

School Year: **2023-24**



School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum](#): Regulatory requirements and general instructions.

[Appendix D](#): Guiding Questions: Use as prompts (not limits).

[California School Dashboard](#) Essential data to support completion of this SPSA. Please analyze the school's full data set for Dashboard State Indicators.

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

School Name, Contact, and Email	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Elementary School Kristie Joiner, Principal kristie.joiner@desertsan ds.us	33-67058-6109045	27 May 2023	

Purpose and Description

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

Schoolwide Program

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.

The James Monroe School Plan is aligned with the District's Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

2020-23 Plan Summary

The Story

Describe the students and community and how the school serves them.

At James Monroe Elementary School, we are committed to providing an inclusive, quality education characterized by academic rigor in a safe, stimulating, student-centered environment. We assure equity for all students through collaboration and an instructional service delivery model designed to address the academic, behavioral, physical, and social-emotional well-being of all children in order to help them meet their full potential. Monroe staff takes a hand, opens a mind and touches the heart. We accomplish this with a highly qualified certificated, classified and administrative staff who care deeply about the hearts and minds of our students. We foster a nurturing culture that insists on a positive mindset and personal accountability for being one's personal best each and every day at Monroe.

VISION...the WHAT!

Monroe staff takes a hand, opens a mind, and touches a heart.

MISSION...the HOW!

Monroe is committed to providing an inclusive, quality education characterized by academic rigor in a safe, stimulating, student-centered environment. We assure equity for all students through collaboration and an instructional service delivery model designed to address the academic, behavioral, physical, and social-emotional well-being of all children in order to help them meet their full potential.

At James Monroe Elementary School we promote 21st Century Learning skills by helping students to think critically, express their creativity, communicate respectfully and effectively, and collaborate to enhance learning. We do this through rigorous academic instruction and participation expectations, social-emotional, and behavioral accountability among students with the support of teachers, staff, parents, and community members in order to meet the highest academic expectations within the learning community. We are fortunate at James Monroe Elementary School to have a diverse population.

We are a Title I Schoolwide program with 56% of our students who are socioeconomically disadvantaged. While issues of poverty can impact student learning, we have found that these families are strong supporters of their child's education. We operate under the belief that ALL students can perform at high levels, although not always in the same timeframe or with the same strategies. Our school is comprised of 1.1% Foster youth, and 8.5% Students with Disabilities.

At Monroe, 56% of our students are socioeconomically disadvantaged, and 10.7% are English Learners. We are a Title 1 School-wide program. Our school culture is a tightly-woven tapestry of individuals from vastly different cultures, ethnicities, communities, and parental educational backgrounds that chose our school because of the unique

instructional programs we offer and our reputation that we are a dynamic and caring staff. In fact, our student population has increased 17% over the past three years, more than any other elementary school in our district!

A valued part of Monroe culture is the diversity of our student population. All our students bring a unique set of life experiences that are value-added to our school culture. Our student population is comprised of 73.65% minority: 1.73% Black or African American, 1.38% Native American or Alaska Native, 61.87% Hispanic or Latino, 2.94% Asian or Pacific Islander, 3.8% two or more races, 26.34% Caucasian and 1.9% not reported. 29.63% percent of our student population has transferred from other schools both within our district and from other districts.

The English Language Learners at Monroe perform at higher rates than that of our district and the state. English Language Learners comprise 13% of our total enrolled students: we have seventy-two English Language Learners at Monroe. On the LPAC's overall performance, Monroe ELL's 19.44% perform at Level 4, 48.61% perform at level 3, 20.83% perform at Level 2 and 11% perform at level 1. The languages of our families include a diverse array of dialects including Spanish, Vietnamese, Burmese, Chinese, German, Hebrew, Russian, Ukrainian, Tagalog, Portuguese, Native American and Arabic. Monroe values our English Language Learners who comprise 9% of our student population, IFEP Initial Fluent English Proficient 3.0%, Reclassified Fluent English Proficient .3%. Our ELL's represent multiple languages and experiences embraced at Monroe.

Our students represent the challenges and trauma that all children face today. We serve and support 1% foster youth and .34% students that are homeless. We have students with academic gaps, and those who have experienced childhood trauma in their life experiences that include issues of poverty, obesity, homelessness, poor nutrition, high social-emotional and behavioral needs and students being served by social services. Our staff and school actively responds to the needs of our students with a strong Multi Tiered System of Supports. This system of intervention provides differentiated supports that address and develop coping skills that enable students to engage in their academic learning.

Monroe Elementary School has twice been named a California Distinguished School both in 2018 and 2020. In 2020, Monroe was just 1% of California schools named California Distinguished Schools awarded two years in a row and one of only three schools in the Coachella Valley. James Monroe has also been recognized by the Riverside County Office of Education as one of their "2018 Models of Academic Excellence and Innovation Schools" for our "Team-Teaching Model" that we do in grades 3-5. Also in 2020 the United States Department of Education awarded our school with the highest honor a school can receive a National Blue Ribbon Award. In 2022 the California Department of Education suspended the California distinguished Schools Program and replaced it with the California Pivotal Practice Award Program. James Monroe earned recognition again from CDE, a Pivotal Practice Award for strategic and innovative practices during distance learning.

