standard f. Foster Youth = no dashboard data g. African American = 71 pts below standard h. Hispanic/Latino = 68 pts below standard	Will improve Distance from Standard by: Overall + 10 pts English Learners + 10 pts Socioeconomically Disadvantaged + 12 Students with Disabilities + 15pts African American + 22 Hispanic/Latinx + 12
CAST Scores Connected to LCFF Priority: 4, 7, and 8	CAST Scores = Percent of students who met or exceeded standards a. Overall = 31.3% b. English Learners = 0% c. Socioeconomically Disadvantaged = 27.5% d. Hispanic/Latino = 11.5%	Will increase percent of students who met or exceed standards by: Overall 4% English Learners 4% Socioeconomically Disadvantaged 4% Hispanic/Latinx 4%
STAR Math Proficiency Rate (1-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 1st Grade: 45% 2nd Grade: 25% 3rd Grade: 34% 4th Grade: 29% 5th Grade: 23%	Increase percentage of students who are proficient by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Reading Proficiency Rate (2-12): Percent of students who met or exceeded standard based on State Benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of Students who met or exceeded standards based on state benchmark: 2nd Grade: 38% 3rd Grade: 30% 4th Grade: 44% 5th Grade: 45%	Increase percentage of students who are proficient by 10%.
STAR Early Literacy (K-1): Percent of students at or above district benchmark Connected to LCFF Priority: 4, 7, and 8	2020-2021 Percent of students at or above district benchmark At/Above Kinder Benchmark = 83.3% At/Above 1st Grade Benchmark = 64.8%	Increase percentage of students who are proficient by 10%.
Attendance Rate Connected to LCFF Priority: 5	SLUSD 2019-2020 Attendance Rate a. All Students = 95.5% b. English Learners = 96% c. Student with Disabilities = 94.7% d. Homeless = 92% (Local Data)	Increase attendance rate overall and for all sub groups y 3%.
[MIISS] Percent of students being referred to Tier 2 Intervention, as logged in AERIES Connected to LCFF Priority: 4, 6, and 8	Percent of students referred to intervention 2020 - 2021 Total Number of Referrals = 98	Reduce the number of intervention referrals by 10%.
Appropriately Assigned Teachers Connected to LCFF Priority: 1	For SY 2020-2021 100% of SLUSD teachers are appropriately assigned	100% of SLUSD teachers are appropriately assigned.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Access to Standards-aligned instructional materials Connected to LCFF Priority: 1	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant	All SLUSD students have access to standards-aligned instructional materials. 100% William Compliant

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. Effective & Meaningful Teaching and Learning

a. Deliver comprehensive, standards-based TK-12 science and history-social science education through newly adopted board curriculum and the development of corresponding assessments and projects.
b. Engage students in daily cross-curricular instruction using Project-Based Learning methods, arts integration, and social justice standards to address real-world, relevant issues and themes.
c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities.
d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development opportunities throughout the instructional day that intentionally develops our English Language Learners' multilingual success.

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	Unrestricted 4000-4999: Books And Supplies We will provide supplies to support daily instruction, as well as supplement needs for science, history-social science, Project Based Learning, math support, and other items related to providing a rich and engaging school experience.
7500	Title I

	1000-1999: Certificated Personnel Salaries We will hire an Interdisciplinary Garden Para to work with students and teachers with an emphasis on English Learners and students who need extra support and connection.
10000	Title I 4000-4999: Books And Supplies We will purchase "Take Home Books" for teachers and students. Teachers will supplement ELA curriculum for reading instruction using the "consumable" leveled books and novels, and then give the books to students to read and enjoy at home.
5248	Title I 4000-4999: Books And Supplies We will purchase library books with an emphasis on underrepresented cultures at our school including a diverse group of Asian cultures and Middle Eastern cultures.
10000	Supplemental and Concentration" We will contract with Cultural Connections: Programming providing school wide interactive performances with artists representing diverse cultures and arts backgrounds including, music, dance, storytelling, theater, etc.
	District Funded Each teacher will facilitate two Projects per year (minimum) and receive training/support on Project Based Learning as needed. Projects will be funded by SLED as well as Site Materials Budget. Training/support is provided by the District coaches, site administrator, and colleagues, as detailed in the professional development plan.
	District Funded Each teacher will utilize District curriculum and District coaches to support high quality English Language Arts, English Language Development, Math, Science, and Social Science/History instruction.
	District Funded Each teacher/student will utilize our school library regularly, staffed by our Library Media Specialist.

