School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Middle School	15-73742-6009617	12/13/2019	January 16, 2020

Purpose and Description

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

Additional Targeted Support and Improvement

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.

District goals were revised to align with the Eight State Priorities. The district goals were adopted as the LCAP goals and were validated through the stakeholder engagement process. The LCAP goals become each school site's School Plan for Student Achievement goals. This allows the district, school sites, and various stakeholder groups (Parent Advisory Committee, DELACs, ELACs, School Site Councils, etc.) to work towards meeting the same goals and addressing the same priorities as identified in the Dashboard. Sierra Sands will align the use of federal funds with activities funded by state and local funds and across federal grant programs based on district and site needs identified through data analysis.

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

The principal holds regular meetings with staff, School Site Council, Parent Teacher Organization and English Learner Advisory Committee. The principal consults with staff and parents/guardians throughout the school year through meetings and communications. Progress toward SPSA goals is reported and input is received regarding goals, strategies, and actions to best support student needs and address achievement gaps. See meeting dates and content below:

August 7, 2019 Staff Meeting continued monthly on the first Wednesday of each month at 2:30 pm

August 28, 2019 Department Chair Meeting continued monthly on the last Wednesday of each month at 2:30 pm

September 4, 2019, PTSO Meeting, Continued monthly with extra subcommittee meetings for specific activities

September 26, 2019 SSC Training Meeting and continued SSC meetings every 2 months December, Feb, and April

October 21, 2019 ELAC Meeting and a second-semester meeting March 2020

November 1st Awards Assembly and one each quarter until promotion on May 28

January Parent night and art exhibit and a second one on open house April 21

Resource Inequities

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

Based upon the required needs assessment, no resource inequities have been identified. The district equitably allocates resources and funding based on per pupil calculations.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
American Indian	2.0%	0.84%	1.24%	10	4	6
African American	7.5%	5.43%	5.57%	38	26	27
Asian	1.0%	0.84%	1.03%	5	4	5
Filipino	2.2%	2.51%	2.47%	11	12	12
Hispanic/Latino	28.2%	28.60%	31.75%	143	137	154
Pacific Islander	1.0%	0.84%	1.03%	5	4	5
White	55.7%	57.20%	52.99%	283	274	257
Multiple/No Response	%	%	%			
			Total Enrollment	508	479	485

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	16-17	**17-18**	**18-19**
Grade 6	152	151	170
Grade 7	182	139	155
Grade 8	167	182	151
Grade 9	3	2	4
Grade 10	1	3	2
Grade 11	3		2
Grade 12		2	1
Total Enrollment	508	479	485

Conclusions based on this data:

1. No substantial demographic changes over the course of 3 years

2. General enrollment increased by 5% due to closure of the 7/8th classes in the local charter school

3. Slight increase in Hispanic enrollment and decrease in White enrollment from 17-18 to 18-19

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	31	23	29	6.1%	4.8%	6.0%
Fluent English Proficient (FEP)	41	26	27	8.1%	5.4%	5.6%
Reclassified Fluent English Proficient (RFEP)	4	5	3	12.5%	16.1%	13.0%

Conclusions based on this data:

1. There was a precipitous drop in EL percentage in the 17/18 school year, likely due to a bubble in 8th grade going to the high school.

2. Fewer students were reclassified in the 18-19 school year compared to 17-18.

3. Fewer students are entering middle school FEP when compared to 16-17 enrollment.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	153	150	165	152	150	162	152	150	163	99.3	100	98.2
Grade 7	184	145	149	182	143	146	182	143	147	98.9	98.6	98
Grade 8	166	177	147	165	174	145	165	174	145	99.4	98.3	98.6
All Grades	503	472	461	499	467	453	499	467	455	99.2	98.9	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2503.	2492.	2495.	12.50	7.33	6.79	26.97	26.67	29.63	30.26	28.67	32.10	30.26	37.33	31.48
Grade 7	2490.	2492.	2506.	6.04	2.80	10.27	24.18	31.47	25.34	21.43	21.68	23.97	48.35	44.06	40.41
Grade 8	2542.	2510.	2521.	10.91	8.62	9.66	33.33	22.99	32.41	24.24	26.44	18.62	31.52	41.95	39.31
All Grades	N/A	N/A	N/A	9.62	6.42	8.83	28.06	26.77	29.14	25.05	25.70	25.17	37.27	41.11	36.87

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 6	17.11	16.00	12.35	50.00	39.33	45.06	32.89	44.67	42.59
Grade 7	14.92	11.89	17.12	35.91	37.76	40.41	49.17	50.35	42.47
Grade 8	22.42	16.09	20.69	41.82	37.93	38.62	35.76	45.98	40.69
All Grades	18.07	14.78	16.56	42.17	38.33	41.50	39.76	46.90	41.94

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 6	15.79	14.67	12.96	45.39	40.00	55.56	38.82	45.33	31.48
Grade 7	12.71	12.59	15.07	40.88	47.55	43.15	46.41	39.86	41.78
Grade 8	23.03	17.82	15.17	43.03	33.91	44.83	33.94	48.28	40.00
All Grades	17.07	15.20	14.35	42.97	40.04	48.12	39.96	44.75	37.53

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 6	13.82	12.00	8.02	67.11	62.00	68.52	19.08	26.00	23.46
Grade 7	8.29	5.59	7.53	56.91	60.14	67.81	34.81	34.27	24.66
Grade 8	11.52	11.49	11.03	65.45	57.47	60.69	23.03	31.03	28.28
All Grades	11.04	9.85	8.83	62.85	59.74	65.78	26.10	30.41	25.39

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 6	21.05	12.67	12.35	50.00	54.00	58.64	28.95	33.33	29.01
Grade 7	14.92	13.99	15.75	39.23	46.15	41.78	45.86	39.86	42.47
Grade 8	20.61	17.24	17.93	48.48	42.53	40.69	30.91	40.23	41.38
All Grades	18.67	14.78	15.23	45.58	47.32	47.46	35.74	37.90	37.31

Conclusions based on this data:

1. Generally there was a dip in upper-level achievement across all areas of the reading standard in the 17/18 school year and a slight increase in the 18/19 school year.