Monroe has also been laser focused on the social emotional needs of our student even prior to the pandemic. We understand that the heart precedes the mind and students who have experienced trauma can be a barrier to learning. A priority of our staff is to engage students in learning social emotional skills and to actively build caring relationships that serve to vest students in our school culture and in their learning. In 2020-2021 and again in 2021-22 Monroe has been awarded the Silver Award for our Positive Behavior Supports System, evidence-based behavioral practices and systems into an integrated collection or Multi-Tier System of Supports Framework in which students experience support based on their behavioral responsiveness to intervention.

We believe that ALL students can learn. This philosophy has allowed us to develop a culture within our school to reach the whole child. "Whatever it takes!" is our mantra. We know it is crucial to give our students opportunities to be successful in many different areas of their educational experience. At Monroe we work hard at conveying compassion and providing differentiated support while holding high standards for students both academically and behaviorally. This approach and the alignment of a unique instructional delivery model conveys our passion for the provision of a comprehensive equitable education for Monroe students. Diversity and poverty holds no filter for the staff at Monroe when it comes to high expectations for achievement and learning. The staff is proud to have a history of being the highest achieving school in the district. This is made possible by a foundation that is based on equity for our students, a student centered environment which is a result of a razor-like focus on teaching, learning, and collaboration. Through a unique instructional delivery model of grade level class rotations in grades 2nd - 5th, we are laser focused on student achievement and first best instruction. We also provide our students with a whole and comprehensive educational experience that prioritizes hearts over minds.

We realize that to prepare our students for college and career readiness it is imperative to educate the whole child approach. AVID Advancement Via Individual Determination guides our work in this area and is an academic system that provides students with the skills they need to be career and college ready. This year in 2022 our school has been

recognized as a model school and National Model AVID Elementary School Program. AVID Elementary methodologies support teaching and reinforcing academic behaviors, organization, independence and engagement in their learner, higher order thinking and strategies that will ensure their success in middle, high school and into college.

Our curriculum encompasses more than the teaching and learning of the standards. We believe that educating the whole child equips them with the tools necessary for a full and successful life. At Monroe, we embody relentless resolve, extraordinary enthusiasm and willingness to analyze, plan together, and strategize to provide a comprehensive school program of the highest quality. Our school is the collaborative product of what can be accomplished when a dedicated community works together through a shared vision, clear mission, and a well-defined plan with the purpose of raising student achievement to the highest possible level and closing the achievement gaps among all student groups.

Monroe has a long history of exceptional achievement and student outcomes. We will continue with our unique instructional delivery model of subject matter academic rotations in grades second through fifth. Despite the challenges of the COVID pandemic that still impact our work and our students, Monroe staff will continue its relentless approach to ensure our students get what they need academically, behaviorally and socially-emotionally to be successful.

SPSA Highlights

Identify and briefly summarize the key features of this year's SPSA.

The 2023-24 SPSA was developed with significant stakeholder input, including members of the School Site Council, the guiding coalition, along with staff and community members whom all provided suggestions and/or feedback on plan elements. The Plan focuses on four primary areas: academic achievement, learning environments, social emotional learning and supports and parent participation. To address those areas, the school will:

1. Teachers will provide all students with excellent first -best instruction, academic supports, and supports for regular attendance.
2. Teachers will be trained in effective first-best instruction strategies, including embedded, integrated English Language Development.
3. Students in all grades who are struggling academically and or social emotionally will receive differentiated supports in the classrooms with strategic intervention supports in a variety of different modalities including small group instruction in the classroom
4. Students will be engaged in daily social emotional support in the classroom, AVID agenda with instructional practices and will also be supported with school supports as need (MTSS, PBIS)

Needs Assessment -- Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, of what progress is the school proudest, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students

For the 2020-2021 the suspension of California State standardized testing, Desert Sands Unified School District's standard of measurement is via the iReady program. 2020-2021 was the first year of iReady program use and assessment data collection. During this school year 2021-22 due to the suspension of CAASPP the past two DSUSD has used iReady to assess student progress. Below is student data in the areas of reading and math:

OUR GREATEST PROGRESS IS IN ALL SUBJECTS AND ALL STUDENT GROUPS - GIVEN THE SCOPE of remediation caused by learning loss during the COVID Pandemic which we are still addressing academic and behavioral gaps. You will see the documentation of the Positive increases and positive decreases in all areas of data.

iReady Reading Diagnostic Results - Diagnostic Results
 School JAMES MONROE ELEM SCHOOL
 Subject Reading
 Academic Year 2022 - 2023
 Diagnostic Fall diagnostic vs Winter Diagnostic results

iReady Diagnostic Reading Diagnostic

ALL STUDENTS
 Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 2%	6%	4%	Positive
Red - Two Grade Levels Below Decrease 7%	15%	8%	Positive
Yellow - One Grade Level Below Decrease 13%	49%	36%	Positive
Green - Early On Grade Level Increase 6%	17%	23%	Positive
Stripped - Green Mid or Above Grade Level Increase 17%	12%	29%	Positive