	District Funded We will provide information, access, and encourage teachers and staff to participate in the District work on the Social Justice Standards and the Ethnic Studies Curriculum.
	District Funded We will support all fifth grade students to participate in Outdoor Education and Instrumental Music as part of their integrated, overall fifth grade curriculum.

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. Effective & Meaningful Teaching and Learning

a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices.
b. Explore and expand alternative education and expanded learning opportunities for students TK-12 to support both intervention, enrichment, and multimodal ways of teaching and learning.
c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-12 students.
d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter-school programs.
e. Build educators' capacity to support students by using anti-racist and culturally linguistically responsive practices, arts-integrated methodology, and Universal Design for 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)
7500	Title I We will provide a robust Program of Professional Development for teachers focused on Equity. This will include a total of 12 sessions with two leaders in the area of educational equity.
5000	Supplemental and Concentration"

	We will use teacher hourly to provide after school intervention to complement the work of in class during the day interventions, Intervention Teachers, and Sylvan suppport, provided by the District.
	District Funded We will collaborate with site based District Intervention Teachers to provide additional assessment/progress monitoring, and support for students who require targeted intervention.
	District Funded Teachers and staff will participate in District initiatives and professional development in the areas of assessment and collaborative transitions, arts integration, culturally linguistic responsive practices, and Universal Design for Learning.

Strategy/Activity 3

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.

Amount(s) Source(s)

Strategy/Activity 4

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

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.

Amount(s) Source(s)

Strategy/Activity 5

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

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.

Amount(s) Source(s)

Strategy/Activity 6

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

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.

Amount(s) Source(s)

Strategy/Activity 7

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.

Amount(s) Source(s)

Strategy/Activity 8

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

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 in this goal. This is the first year of 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.

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.

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

Equity and Inclusion through College and Career Readiness

LEA/LCAP Goal

Comprehensive, adaptive, and productive TK-12 career and college programming, with work-based learning and post-secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Goal 2

Monroe will strive to provide comprehensive, adaptive, and productive TK-5 career and college programming, with work based learning and post secondary opportunities, robust mentoring, aligned with the SLUSD Graduate Profile.

Identified Need

Monroe needs to continue creating opportunities for growth of the whole child; to nourish well rounded, culturally competent, civically engaged, productive, citizens of the community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Broad Course of Study	Monroe Elementary school offers courses described in Education Code 51210 and 51220 to all students	
English Learner Reclassification Connected to LCFF Priority: 2, 4, and 7	Reclassification Rate for SY 2020-21 is 11.1%.	Increase the overall reclassification rate to 15%.
English Learning Progress Indicator as reported on the CA School Dashboard Connected to LCFF Priority: 2, 4, and 7	Percentage of current English Learners making progress towards English language proficiency or maintaining the highest level for SY 2018-2019: 45% of (Most Recent Data from 2020 California Dashboard)	This data is two years old. We want to increase the number of English Learners who make progress towards English language proficiency by 10%.

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. Centering Ethical and Cultural Leadership

a. Foster civic engagement and leadership through community partnerships, work-based learning, and implementation of State Seal of Civic Engagement program and Ethnic Studies Model Curriculum.
b. Develop and apply critical media and information literacies at school and in the community.
c. Cultivate career, college, and lifelong goal achievement by strengthening mentoring, academic counseling, career & college counseling, community partnerships, and local and national programming access.