2. Targeted interventions for EL, SED, and SWD will be implemented to address those student groups performing significantly lower on CAASPP, especially in reading and writing.

3. Research and inquiry skills based intervention could be utilized to improve reading and writing skills especially for EL, SED, and SWD.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	152	150	165	152	150	163	152	150	163	100	100	98.8
Grade 7	184	145	150	181	143	149	181	143	149	98.4	98.6	99.3
Grade 8	166	178	147	165	175	144	165	175	144	99.4	98.3	98
All Grades	502	473	462	498	468	456	498	468	456	99.2	98.9	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2489.	2488.	2483.	9.21	6.67	7.98	18.42	18.00	15.95	37.50	34.67	29.45	34.87	40.67	46.63
Grade 7	2474.	2482.	2480.	4.42	4.20	6.04	14.92	16.78	16.11	29.28	29.37	27.52	51.38	49.65	50.34
Grade 8	2485.	2466.	2474.	9.09	5.71	6.25	9.09	8.57	8.33	19.39	23.43	26.39	62.42	62.29	59.03
All Grades	N/A	N/A	N/A	7.43	5.56	6.80	14.06	14.10	13.60	28.51	28.85	27.85	50.00	51.50	51.75

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 6	14.47	13.33	11.66	36.84	38.00	32.52	48.68	48.67	55.83
Grade 7	12.15	10.49	9.46	24.86	32.17	27.03	62.98	57.34	63.51
Grade 8	11.52	5.71	7.64	24.24	24.57	22.22	64.24	69.71	70.14
All Grades	12.65	9.62	9.67	28.31	31.20	27.47	59.04	59.19	62.86

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 6	11.18	6.00	5.52	42.76	48.00	46.63	46.05	46.00	47.85
Grade 7	6.63	8.39	8.72	40.33	41.96	40.27	53.04	49.65	51.01
Grade 8	10.30	8.00	8.33	32.12	44.57	34.72	57.58	47.43	56.94
All Grades	9.24	7.48	7.46	38.35	44.87	40.79	52.41	47.65	51.75

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 6	15.13	10.00	11.66	44.74	41.33	46.01	40.13	48.67	42.33
Grade 7	7.18	6.99	8.72	46.41	55.94	46.98	46.41	37.06	44.30
Grade 8	6.67	4.57	6.94	37.58	38.86	45.14	55.76	56.57	47.92
All Grades	9.44	7.05	9.21	42.97	44.87	46.05	47.59	48.08	44.74

Conclusions based on this data:

1. In most math there was a slight dip from at/near standard into the below standard from the 17/18 school year into the 18/19 school year.

2. Targeted math interventions will be implemented for EL, SED, SWD, and Hispanic students since they performed significantly lower on CAASPP.

3. Interventions utilizing the application of concepts and procedures would assist students, especially EL, SED, SWD, and Hispanic students with mastering standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	**Overall**		**Oral Language**		**Written Language**		**Number of Students Tested**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	*	1555.1	*	1580.4	*	1529.4	*	14
Grade 7	*	1528.3	*	1537.6	*	1518.6	*	11
Grade 8	*	*	*	*	*	*	*	5
All Grades							23	30

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	50.00	*	35.71	*	7.14		7.14	*	14
7	*	9.09	*	36.36	*	54.55	*	0.00	*	11
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	26.67	52.17	40.00	*	26.67	*	6.67	23	30

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	71.43	*	21.43	*	0.00		7.14	*	14
7	*	27.27	*	72.73	*	0.00		0.00	*	11
8	*	*	*	*	*	*	*	*	*	*
All Grades	52.17	43.33	*	50.00	*	3.33	*	3.33	23	30

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	**Level 4**		**Level 3**		**Level 2**		**Level 1**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	21.43	*	28.57	*	35.71	*	14.29	*	14
7	*	0.00	*	18.18	*	36.36	*	45.45	*	11
8		*	*	*	*	*	*	*	*	*
All Grades	*	10.00	*	23.33	*	36.67	*	30.00	23	30

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	35.71	*	35.71	*	28.57	*	14
7	*	0.00	*	63.64	*	36.36	*	11
8	*	*	*	*	*	*	*	*
All Grades	*	16.67	52.17	50.00	*	33.33	23	30

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	92.86	*	0.00		7.14	*	14
7	*	100.00		0.00		0.00	*	11
All Grades	91.30	90.00	*	6.67		3.33	23	30

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*	7.14	*	57.14	*	35.71	*	14
7	*	9.09	*	18.18	*	72.73	*	11
All Grades	*	6.67	*	36.67	69.57	56.67	23	30

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		35.71	*	57.14		7.14	*	14
7		0.00	*	90.91		9.09	*	11
8	*	*	*	*	*	*	*	*
All Grades	*	16.67	86.96	73.33	*	10.00	23	30

Conclusions based on this data:

1. Targeted interventions should be implemented for students in the "somewhat/moderately developed" performance level so they can improve one level to "well-developed" before exiting middle school.