ENGLISH LANGUAGE LEARNERS Fall 2022 Diagnostic Winter 2023 Diagnostic

Striped Red - Three or More Grade Levels Below Decrease 5%	7%	2%	Positive
Red - Two Grade Levels Below Decrease 0%	21%	21%	Positive
Yellow - One Grade Level Below Decrease 27%	60%	33%	Positive
Green - Early On Grade Level Increase 16%	10%	26%	Positive
Stripped - Green Mid or Above Grade Level Increase 15%	2%	17%	Positive

ECONOMICALLY DISADVANTAGED	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 3%	8%	5%	Positive
Red - Two Grade Levels Below Decrease 7%	18%	11%	Positive
Yellow - One Grade Level Below Decrease 10%	50%	40%	Positive
Green - Early On Grade Level Increase 6%	16%	22%	Positive
Stripped - Green Mid or Above Grade Level Increase 15%	7%	22%	Positive

STUDENTS WITH DISABILITIES	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Red - Two Grade Levels Below Decrease 7%	15%	8%	Positive
Yellow - One Grade Level Below Decrease 13%	49%	36%	Positive
Green - Early On Grade Level Increase 6%	17%	23%	Positive

Stripped - Green Mid or Above Grade Level Increase 17%	12%	29%	Positive
HISPANIC			
Striped Red - Three or More Grade Levels Below Decrease 3%	Fall 2022 Diagnostic 8%	Winter 2023 5%	Diagnostic Positive
Red - Two Grade Levels Below Decrease 6%	16%	10%	Positive
Yellow - One Grade Level Below Decrease 11%	50%	39%	Positive
Green - Early On Grade Level Increase 7%	17%	24%	Positive
Stripped - Green Mid or Above Grade Level Increase 13%	9%	22%	Positive

iReady Diagnostic Math Diagnostic

ALL STUDENTS
Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 6%	11%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	22%	12%	Positive
Yellow - One Grade Level Below Decrease 2%	54%	52%	Positive
Green - Early On Grade Level Increase 10%	9%	19%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	4%	12%	Positive

ENGLISH LANGUAGE LEARNERS

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Striped Red - Three or More Grade Levels Below Decrease 8%	13%	7%	Positive
Red - Two Grade Levels Below Decrease 11%	27%	16%	Positive
Yellow - One Grade Level Below Decrease 2%	58%	56%	Positive
Green - Early On Grade Level Increase 20%	0%	20%	Positive
Stripped - Green Mid or Above Grade Level Increase 0%	2%	2%	Positive

ECONOMICALLY DISADVANTAGED

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Striped Red - Three or More Grade Levels Below Decrease 9%	14%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	25%	15%	Positive
Yellow - One Grade Level Below Increase 2%	52%	54%	Positive
Green - Early On Grade Level Increase 9%	7%	16%	Positive
Stripped - Green Mid or Above Grade Level Increase 7%	2%	9%	Positive

STUDENTS WITH DISABILITIES	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 8%	11%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	22%	12%	Positive
Yellow - One Grade Level Below Decrease 2%	54%	52%	Positive
Green - Early On Grade Level Increase 10%	9%	19%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	4%	12%	Positive

HISPANIC	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 7%	13%	6%	Positive
Red - Two Grade Levels Below Decrease 8%	23%	15%	Positive
Yellow - One Grade Level Below Decrease 0%	54%	54%	Positive
Green - Early On Grade Level Increase 7%	8%	15%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	2%	10%	Positive

2021-22 CAASPP Baseline

2021-2022 - ELA

All Students

Red	Standard Not Met	31%
Orange	Standard Nearly Met	21%
Green	Standard Met	29%
Blue	Standard Exceeded	31%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	20%
Orange	Standard Nearly Met	22%
Green	Standard Met	28%
Blue	Standard Exceeded	30%

Students with Disabilities

Red	Standard Not Met	67%
Orange	Standard Nearly Met	17%
Green	Standard Met	11%
Blue	Standard Exceeded	6%

Hispanic

Red	Standard Not Met	24%
Orange	Standard Nearly Met	25%
Green	Standard Met	23%
Blue	Standard Exceeded	28%

2021-2022 - Math

ALL Students

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	30%
Blue	Standard Exceeded	16%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	16%

Students with Disabilities

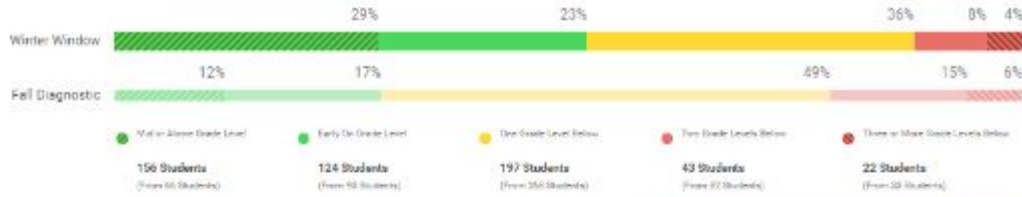
Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

Hispanic

Red	Standard Not Met	34%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	11%

Overall Placement

Students Assessed/Total: 542/559



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Overall Placement

Students Assessed/Total: 543/559



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Greatest Needs

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of state indicators, local performance indicators or other local indicators. What steps is the school planning to take to address these areas with the greatest need for improvement?