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)
320	Supplemental and Concentration" We are planning a college and career series of events organized by site leaders. We will provide gifts/Incentives for participants in College/Career presentations to students.
0	We will build civic engagement and community partnerships through Project Based Learning projects.
0	We will cultivate career and college readiness, and goal achievement, through Project Based Learning projects as well as field trips in the community and guest speakers.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

2.2. Fostering Multilingualism

a. Expand initiatives and efforts that prioritize multilingualism and raise multilingual student achievement across all content areas, including expansion and maintenance of Dual Language Immersion programs, world language programs, and access to the state Seal of Biliteracy.
b. Systematize structured supports that address the needs of long-term English learners and newcomer 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 We will utilize our site based English Learner Support para educator to build English Language Arts skills and support bilingual students.
0	District Funded We will provide translation consistently to engage all families. We will have a Chinese translator on site for the first week of the school year to help families as needed.
0	We will provide extra intervention for English Learners as needed, as part of our site intervention program.

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 Healthy Minds and Bodies

a. Develop self and social awareness for collaborative solutions to community issues that impact students' day-to-day lives.
b Implement an integrated teaching model that embeds social-emotional learning competencies across the content areas.

c. Utilize an assest-based multi-tiered intervention and post-intervention framework for ongoing student mental health and wellness, emphasizing anti-racist, trauma-informed care, healing-centered engagement, and restorative practices to reduce disparities in discipline and better respond to students' needs.

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

Amount(s)	Source(s)
10000	Supplemental and Concentration" Continue our long term ongoing relationship with Soul Shoppe to provide K-5 specific grade level programming in the area of social emotional support and education; including interpersonal, anti racist, trauma informed, peaceful, problem solving and relationship/friendship/ally building skills.
6384	Unrestricted Cultural celebrations that support students and the community to learn about, embrace, and celebrate their culture and the cultures of others.
0	District Funded Utilize the mindfulness program, Inner Explorer, provided by the District, daily in every classroom.
0	District Funded Use the Toolbox curriculum school wide as part of our Positive Behavior Intervention and Support program.
0	Provide professional development and resources on Positive Behavior, Intervention, and Support through site level professional development. Continue the PBIS program school wide.
0	We will provide training and support, utilizing the MIIS Maps provided by the District.
0	District Funded

	Provide training and (re) familiarize staff with COST process, and role of COST coordinator.
0	District Funded We will provide mental health support as needed for school community members (students, staff, families.)

Strategy/Activity 4

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.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

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 in this goal. This is the first year of 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 budgeted expenditures changes.

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

Equity-Centered Effective Employee Engagement

LEA/LCAP Goal

All staff and district partners meaningfully collaborate and remain fully engaged around our student learning goals to provide outstanding educational experiences to all students.

Goal 3

All Monroe staff and our partners will effectively and meaningfully collaborate and remain fully engaged around our student learning goals in order to provide outstanding educational experiences to all students.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Completion of SLUSD modules on safety and safe, inclusive school environments Connected to LCFF State Priority: 1 and 6	Inventory current modules and align to strategic plan goals	
Log attendance rate to employee onboarding events, career lattice, and additional professional development opportunities Connected to LCFF State Priority: 1 and 6	Inventory current participation rates	
Log attendance at cultural competency training Connected to LCFF State Priority: 1 and 6	Use implementation rate for year 1 to establish baseline	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess and increase staff diversity by disaggregating current staff diversity in line with current student demographics Connected to LCFF State Priority: 1 and 6	School Staff Demographics African American/Black = 9% Asian = 14% Filipino = 5% Hispanic = 18%	

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

3.1. Employee Relations

a. Cultivate support for employees with the goal of delivering gold standard customer service
b. Improve fiscal processes and planning to maximize funds, staff and other resources for equity and excellence
c. Celebrate staff contributions to the District
d. Attend to employee safety and wellness in the workplace and awareness about resources in the district and community

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	We will support teachers and staff through regular recognition of their efforts to serve our community.
0	District Funded We will provide access to District resources to support teacher and staff mental and physical health.

0	District Funded We will respond in a timely and effective manner to support staff in the area of wellness as needed, and provide available District resources.

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

3.2. Talented and Diverse Workforce

a. Attract, hire and retain the best employees in the District to meet district-wide goals for cultural competency
b. Develop the skills for all employees through professional development and create pathways for professional advancement within the organization
c. Recruit teachers and administrators that reflect the diversity of our students
d. Engage staff with ongoing training to create school environments that support all students, staff, & families to thrive regardless of race, ethnicity, religion, gender, LGBTQ+ identities, or abilities.