2. Reading should be an area of focus since 72.72% of 7th grade students and 35.71% of 6th grade students are at a beginning level

3. Written language should be an area of focus for interventions because most students are scoring at a Level 1, 2, or 3.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
485	**73.8**	**6.0**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	29	6.0
Foster Youth	1	0.2
Socioeconomically Disadvantaged	358	73.8
Students with Disabilities	72	14.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	27	5.6
American Indian	6	1.2
Asian	5	1.0
Filipino	12	2.5
Hispanic	154	31.8
Two or More Races	19	3.9
Pacific Islander	5	1.0
White	257	53.0

Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.

2. English learners will be monitored and provided support to ensure re-designation in each grade level.

3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. All student groups are struggling with achievement in Math especially EL, SED, SWD, Hispanic, and white.

2. All student groups are struggling with achievement in ELA especially EL and SWD.

3. Suspension rates are high for all students but especially SWD, African American, and white.
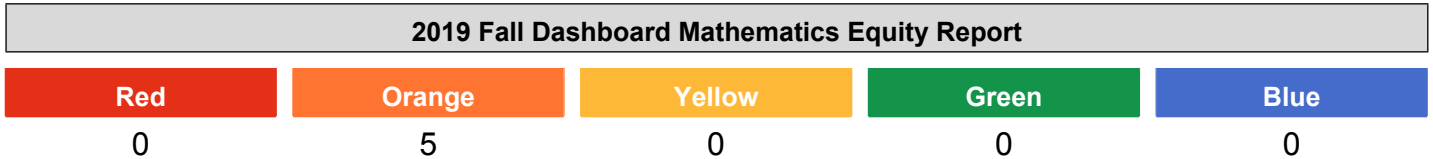
School and Student Performance Data

Academic Performance
English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	3	0	0

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

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

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
39.8 points below standard	85.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++8.2 points	Increased Significantly ++40.7 points	2
440	43	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
	55.4 points below standard	119.1 points below standard
	Increased Significantly ++15.6 points	Increased Significantly ++32.4 points
	323	57

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
89.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	18.3 points below standard
Increased ++13.5 points			Declined -5 points
	6	4	
23			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
56.8 points below standard	64.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	25.4 points below standard
Increased ++12.9 points	Increased ++9.6 points		Increased ++8.3 points
		5	
141	18		231

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**
114 points below standard	46.2 points below standard	35.5 points below standard
Increased Significantly ++50.4 points	Increased Significantly ++37 points	Increased ++8.1 points
25	18	389

Conclusions based on this data:

1. Significant increases in performance for EL students. Targeted interventions for EL will continue to address their unique needs.

2. Significant increases in performance for students with disabilities. Additional supports will be provided to scaffold lessons so students can access curriculum.

3. Increases for Hispanic and African-American student groups are evident. Intervention will be provided for those students who are not meeting standards.

School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	5	0	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
85.8 points below standard	121.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++3.6 points	Increased Significantly ++29.5 points	2
439	43	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Orange	Orange
	101.2 points below standard	169.3 points below standard
	Increased ++9.1 points	Increased Significantly ++24.9 points
	322	56

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
154.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	60.1 points below standard
Maintained -0.4 points	6	4	Declined -7.8 points
23			12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
98.5 points below standard	97.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy	72.8 points below standard
Increased Significantly ++17.6 points	Increased Significantly ++20.5 points	5	Maintained -1.7 points
141	18		230

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**
145.4 points below standard	88.8 points below standard	81.8 points below standard
Increased Significantly ++28.1 points	Increased Significantly ++37.2 points	Increased ++3.1 points
25	18	388

Conclusions based on this data:

1. Significant increases for EL students are evident. Targeted interventions will be offered for students not meeting standards. Designated and integrated EL instruction will be provided.

2. Significant increases for students with disabilities were observed, so additional scaffolded supports will be added for students so they can access the curriculum.

3. Hispanic students increased significantly for two years running. Additional learning opportunities will be added to give students repeated exposure to math concepts.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50 making progress towards English language proficiency
Number of EL Students: 26
Performance Level: Medium
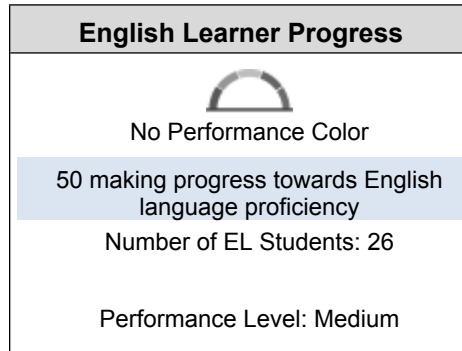
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
4	9	2	11

Conclusions based on this data:

1. Significant improvements with only 15% of students decreasing a level

2. 42% of EL students increased one level.

3. Designated and integrated EL instruction will be provided to assist students in the reclassification process before they go to high school.

School and Student Performance Data

Academic Performance
College/Career

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 College/Career Equity Report

Red	Orange	Yellow	Green	Blue
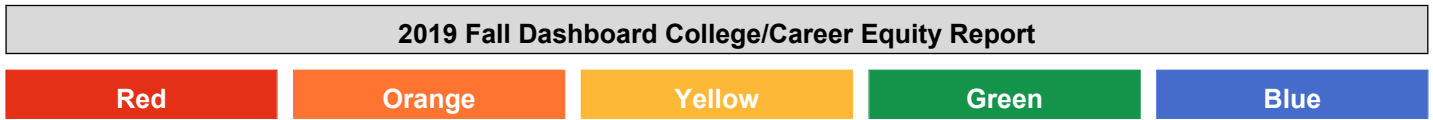
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	2	1	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**
Yellow	No Performance Color	No Performance Color
10.9	9.7	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -4.1	Declined -5.7	3
495	31	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	13.5	22.5
1	Declined Significantly -7	Declined -6
	363	71

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	No Performance Color	No Performance Color	No Performance Color
25.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +2.5			Maintained 0
31	6	6	12
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Green
12.1	10	Less than 11 Students - Data Not Displayed for Privacy	9.3
Declined Significantly -3.7	Declined -15		Declined Significantly -5.1
157	20	5	258

Conclusions based on this data:

1. African American students have increased their absentee percentage by 2.5% from the previous year to a 25.8% rate.   Incentive programs will be used to encourage students to attend school every day.