For the 2020-2021 the suspension of California State standardized testing, Desert Sands Unified School District's standard of measurement is via the iReady program. 2020-2021 was the first year of iReady program use and assessment data collection. During this school year 2021-22 due to the suspension of CAASPP the past two DSUSD has used iReady to assess student progress. Below is student data in the areas of reading and math:

OUR GREATEST NEED are in all subject areas for all student groups and all grade levels caused by learning gaps during the COVID Pandemic of which we are still dealing with. OUR GREATEST NEEDS ARE IN ALL SUBJECTS AND ALL STUDENT GROUPS - GIVEN THE SCOPE of remediation caused by learning gaps during the COVID

Pandemic which we are still addressing academic and behavioral gaps. You will see the documentation of the Positive increases and positive decreases in all areas of data.

iReady Reading Diagnostic Results - Diagnostic Results
 School JAMES MONROE ELEM SCHOOL
 Subject Reading
 Academic Year 2022-23
 Diagnostic Fall diagnostic vs Winter Diagnostic results

Our GREATEST NEEDS still lie in the advancement of achievement FOR ALL LEARNERS still performing in the RED and YELLOW bands

iReady Diagnostic Reading Diagnostic

ALL STUDENTS
 Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 2%	6%	4%	Positive
Red - Two Grade Levels Below Decrease 7%	15%	8%	Positive
Yellow - One Grade Level Below Decrease 13%	49%	36%	Positive
Green - Early On Grade Level Increase 6%	17%	23%	Positive
Stripped - Green Mid or Above Grade Level Increase 17%	12%	29%	Positive

ENGLISH LANGUAGE LEARNERS Fall 2022 Diagnostic Winter 2023 Diagnostic

Striped Red - Three or More Grade Levels Below Decrease 5%	7%	2%	Positive
Red - Two Grade Levels Below Decrease 0%	21%	21%	Positive
Yellow - One Grade Level Below Decrease 27%	60%	33%	Positive
Green - Early On Grade Level Increase 16%	10%	26%	Positive
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ECONOMICALLY DISADVANTAGED	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
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STUDENTS WITH DISABILITIES	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Red - Two Grade Levels Below Decrease 7%	15%	8%	Positive
Yellow - One Grade Level Below Decrease 13%	49%	36%	Positive

Green - Early On Grade Level Increase 6%	17%	23%	Positive
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HISPANIC	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
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Yellow - One Grade Level Below Decrease 11%	50%	39%	Positive
Green - Early On Grade Level Increase 7%	17%	24%	Positive
Stripped - Green Mid or Above Grade Level Increase 13%	9%	22%	Positive

iReady Diagnostic Math Diagnostic

ALL STUDENTS
Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 6%	11%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	22%	12%	Positive
Yellow - One Grade Level Below Decrease 2%	54%	52%	Positive
Green - Early On Grade Level Increase 10%	9%	19%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	4%	12%	Positive

ENGLISH LANGUAGE LEARNERS **Fall 2022 Diagnostic** **Winter 2023 Diagnostic**

Striped Red - Three or More Grade Levels Below Decrease 8%	13%	7%	Positive
Red - Two Grade Levels Below Decrease 11%	27%	16%	Positive
Yellow - One Grade Level Below Decrease 2%	58%	56%	Positive
Green - Early On Grade Level Increase 20%	0%	20%	Positive
Stripped - Green Mid or Above Grade Level Increase 0%	2%	2%	Positive

ECONOMICALLY DISADVANTAGED	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 9%	14%	5%	Positive
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STUDENTS WITH DISABILITIES			
Stripped Red - Three or More Grade Levels Below Decrease 8%	Fall 2022 Diagnostic 11%	Winter 2023 Diagnostic 5%	Positive
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Green - Early On Grade Level Increase 10%	9%	19%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	4%	12%	Positive
HISPANIC			
Stripped Red - Three or More Grade Levels Below Decrease 7%	Fall 2022 Diagnostic 13%	Winter 2023 Diagnostic 6%	Positive
Red - Two Grade Levels Below Decrease 8%	23%	15%	Positive
Yellow - One Grade Level Below Decrease 0%	54%	54%	Positive
Green - Early On Grade Level Increase 7%	8%	15%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	2%	10%	Positive

2021-22 CAASPP Baseline

Our GREATEST NEEDS still lie in the advancement of achievement FOR ALL LEARNERS still performing in the ORANGE and RED bands

2021-2022 - ELA

All Students

Red	Standard Not Met	31%
Orange	Standard Nearly Met	21%
Green	Standard Met	29%
Blue	Standard Exceeded	31%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	20%
Orange	Standard Nearly Met	22%
Green	Standard Met	28%
Blue	Standard Exceeded	30%

Students with Disabilities

Red	Standard Not Met	67%
Orange	Standard Nearly Met	17%

Green	Standard Met	11%
Blue	Standard Exceeded	6%

Hispanic

Red	Standard Not Met	24%
Orange	Standard Nearly Met	25%
Green	Standard Met	23%
Blue	Standard Exceeded	28%