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 We will hire the best teachers and staff to meet the needs of all students, with an emphasis on hiring staff that reflect the diversity of our students.
0	We will support and encourage teachers and staff as they advance in the organization.
0	District Funded We will provide information and access to training and resources to create school environments that support all students and families.

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 Cohesive Collaboration

a. Implement compelling teacher collaboration practices within and across schools to foster cycles of inquiry and expand the sharing and alignment of professional expertise in the service of continuous improvement and success for all learners.

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 We will participate in all District initiatives to encourage and facilitate collaboration across sites and across school levels to support students and families.

Annual Review

SPSA Year Reviewed: 2020-21

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 in this goal. This is the first year of 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 budgeted expenditure changes.

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

Valuing Diversity, Equity, and Inclusion with Families and Communities

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 and strengthen reciprocal relationships that promote and support the positive social, emotional, and academic development of our students.

Identified Need

Monroe has a very diverse community. We will engage with families and the community in multiple ways that are specific and authentic, building on meaningful partnerships and connections.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rubric for standardized expectations for parent engagement Connected to LCFF State Priority: 3	Establish district audit to inform rubric design	
District Events and Translation Log Zoom interpretation channel log Employee Bilingual Stipend Application Acceptance Rate Connected to LCFF State Priority: 3	Inventory translation services at district events	Translate all events and notices
Parent participation evaluations for District Event Attendance at Town Halls Provide and participate in various engagement forums that provide feedback	Provide multilingual forums regarding key district initiatives to promote ongoing cycles of feedback. Participate in site-based community engagement	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Connected to LCFF State Priority: 3	events to increase accessibility and collaboration	
SLUSD annually conduct the California Healthy Kids Parent Survey Completion Connected to LCFF State Priority: 3	CHKS 2021 Number of Completed California Healthy Kids Parent Survey 2020-2021 = 136 Completed Parent Survey	We would like to raise this number to reflect 10% increase in survey completion.
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority: 3, 4, and 6	CHKS 2021 Percent of parents/guardians who strongly agree and agree that in SLUSD: • Parents feel welcome to participate at this school. = 87% • Promotes academic success for all students = 91% • A safe place for their children = 94%	We would like to raise these numbers by 10% or up to 100%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

4.1. Analyze, Audit, and Respond to Parent Needs

a. Systematize parent engagement analysis at the district and site level to respond to student needs at home and prepare for post-secondary college and career choices.
b. Deliver outstanding, consistent translation services to our multilingual community.
c. Provide and participate in various engagement forums that provide feedback.

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 We will support and empower our full time Parent Facilitator as she supports and serves the school community.
0	District Funded We will provide translation for all school engagement events and notifications.
0	District Funded We will provide a series of parent workshops to build leadership, success, and family voice.

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. Connecting Schools and Community Engagement

a. Foster partnerships with families, local industries, public agencies, public foundations, and our city to maximize resources to support all students.
b. Build family leadership capacity and ensure a high standard of family engagement.
c. Provide informative, responsive school websites and communication.
d. Evaluate, analyze best practices for gender-neutral and inclusiveness in language, policies.

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 We will translate all School related events and notices.
0	District Funded

	We will utilize Parent Square to consistently and effectively encourage two way communication with families.
0	District Funded We will work collaboratively to foster partnerships with families and build leadership capacity through ongoing parent engagement opportunities, both topic based and open ended.
0	We will host college and career event/s to strengthen community involvement and prepare our students for college and career.

Annual Review

SPSA Year Reviewed: 2020-21

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 in this goal. This is the first year of 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 budgeted expenditure changes.

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

Environmental and Technological Equity

LEA/LCAP Goal

SLUSD will improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

Goal 5

Monroe school staff will continue to improve and maintain facilities and technology infrastructure to provide optimal learning environments for all students.