2. Students with Disabilities have decreased their absentee percentage by 6%, but it is still high at 22.5%. PBIS strategies will be implemented to create a positive school culture.

3. Significant decline overall of 4.1%. The A2A attendance program will continue to be used to inform parents of the importance of regular school attendance.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

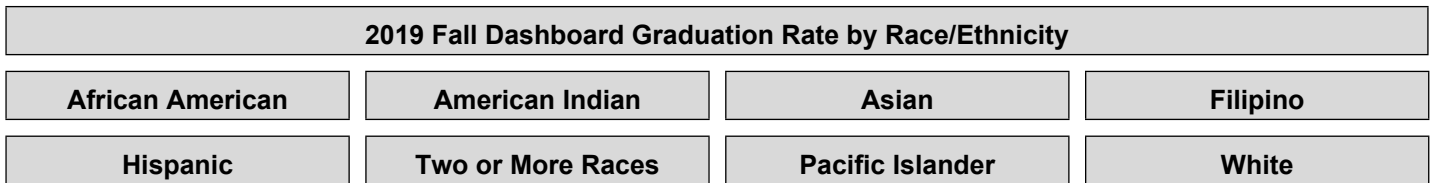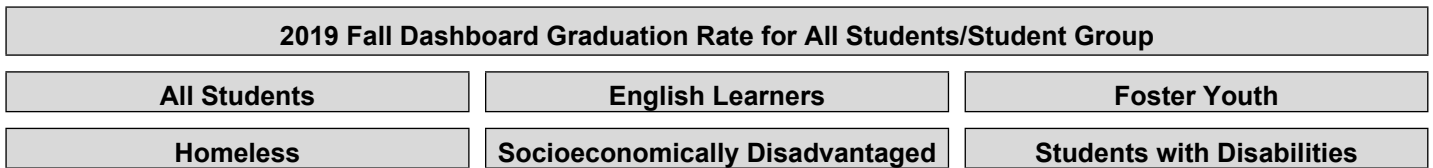| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

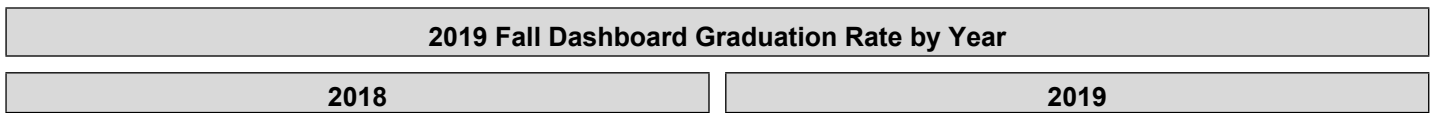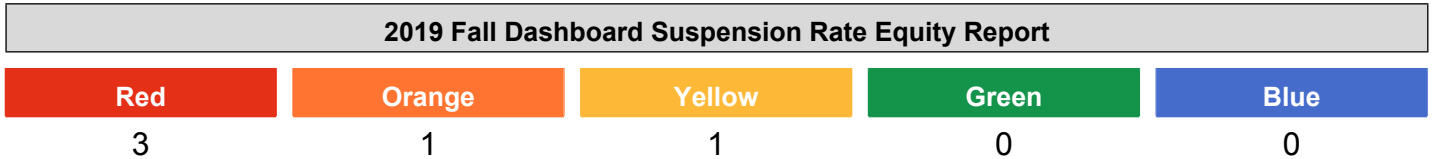| Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	1	1	0	0

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**
Red	No Performance Color	No Performance Color
17	18.2	Less than 11 Students - Data Not Displayed for Privacy 3
Increased +1.4	Declined -12.6	
522	33	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy 5	19.4	32.5
	Declined -0.4	Increased +7.8
	387	83

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Red	No Performance Color	No Performance Color	No Performance Color
30.3	Less than 11 Students - Data 6	Less than 11 Students - Data 6	16.7
Increased +4.5			Increased +16.7
33			12

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Red
15.2	19	Less than 11 Students - Data 5	16.8
Declined Significantly -3.6	Declined -8.2		Increased +3.7
165	21		274

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	15.6	17

Conclusions based on this data:

1. The Suspension Rate for All Students increased by 1.4%. Positive behavior supports will be implemented to create a positive school culture.

2. The Suspension Rate for students with disabilities increased by 7.8%. The Student Support Center will be utilized as an alternative to suspension.

3. The Suspension Rate for African American students increased by 4.5%. Staff should be trained and implement restorative practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Provide a rigorous academic program which promises college and career readiness.