2021-2022 - Math

ALL Students

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	30%
Blue	Standard Exceeded	16%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	16%

Students with Disabilities

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

Hispanic

Red	Standard Not Met	34%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	11%

In addition, based on our data, the following areas in Math and ELA have been identified and determined to be areas of continued focus of improvement:

Steps to address this performance gap:

Students with disabilities, English Learners, foster youth and Socio-economically disadvantaged students:

1. We will continue to implement Specialized Academic Instruction for these students so they have equity and access to first best instruction and the high rigor expectations of common core standards.
2. Students will receive core instruction in the general education classroom, then be pulled to provide differentiation through scaffolding techniques.

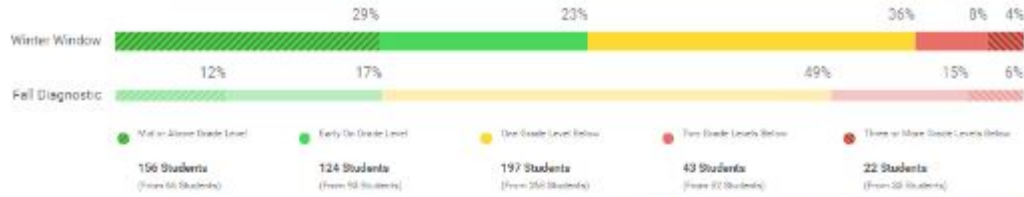
3. Students will be taught standards based content so they can meet the high rigor but also be successful in their learning outcomes.
4. AVID strategies
5. Kagan strategies
6. Professional Learning Communities - We will continue to provide academic support to all students in order to make incremental gains toward growth and improvement. We will look at formative assessments throughout the year to monitor and adjust instruction in order to see growth and improvement.
7. Professional Development that is research-based and/or applicable to an identified need by a student(s), school culture, student behavior, student achievement, instructional need and/or tied to the school's mission and vision will be supported and provided for
8. Other research-based strategies applicable to an identified need for a student(s), school culture, student behavior, student achievement, instructional need and/or tied to the school's mission and vision will be supported and provided for
9. MTSS supports
10. PBIS strategies
11. Teachers will use small group instruction in class to provide differentiated instruction to these subs groups of students experiencing an achievement gap.

Steps to Improve: Suspension rates -

1. Alternative methods of correction
2. Team with staff to promote school supports
3. Provide alternatives to suspension
4. Communicate behavior expectations and behavioral progress to parents of students using a proactive approach that includes support from the school
5. Connect students to resources through our MTSS supports and PBIS strategies that go beyond academics, to school to improve student connections to their educational and behavioral progress
6. Use Kagan strategies to engage, improve, and vest students in their enjoyment of the learning process & experience
7. Provide CONNECT time for students in all classes to develop and engage students in the development of social-emotional skills

Overall Placement

Students Assessed/Total: 542/559



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Overall Placement

Students Assessed/Total: 543/559



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Performance Gaps

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other local indicators. What steps is the school planning to take to address these performance gaps?

Monroe will continue post pandemic to work on our sub groups of English Language Learners and students receiving special education services. Overall we will focus in the area of Literacy. Monroe will use iReady assessment data along with baseline CAASPP data we receive. We will focus on gaps in literacy skills for all students.

For the 2020-2021 the suspension of California State standardized testing, Desert Sands Unified School District's standard of measurement is via the iReady program. Our school and district as continued using the iReady data to

monitor student achievement - scores below. During this school year 2022-23 we have a base line score for CAASPP in addition to the use of iReady data to assess student progress . Below are both iReady and CAASPP

OUR GREATEST NEED are in all subject areas for all student groups and all grade levels caused by learning loss during the COVID Pandemic

iReady Reading Diagnostic Results - Diagnostic Results
School JAMES MONROE ELEM SCHOOL
Subject Reading
Academic Year 2022 - 2023
Diagnostic Fall diagnostic vs Winter Diagnostic results

CAASPP 2021-22 Baseline Data is below

Expected areas of GAPS as indicated by CAASPP

Monroe works hard to ensure equity and first-best instruction for all students by closing achievement gaps between student groups and all students as required by LCAP Goal 1. There is one student group, students with disabilities, in which student performance fell two performance levels from the all-students group. According to the California Dashboard, the academic achievement measured by growth from the spring of 2018 resulted in an all students performance category of Blue in both English Language Arts and Mathematics for "All Students". Our performance gaps as defined by the template description (any student group was two or more performance levels below the "all student" performance) would include our students with disabilities who are currently performing in yellow. Our focus on MTSS/PBIS we have created school-wide systems that support positive student culture and behavior will serve to support and enhance the educational outcomes of our students. We have and will continue to review formative assessments to drive instruction as well as continue to provide small group intervention before and during school.

With respect to LCAP Goal 3, our suspension rate showed that students with disabilities is two levels below "all students". Students with disabilities are in the performance band orange which is two levels below "all students" which are in the green.