Identified Need

To provide the Monroe community a safe, inviting, and technologically friendly learning environment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1:1 Device per student Connected to LCFF State Priority: 1	100% 1:1 Device per student	
On-campus bandwidth per student Connected to LCFF State Priority 1	100% on-campus bandwidth minimum 1 megabits per student	
Technology support Connected to LCFF State Priority 1	Average ticket response within 60 hours and average resolution within 15 days.	
Maintenance work order system Connected to LCFF State Priority: 1	Maintenance staff will conduct review of outstanding work order status	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Inventory of current district vehicle fleet Connected to LCFF State Priority: 1	District vehicle fleet will be working properly, pass all required smog tests, and will conduct vehicle fleet inventory to assess the current fleet.	
SLUSD uses the CHKS to gather parents/guardians input Connected to LCFF State Priority 1 and 3	Percent of parents/guardians who strongly agree and agree that: SLUSD school have clean and well-maintained facilities/properties = 93%	
School Facilities Condition Connected to LCFF State Priority: 1	According SARCs submitted on February 2021, 100% of SLUSD schools are either good or exemplary condition	

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. District Bond Improvements

a. Implement the following Measure N bond projects successfully: New high school gymnasium, new continuation high school campus, new entryways, new field, and new middle school modular buildings.
b. Initiate planning for additional bond projects, including classroom and field renovations.

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

Amount(s)	Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

5.2. Strategic Maintenance

a. Continue to maintain our facilities for future generations of students.
b. Maintain our state of the art technology infrastructure.

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	We will support our staff including our custodial staff to keep the school clean and functioning well to serve our community.

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

5.3. Reducing District Impact on Climate Change

a. Install and maintain energy-efficient infrastructure and utilize green building methods to reduce district impact on climate change.
b. Maintain focus on the energy efficiency of district buildings and reducing total CO2 emissions.

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	

	We will support our Adult Green Team to move us to forward with green initiatives such as reducing plastic, composting and recycling, and gardening. (No funding required.)

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

5.4. Access to Internet and Technology

a. Sustain the availability of personalized learning devices for students by enacting a regular cycle of review and replacement to ensure access to modern technology.
b. Facilitate safe and secure opportunities for all students to have consistent access to the internet and software resources needed to develop 21st-century skills, whether learning on or off-campus.
c. Empower the entire SLUSD community's use of technology by creating a resilient, safe, and secure high-speed network environment.
d. Create training opportunities and resources to ensure all staff and students can efficiently and fluently utilize adopted technology platforms.

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 We will support our Technology Educational Consultants (TEC's) to continue to provide timely support to teachers and staff in the area of technology.
0	District Funded We will continue to provide support with technology, along with software and hardware to our teachers, staff, and students in the area of personal devices, hot spots, and online learning platforms to encourage blended learning and the home/school connection.

Annual Review

SPSA Year Reviewed: 2020-21

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 in this goal. This is the first year of 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 budgeted expenditure changes.

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 our students now have chromebooks at home, and can access a hotspot if needed to connect to the internet. This is 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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$71,952.00

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	$30,248.00

Subtotal of additional federal funds included for this school: $30,248.00

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
District Funded	$0.00
Supplemental and Concentration"	$25,320.00
Unrestricted	$16,384.00

Subtotal of state or local funds included for this school: $41,704.00

Total of federal, state, and/or local funds for this school: $71,952.00

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	30248	0.00
Base	16384	16,384.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
Supplemental and Concentration"	25,320.00
Title I	30,248.00
Unrestricted	16,384.00

Expenditures by Budget Reference

Budget Reference	Amount
	22,820.00
1000-1999: Certificated Personnel Salaries	7,500.00
4000-4999: Books And Supplies	25,248.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
	District Funded	0.00
	District Funded	0.00
	Supplemental and Concentration"	10,000.00

	Supplemental and Concentration"	15,320.00
	Title I	7,500.00
1000-1999: Certificated Personnel Salaries	Title I	7,500.00
4000-4999: Books And Supplies	Title I	15,248.00
	Unrestricted	6,384.00
4000-4999: Books And Supplies	Unrestricted	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,248.00
Goal 2	16,704.00
Goal 3	0.00
Goal 4	0.00
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 5-20-21.

Attested:

	Principal, Jeannette McNeil on 6/21/21
	SSC Chairperson, Natasha Martinez on 6/21/21