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Identified Need

Identified areas of need in SBAC assessment results and Dashboard data

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard Priority 2 Implementation of Academic Standards Reflection Tool (1-5 lowest to highest)	Progress in making instructional materials aligned to standards in ELA/ELD-5 and math 5	Maintain level 5 full implementation and sustainability
CAASPP scores	2019 CAASPP Data: ELA 51%% Math 36% District: Site: 6th grade ELA: 38% 36% 6th grade Math: 28% 24% 7th grade ELA: 48% 36% 7th grade Math: 32% 22% 8th grade ELA: 52% 42% 8th grade Math: 28% 15%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

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

Strategy/Activity 1

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

All students

Strategy/Activity

1. Provide non-instructional, basic site operation supplies. (office, mailing, etc.)

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)
9200	General Unrestricted 4000-4999: Books And Supplies Classroom Use: Paper, pencils, markers, etc.
3000	General Unrestricted 4000-4999: Books And Supplies Office Use: Pencils, paper, folders, ink, toner, etc.
270	General Unrestricted 4000-4999: Books And Supplies Supplies for School Nurse/nurse's office including diabetic supplies, first aid supplies, cots
500	General Unrestricted 4000-4999: Books And Supplies Library supplies for book repair, book processing, labeling
2625	General Unrestricted 5000-5999: Services And Other Operating Expenditures Communications: Postage, delivery services, postage machine

Strategy/Activity 2

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

2. Provide evidence-based supplemental instructional materials to support the substantial implementation of Common Core State Standards.

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)
1000	General Unrestricted 4000-4999: Books And Supplies Library books, instructional posters
3000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Supplemental instructional materials sent to district print shop for copying
1,800	General Unrestricted 4000-4999: Books And Supplies Music Program supplies including for example: mouthpieces, strings, drum skins, reeds, oil, damp-its, pads
1,300	General Unrestricted 5000-5999: Services And Other Operating Expenditures Rentals, leases and repairs for musical instruments
100	General Unrestricted 4000-4999: Books And Supplies Counselor Supplies and books for large and small group lessons
700	General Unrestricted 4000-4999: Books And Supplies Science lab permanent and consumable materials
600	General Unrestricted 4000-4999: Books And Supplies General Education supplemental materials including manipulatives, supplies, books
300	General Unrestricted 4000-4999: Books And Supplies Special Education supplemental materials including supplies, books
1917	General Unrestricted 4000-4999: Books And Supplies Art class supplies and equipment

1800	Other 5000-5999: Services And Other Operating Expenditures Peardeck intervention program funded by Title IV to help engage learners to address ATSI (esp. EL, SED, and SWD)

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

All students

Strategy/Activity

3. Provide technology tools for classroom instruction.

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

Amount(s)	Source(s)
4000	General Unrestricted 4000-4999: Books And Supplies Computers, printers, document cameras, projectors, speakers, interactive white boards

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Maximize student engagement and achievement.

Goal 2

Maximize student engagement and achievement.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate/ Chronic Absenteeism Rate	District Attendance Rate 95.2%; Chronic Absenteeism Rate 11.5% Monroe Attendance Rate 94.9% Monroe Chronic Absenteeism Rate 15%	Maintain/Increase attendance rate by 2%; Maintain/Decrease Chronic Absenteeism by 2%
Suspension Rate	District Suspension Rate 6.6%; Monroe Suspension Rate 15.6%	Decrease/Maintain Suspension rate by 2%
California Healthy Kids Survey	29% of 7th grade strongly agree they are connected to their school	Maintain/Increase school connectedness by 2%

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

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

1. Provide before/after school academic interventions ($5,000 C&I, ALL BHS LCFF)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF Supp Conc - Intervention (BS/AS) 1000-1999: Certificated Personnel Salaries Provide after school intervention in Core subjects
994	LCFF Supp Conc - Intervention (BS/AS) 3000-3999: Employee Benefits Employee Benefits

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

2. Provide evidence-based, supplemental academic intervention materials.

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)
100	General Unrestricted 4000-4999: Books And Supplies Supplemental academic intervention materials, including books, manipulatives, learning games

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

3. Implement student engagement strategies and/or programs including but not limited to Positive behavior Intervention and Supports (PBIS), Restorative Practices, WEB, LINK Crew, etc.

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)

2000	General Unrestricted 4000-4999: Books And Supplies Honor roll, perfect attendance, student of the month, merit awards
1250	General Unrestricted 4000-4999: Books And Supplies PBIS rewards, posters, SSC, ROAR cards, Student recognition celebrations, School-Wide Celebrations etc.
1250	General Unrestricted 5000-5999: Services And Other Operating Expenditures Student assemblies focusing on positive self-esteem, anti-bullying
300	General Unrestricted 4000-4999: Books And Supplies Awards, prizes, token economy reinforcers for special education classrooms
1500	General Unrestricted 4000-4999: Books And Supplies School sponsored club supplies AVID, WEB, Math, etc.
1000	General Unrestricted 1000-1999: Certificated Personnel Salaries WEB coordinator stipend
120	General Unrestricted 3000-3999: Employee Benefits Employee benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Implement student engagement strategies and/or programs to explore college/career readiness including but not limited to AVID, CJSF, GATE, Mathletes

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)
1500	General Unrestricted 5000-5999: Services And Other Operating Expenditures

	Bus transportation for AVID, GATE, CJSF, and other field trips
350	General Unrestricted 4000-4999: Books And Supplies Registration, transportation, supplies for Math Counts, Math Field Day, Mathletes Competition, etc.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Grow family and community partnerships that benefit students.

Goal 3

Grow family and community partnerships that benefit students.

Identified Need

District LCAP Parent Survey results

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Surveys	Spring 2019 LCAP Parent Survey: 73.5% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school

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

Strategy/Activity 1

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

1. Provide monthly Family Nights to increase parent/guardian engagement. (Secondary donuts with dads, Coffee with principal etc.) MONROE:Campus Pride Day

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)
700	General Unrestricted 4000-4999: Books And Supplies Promotion ceremony supplies

850	General Unrestricted 5000-5999: Services And Other Operating Expenditures Facility rental for promotion
150	General Unrestricted 4000-4999: Books And Supplies Supplies/refreshments for trainings, meetings, Principal coffees, and other stakeholder opportunities.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

2. Provide parent education including but not limited to Parent Project/Loving Solutions, site parent resources, College and Career Readiness, etc.