In addition, based on our data, the following areas in Math and ELA have been identified and determined to be areas of continued focus of improvement:

In the area of English Language Arts:

1. Baseline data shows that POST COVID gaps exist with ALL students
2. Monroe will continue to focus on our subgroups" Socioeconomically Disadvantaged, Special Education, English Language Learners, Foster Youth and Hispanic Students

In the area of Mathematics:

1. Baseline data shows that POST COVID gaps exist with ALL students
2. Monroe will continue to focus on our subgroups" Socioeconomically Disadvantaged, Special Education, English Language Learners, Foster Youth and Hispanic Students

In addition, based on our data, the following areas in Math and ELA have been identified and determined to be areas of continued focus of improvement:

Steps to address this performance gap:

Students with disabilities, English Learners, and Socio-economically disadvantaged students:

1. We will continue to implement Specialized Academic Instruction for these students so they have equity and access to first best instruction and the high rigor expectations of common core standards.
2. Students will receive core instruction in the general education classroom, then be pulled to provide differentiation through scaffolding techniques.
3. Students will the content so they can meet the high rigor but also be successful in their learning outcomes.
4. AVID strategies
5. Kagan strategies

- 6. Professional Learning Communities - We will continue to provide academic support to all students in order to make incremental gains toward growth and improvement. We will look at formative assessments throughout the year to monitor and adjust instruction in order to see growth and improvement.
- 7. Professional Development that is research-based and/or applicable to an identified need by a student(s), school culture, student behavior, student achievement, instructional need and/or tied to the school's mission and vision will be supported and provided for
- 8. Other research-based strategies applicable to an identified need for a student(s), school culture, student behavior, student achievement, instructional need and/or tied to the school's mission and vision will be supported and provided for
- 9. MTSS supports
- 10. PBIS strategies
- 11. Teachers will use small group instruction in class to provide differentiated instruction to these subs groups of students experiencing an achievement gap.

iReady Diagnostic Reading Diagnostic

ALL STUDENTS

Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 2%	6%	4%	Positive
Red - Two Grade Levels Below Decrease 7%	15%	8%	Positive
Yellow - One Grade Level Below Decrease 13%	49%	36%	Positive
Green - Early On Grade Level Increase 6%	17%	23%	Positive
Stripped - Green Mid or Above Grade Level Increase 17%	12%	29%	Positive

ENGLISH LANGUAGE LEARNERS

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 5%	7%	2%	Positive
Red - Two Grade Levels Below Decrease 0%	21%	21%	Positive
Yellow - One Grade Level Below Decrease 27%	60%	33%	Positive
Green - Early On Grade Level Increase 16%	10%	26%	Positive
Stripped - Green Mid or Above Grade Level Increase 15%	2%	17%	Positive

ECONOMICALLY DISADVANTAGED

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below Decrease 3%	8%	5%	Positive
Red - Two Grade Levels Below Decrease 7%	18%	11%	Positive
Yellow - One Grade Level Below Decrease 10%	50%	40%	Positive
Green - Early On Grade Level Increase 6%	16%	22%	Positive
Stripped - Green Mid or Above Grade Level Increase 15%	7%	22%	Positive

STUDENTS WITH DISABILITIES

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Red - Two Grade Levels Below Decrease 7%	15%	8%	Positive
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Yellow - One Grade Level Below Decrease 13%	49%	36%	Positive
Green - Early On Grade Level Increase 6%	17%	23%	Positive
Stripped - Green Mid or Above Grade Level Increase 17%	12%	29%	Positive

HISPANIC	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 3%	8%	5%	Positive
Red - Two Grade Levels Below Decrease 6%	16%	10%	Positive
Yellow - One Grade Level Below Decrease 11%	50%	39%	Positive
Green - Early On Grade Level Increase 7%	17%	24%	Positive
Stripped - Green Mid or Above Grade Level Increase 13%	9%	22%	Positive

iReady Diagnostic Math Diagnostic

ALL STUDENTS
Comparison of Achievement Data

	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Stripped Red - Three or More Grade Levels Below Decrease 6%	11%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	22%	12%	Positive
Yellow - One Grade Level Below Decrease 2%	54%	52%	Positive
Green - Early On Grade Level Increase 10%	9%	19%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	4%	12%	Positive

ENGLISH LANGUAGE LEARNERS	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 8%	13%	7%	Positive
Red - Two Grade Levels Below Decrease 11%	27%	16%	Positive
Yellow - One Grade Level Below Decrease 2%	58%	56%	Positive
Green - Early On Grade Level Increase 20%	0%	20%	Positive
Stripped - Green Mid or Above Grade Level Increase 0%	2%	2%	Positive

ECONOMICALLY DISADVANTAGED	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 9%	14%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	25%	15%	Positive
Yellow - One Grade Level Below Increase 2%	52%	54%	Positive

Green - Early On Grade Level Increase 9%	7%	16%	Positive
Stripped - Green Mid or Above Grade Level Increase 7%	2%	9%	Positive

STUDENTS WITH DISABILITIES	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 8%	11%	5%	Positive
Red - Two Grade Levels Below Decrease 10%	22%	12%	Positive
Yellow - One Grade Level Below Decrease 2%	54%	52%	Positive
Green - Early On Grade Level Increase 10%	9%	19%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	4%	12%	Positive