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)
250	General Unrestricted 4000-4999: Books And Supplies Supplies for parenting classes, trainings, workshops

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Guarantee safe and well-maintained facilities.

Goal 4

Guarantee safe and well-maintained facilities.

Identified Need

Results of Facility Inspection Tool; Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Facility Inspection Tool	2018 FIT Rating: Good	Maintain/Increase FIT Rating

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

Strategy/Activity 1

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

All students

Strategy/Activity

1. Support safe and well-maintained facilities.

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	General Unrestricted 4000-4999: Books And Supplies Custodial supplies and equipment

Strategy/Activity 2

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)

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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Develop, value, and retain a high-quality diverse educational team.

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Identified Need

Dashboard data-local indicators

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number/rate of fully credentialed teachers	Number/rate of fully credentialed teachers: 20/25 or 80%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

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

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

1. Provide professional development in identified areas of site need and district initiatives.

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

Amount(s)	Source(s)
500	General Unrestricted 1000-1999: Certificated Personnel Salaries Teachers observe CCSS implementation in model classrooms
55	General Unrestricted

Amount(s)	Source(s)
	3000-3999: Employee Benefits Employee benfits
250	General Unrestricted 2000-2999: Classified Personnel Salaries Provide training for classified employees related to their positions
28	General Unrestricted 3000-3999: Employee Benefits Employee benefits
3000	General Unrestricted 5000-5999: Services And Other Operating Expenditures Supplies for training, Registration, Hotel and Travel Expenses

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, and target at risk students as measured by our subgroup data: African -American, Students with Disabilities, and Socioeconomically Disadvantaged students.

Strategy/Activity

2. Provide administrative support when Administrators are off campus (teacher in charge)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	General Unrestricted 1000-1999: Certificated Personnel Salaries Provide substitutes for administrative support
110	General Unrestricted 3000-3999: Employee Benefits Employee benefits

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Provide a rigorous academic program which promises college and career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math	2017-18 APS Site Rubric Scores: ELA/ELD- 2.6 and Math- 2.5; 2018-19 Academic Performance Survey (APS) Results: ELA/ELD-3.5 and math 4
CAASPP scores	Increase performance in Level 3 and 4 by 2% over baseline for all student groups	2018 ELA 33% and math 20%; 2019 ELA 38% and math 20%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide non-instructional, basic site operation supplies. (office, mailing, etc.)	Provided non-instructional, basic site operation supplies. (office, mailing, etc.)	Classroom Use: Paper, pencils, markers, etc. 4000-4999: Books And Supplies General Unrestricted 9200	Classroom Use: Paper, pencils, markers, etc. 4000-4999: Books And Supplies General Unrestricted 5647.12
		Office Use: Pencils, paper, folders, ink, toner, etc. 4000-4999: Books And Supplies General Unrestricted 3000	Office Use: Pencils, paper, folders, ink, toner, etc. 4000-4999: Books And Supplies General Unrestricted 3733.57
		Supplies for School Nurse/nurse's office including diabetic supplies, first aid supplies, cots 4000-4999: Books And Supplies General Unrestricted 270	Supplies for School Nurse/nurse's office including diabetic supplies, first aid supplies, cots 4000-4999: Books And Supplies General Unrestricted 372.38
		Library supplies for book repair, book processing, labeling 4000-4999: Books And Supplies General Unrestricted 500	Library supplies for book repair, book processing, labeling 4000-4999: Books And Supplies General Unrestricted 493.91

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Communications: Postage, delivery services, postage machine 5000-5999: Services And Other Operating Expenditures General Unrestricted 2625	Communications: Postage, delivery services, postage machine 5000-5999: Services And Other Operating Expenditures General Unrestricted 3668.31
2. Provide evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.	Provided limited evidence-based supplemental instructional materials to support substantial implementation of Common Core State Standards.	Library books, instructional posters 4000-4999: Books And Supplies General Unrestricted 1000	Library books, instructional posters 4000-4999: Books And Supplies General Unrestricted 2596.09
		Supplemental instructional materials sent to district print shop for copying 5000-5999: Services And Other Operating Expenditures General Unrestricted 3000	Supplemental instructional materials sent to district print shop for copying 5000-5999: Services And Other Operating Expenditures General Unrestricted 1823.08
		Music Program supplies including for example: mouthpieces, strings, drum skins, reeds, oil, damp-its, pads 4000-4999: Books And Supplies General Unrestricted 1,800	Music Program supplies including for example: mouthpieces, strings, drum skins, reeds, oil, damp-its, pads 4000-4999: Books And Supplies General Unrestricted 1060
		Rentals, leases and repairs for musical instruments 5000-5999: Services And Other Operating Expenditures General Unrestricted 1,300	Rentals, leases and repairs for musical instruments 5000-5999: Services And Other Operating Expenditures General Unrestricted 1940
		Counselor Supplies and books for large and small group lessons 4000-4999: Books And Supplies General Unrestricted 100	Counselor Supplies and books for large and small group lessons 4000-4999: Books And Supplies General Unrestricted 0
		Science lab permanent and consumable materials 4000-4999: Books And Supplies General Unrestricted 700	Science lab permanent and consumable materials 4000-4999: Books And Supplies General Unrestricted 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Math supplemental materials including manipulatives, supplies, books 4000-4999: Books And Supplies General Unrestricted 300	Math supplemental materials including manipulatives, supplies, books 4000-4999: Books And Supplies General Unrestricted 0
		English supplemental materials including supplies, books 4000-4999: Books And Supplies General Unrestricted 300	English supplemental materials including supplies, books 4000-4999: Books And Supplies General Unrestricted 0
		History supplemental materials including supplies, books 4000-4999: Books And Supplies General Unrestricted 300	History supplemental materials including supplies, books 4000-4999: Books And Supplies General Unrestricted 0
3. Provide technology tools for classroom instruction.	Provided technology tools for classroom instruction.	Computers, printers, document cameras, projectors, speakers, interactive white boards 4000-4999: Books And Supplies General Unrestricted 4000	Computers, printers, document cameras, projectors, speakers, interactive white boards 4000-4999: Books And Supplies General Unrestricted 3971.69

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of the budgets for specific academic departments were not well tracked and were likely included in general academic expenditures.

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

Overall, the actions/services were effective in meeting Goal 1. 2018-19 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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 Academic Program Survey (APS) will be replaced with the California School Dashboard Priority 2 Local Indicator-Implementation of Academic Standards Reflection Tool which will measure progress in making instructional materials aligned to standards in ELA/ELD and math.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Maximize student engagement and achievement.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Attendance Rate/ Chronic Absenteeism Rate	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%	District Attendance Rate Increased .2%; Chronic Absenteeism Rate Increased 1.3%; Monroe Chronic Absenteeism declined 2.2%
Suspension Rate	Decrease/Maintain Suspension rate by 1%	District Suspension Rate 6.6%; Monroe Suspension Rate 15.6%; Increased 2.3%
California Healthy Kids Survey	Maintain/Increase school connectedness by 1%	Fall 2017 43% of 7th graders feel connected to school; Fall 2018 43% agree or strongly agree they feel connected to school

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide before/after school or lunch time academic interventions ($5,000 C&I, ALL BHS LCFF)	Did not provide before/after school or lunch time academic interventions ($5,000 C&I)	Provide after school intervention in Core subjects 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 5000	Provide after school intervention in Core subjects 1000-1999: Certificated Personnel Salaries LCFF Supp Conc - Intervention (BS/AS) 0
		Employee Benefits 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 994	Employee Benefits 3000-3999: Employee Benefits LCFF Supp Conc - Intervention (BS/AS) 0
2. Provide evidence-based, supplemental academic intervention materials.	Did not provide evidence-based, supplemental academic intervention materials.	Supplemental academic intervention materials, including books, manipulatives, learning games 4000-4999: Books And Supplies General Unrestricted 100	Supplemental academic intervention materials, including books, manipulatives, learning games 4000-4999: Books And Supplies General Unrestricted 0
3. Implement student engagement strategies	Implemented student engagement strategies	Honor roll, perfect attendance, student of	Honor roll, perfect attendance, student of

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
and/or programs including but not limited to Positive behavior Intervention and Supports (PBIS), Restorative Practices, WEB, LINK Crew, etc.	and/or programs including but not limited to Positive behavior Intervention and Supports (PBIS), Restorative Practices, WEB, LINK Crew, etc.	the month, merit awards 4000-4999: Books And Supplies General Unrestricted 2000	the month, merit awards 4000-4999: Books And Supplies General Unrestricted 0
		PBIS rewards, posters 4000-4999: Books And Supplies General Unrestricted 1,250	PBIS rewards, posters 4000-4999: Books And Supplies General Unrestricted 0
		Student assemblies focusing on positive self-esteem, anti-bullying 5000-5999: Services And Other Operating Expenditures General Unrestricted 1250	Student assemblies focusing on positive self-esteem, anti-bullying 5000-5999: Services And Other Operating Expenditures General Unrestricted 1350
		Awards, prizes, token economy reinforcers for special education classrooms 4000-4999: Books And Supplies General Unrestricted 300	Awards, prizes, token economy reinforcers for special education classrooms 4000-4999: Books And Supplies General Unrestricted 0
		School sponsored club supplies 4000-4999: Books And Supplies General Unrestricted 200	School sponsored club supplies 4000-4999: Books And Supplies General Unrestricted 0
		WEB shirts and prizes 4000-4999: Books And Supplies General Unrestricted 600	WEB Leader shirts and prizes 4000-4999: Books And Supplies General Unrestricted 582.15
		WEB coordinator stipend 1000-1999: Certificated Personnel Salaries General Unrestricted 1,000	WEB coordinator stipend 1000-1999: Certificated Personnel Salaries General Unrestricted 1,000
		Employee benefits 3000-3999: Employee Benefits General Unrestricted 120	Employee benefits 3000-3999: Employee Benefits General Unrestricted 0
		AVID shirts, awards, prizes, supplies 4000-4999: Books And Supplies General Unrestricted 400	AVID shirts, awards, prizes, supplies 4000-4999: Books And Supplies General Unrestricted 0
Implement student engagement strategies and/or programs to	Did not Implement student engagement strategies and/or programs to	Bus transportation for AVID field trips 5000-5999: Services And	Bus transportation for AVID field trips 5000-5999: Services And

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
explore college/career readiness including but not limited to AVID, CJSF, GATE, Mathletes	explore college/career readiness including but not limited to AVID, CJSF, GATE, Mathletes	Other Operating Expenditures General Unrestricted 500	Other Operating Expenditures General Unrestricted 0
		Bus transportation for GATE field trips 5000-5999: Services And Other Operating Expenditures General Unrestricted 500	Bus transportation for GATE field trips 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Bus transportation for CJSF field trips 5000-5999: Services And Other Operating Expenditures General Unrestricted 500	Bus transportation for CJSF field trips 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Registration, transportation, supplies for Math Counts, Math Field Day, Mathletes Competition, etc. 4000-4999: Books And Supplies General Unrestricted 350	Registration, transportation, supplies for Math Counts, Math Field Day, Mathletes Competition, etc. 4000-4999: Books And Supplies General Unrestricted 0

Analysis

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

As noted in the "Actual Actions/Services" section above, very few of the planned actions and services were implemented as planned. The extra-curricular activities were not all completed, so some of the field trip expenditures were not included.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 2 both at the district and site level. Area of focus for the district and site continue to be in math achievement.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. $154.51 for WEB orientation and the Leaders in Life Conference $287.43 were not included in the budget.