HISPANIC	Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below Decrease 7%	13%	6%	Positive
Red - Two Grade Levels Below Decrease 8%	23%	15%	Positive
Yellow - One Grade Level Below Decrease 0%	54%	54%	Positive
Green - Early On Grade Level Increase 7%	8%	15%	Positive
Stripped - Green Mid or Above Grade Level Increase 8%	2%	10%	Positive

2021-22 CAASPP Baseline

2021-2022 - ELA

All Students

Red	Standard Not Met	31%
Orange	Standard Nearly Met	21%
Green	Standard Met	29%
Blue	Standard Exceeded	31%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	20%
Orange	Standard Nearly Met	22%
Green	Standard Met	28%
Blue	Standard Exceeded	30%

Students with Disabilities

Red	Standard Not Met	67%
Orange	Standard Nearly Met	17%
Green	Standard Met	11%
Blue	Standard Exceeded	6%

Hispanic

Red	Standard Not Met	24%
Orange	Standard Nearly Met	25%
Green	Standard Met	23%
Blue	Standard Exceeded	28%

2021-2022 - Math

ALL Students

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	30%
Blue	Standard Exceeded	16%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	16%

Students with Disabilities

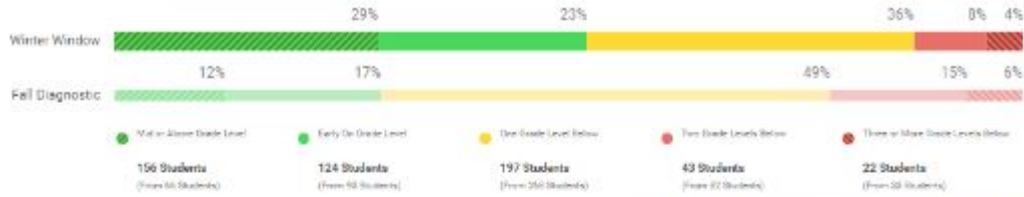
Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

Hispanic

Red	Standard Not Met	34%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	11%

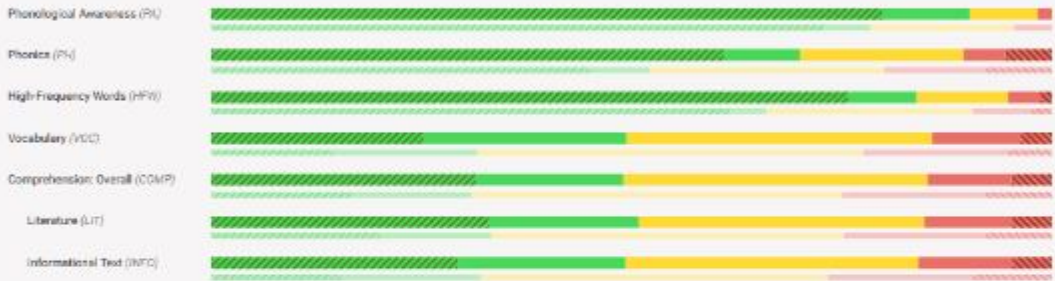
Overall Placement

Students Assessed/Total: 542/559



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



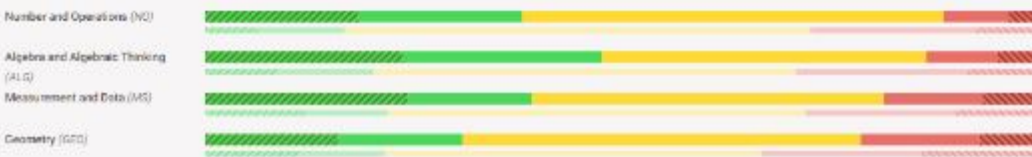
Overall Placement

Students Assessed/Total: 543/559



[The Mapping Between 5-Level and 3-Level Placements](#)

Placement by Domain



Resource Inequities

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

Not Applicable NA

Need Assessment - Educational Partner Involvement

SPSA Year: 2023-24

Involvement Process for the SPSA and Annual Evaluation

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

At James Monroe Elementary the evaluation and planning process for the SPSA development, evaluation and analysis are reviewed by the school administration, Leadership Team and School Site Council on a regular basis. TRAC days, School Site Council meetings, SAST, Principals Directed meetings 2nd and 4th Thursday of the month are used throughout the year. School Site Council meetings are held the first Monday of the month - 5x a year max. Our ELAC is combined with our School Site Council and includes monthly reports at each meeting. Annually, roles and responsibilities are provided to the School Site Council in the fall. The School Site Council discusses and collaborates on the SPSA, it's content and status at each SSC meeting. At the first meeting, members were given a copy of our current year's SPSA to use as a tool for collaboration, discussion and revision for all SSC meetings. In September the SPSA was distributed and calls for revisions were ongoing and solicited from the School Site Council until the deadline of December. In March any feedback was taken to our schools Guiding Coalition where the SPSA was collaboratively worked on and amended. The SPSA is a standing agenda item and has been an open discussion all year. The SPSA was sent out prior to the meeting to SSC members and on Thursday, May 4, 2023 the finalized SPSA was discussed and voted upon for approval for the 2022-23 school year.