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.

Strategies and activities will be adjusted to address site identified needs and district initiatives. Those items will be outline in Goal 2.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Grow family and community partnerships that benefit students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Surveys	Maintain/Increase percentage of parents feeling welcome at school	2018-82% and 2019- 73.5%; Declined 8.5%

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide monthly Family Nights to increase parent/guardian engagement. (Secondary donuts with dads, Coffee with principal etc.) MONROE:Campus Pride Day	Provided promotion ceremony for 8th graders moving to high school.	Promotion ceremony supplies 4000-4999: Books And Supplies General Unrestricted 700	Promotion ceremony supplies 4000-4999: Books And Supplies General Unrestricted 600.00
		Facility rental for promotion 5000-5999: Services And Other Operating Expenditures General Unrestricted 850	Facility rental for promotion 5000-5999: Services And Other Operating Expenditures General Unrestricted 737.75
		Supplies/refreshments for trainings, meetings, Principal coffees 4000-4999: Books And Supplies General Unrestricted 150	Supplies/refreshments for trainings, meetings, Principal coffees 4000-4999: Books And Supplies General Unrestricted 0
2. Provide parent education including but not limited to Parent Project/Loving Solutions, site parent resources, College and Career Readiness, etc.	Did not provide parent education.	Supplies for parenting classes, trainings, workshops 4000-4999: Books And Supplies General Unrestricted 250	Supplies for parenting classes, trainings, workshops 4000-4999: Books And Supplies General Unrestricted 0

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all actions and services were implemented as planned with the exception of the supplies and refreshments for family nights.

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

The strategies and activities in goal 3 were not effective in achieving goal 3.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. $99.00 was spent on a counselor subscription called "Why Try" but not included in the plan.

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.

Strategies and activities will be adjusted to address site identified needs and district initiatives. New strategies and activities will be indicated in the goal 3 section of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Guarantee safe and well-maintained facilities.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Facility Inspection Tool	Maintain/Increase FIT Rating	FIT rating went from good to fair

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support safe and well-maintained facilities.	Supported safe and well-maintained facilities.	Custodial supplies and equipment 4000-4999: Books And Supplies General Unrestricted 7500	Custodial supplies and equipment 4000-4999: Books And Supplies General Unrestricted 7362.91

Analysis

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

As noted in the "Actual Actions/Services" section above, all planned actions and services were implemented as planned.

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

The strategies and activities were effective in meeting Goal 4.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.

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.

Strategies and activities will be adjusted based on site needs.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Develop, value, and retain a high-quality diverse educational team.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Number/rate of fully credentialed teachers	Maintain/Increase the number/rate of fully credentialed teachers by 2%	20/25 Fully Credentialed Teachers 80%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide professional development in identified areas of site need and district initiatives.	Did not provide professional development in identified areas of site need and district initiatives.	Teachers observe CCSS implementation in model classrooms 1000-1999: Certificated Personnel Salaries General Unrestricted 500	Teachers observe CCSS implementation in model classrooms 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Employee benefits 3000-3999: Employee Benefits General Unrestricted 55	Employee benefits 3000-3999: Employee Benefits General Unrestricted 0
		Provide training for classified employees related to their positions 2000-2999: Classified Personnel Salaries General Unrestricted 250	Provide training for classified employees related to their positions 2000-2999: Classified Personnel Salaries General Unrestricted 0
		Employee benefits 3000-3999: Employee Benefits General Unrestricted 28	Employee benefits 3000-3999: Employee Benefits General Unrestricted 0
2. Provide administrative support when Administrators are off campus (teacher in charge)	Did not provide administrative support when Administrators are off campus. (teacher in charge)	Provide substitutes for administrative support 1000-1999: Certificated Personnel Salaries General Unrestricted 1000	Provide substitutes for administrative support 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		Employee benefits 3000-3999: Employee	Employee benefits 3000-3999: Employee

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Benefits General Unrestricted 110	Benefits General Unrestricted 0

Analysis

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

As noted in the "Actual Actions/Services" section above, none of the planned actions and services were implemented.

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

Overall, the actions/services did not have a consistent, effective impact in meeting Goal 5.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services.   Restorative Practices training was funded through MTSS funds. PLTW training was provided with DoDEA STEAM grant funds. School climate training was funded through the unrestricted allocation but not included in the plan.

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.

Professional development strategies and activities will be adjusted based on site identified needs and documented in the site plan.

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).

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	54,075.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,994.00	0.00

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$61,869.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
General Unrestricted	$54,075.00
LCFF Supp Conc - Intervention (BS/AS)	$5,994.00
Other	$1,800.00

Subtotal of state or local funds included for this school: $61,869.00

Total of federal, state, and/or local funds for this school: $61,869.00

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

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
John Cosner	Principal
Laura Herbert	Classroom Teacher
Erin Jenne	Classroom Teacher
Alice Grainger	Classroom Teacher
Manuela Jimenez	Other School Staff
Unfilled position	Parent or Community Member
Colleta Baker	Parent or Community Member
Unfilled position	Parent or Community Member
Paul Rodriquez	Parent or Community Member
Pending Vote after student left	Secondary Student
Pending Vote after student left	Secondary Student
Pending Vote after student left	Secondary Student

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**

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 12/13/2019.

Attested:

John Cosner	Principal, John Cosner on 12/13/2019
Colleta Baker	SSC Chairperson, Collete Baker on 12/13/2019