School Site Council Meeting #1 23 August 2022

Monroe Elementary School
Meeting Agenda
School Site Council Meeting #1
Agenda August 2022-23 2:45 pm Library

1. Welcome and Call to Order
2. Roll Call of Members
3. Elections of members update & Timeline
4. Approval of Safety Plan
5. Public Comment
6. Meeting Dates
- i. Sept 12, Oct 3, Jan 9, Mar 6, May 1
7. Adjournment - next meeting October 5

Monroe Elementary School
Meeting Agenda
School Site Council Meeting #2
Agenda 3 October 2022-23 2:45 pm Library

1. Welcome and Call to Order
2. Roll Call of Members
3. Approval of Minutes (May & September)
4. Elections of members update & Timeline
- Single position vote
5. Annual Notification of SSC responsibilities
6. SPSA - School site goals for achievement
7. District Advisory Committee - Jessica
8. ELAC - Erica
9. Title 1 Family and Parent Involvement Policy
10. Student-Parent Compact
11. Teacher Reports
12. Public Comment
13. Meeting Dates
- i. Sept 12, Oct 3, Jan 9, Mar 6, May 1
14. Adjournment - next meeting Jan 9

Add agenda item - Bylaws

Monroe Elementary School
Meeting Agenda
School Site Council Meeting #3
Agenda 9 January 2023 2:45 pm Library

1. Welcome and Call to Order
2. Roll Call of Members
3. Proposed additions to agenda
4. Approval of Minutes
5. SPSA - School site goals for achievement
Goals 2 & 3 January
Goal 1 February
Additional meeting to complete suggested amendments
7. District Advisory Committee - Jessica
8. ELAC - Erica
9. Title 1 Family and Parent Involvement Policy
Date to send out
10. Student-Parent Compact
Date to send out
11. Bylaws
Approval March Meeting
11. Teacher Reports
12. Public Comment
13. Meeting Dates
- i. Sept 12, Oct 3, Jan 9, Mar 6, May 1
14. Adjournment - next meeting March 6

Monroe Elementary School
Meeting Agenda
School Site Council Meeting #5
Agenda 4 May 2023 2:30 pm Library

1. Welcome and Call to Order
2. Roll Call of Members
3. Proposed additions to agenda
4. Approval of Minutes
5. SPSA - Approval
With proposed corrections
8. Title 1 Family and Parent Involvement Policy (Nicki)
9. Elections for September
10. DAC Report Jessica
11. Public Comment
12. Adjournment

Impact on the SPSA and the Annual Evaluation

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

Teacher and constituent groups overwhelmingly believed that based on the excellence in student data, Monroe should "stay the course" and continue the path of achievement, its strategies and direction set forth in the previous school year.

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 Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI). Schools may include additional information or more detail, including graphics that are accessible to readers with disabilities.

Description	Amount
Total Title I Funds:	\$55,554
Total Centralized Services:	\$106,321
Total Supplemental Concentration Funds	\$95,396
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$150,950.00

Supplemental Services

Identify each action or service for which the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, foster youth, and others, as identified.

James Monroe Goal One Priorities

All classroom teachers are appropriately assigned and fully credentialed

All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English

Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC

Teachers will use data tools to analyze and monitor student progress

Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals

Teachers will continue to receive professional development on effective research-based strategies to support all learners. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Provide an instructional coach to support teachers in best first instruction, intervention and enrichment

Provide extra duty support for a site MTSS Lead to facilitate, communicate and implement the MTSS process

Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement.

G.1 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. (examples: Tech/STEAM Media Center, furniture, 1:1 technology, equipment, STEM activities (professional development, materials, supplies, technology services, tech, programs) Funds to be provided include cost for professional development, collaboration, materials and supplies, technology solutions or anything related to the activities that support this goal.

C.3 Provide staff with ongoing professional development opportunities in core content areas that support their ability to provide effective instruction and strategies to increase student achievement.

B.5 Provide extra duty hours to TRAC team for collaboration with the principal and coach to support student achievement and keep an updated binder of all TRAC communications (e.g., assessment data, goals, action plans, protocols, etc.).

D.3 Provide students and teachers with research-based instructional supplemental materials, resources, including technology-based programs that support their engagement and learning to support the state standards/core curriculum to increase student achievement

D.4 Provide enrichment experiences for all students and GATE students before/during/after school (STEM/College and Career Readiness) opportunities including the cost of coaches, fees, and materials needed for their participation in these educational opportunities (Examples: STEAM activities/classes, Battle of the Books, Math Field Day, school newspaper, Science Fair, Field Day, Inventor Camp, Writing Club, fitness/wellness and related activities).Funds to be provided include cost for professional development, extra duty hours, collaboration, materials and supplies or anything related to the activities that support this goal.

D.6 Provide intervention for students performing below proficiency in reading and math. This may include intervention services before/during/after the regular school day, and extended school year - instructional materials, substitutes, training, extra duty. It will also include any expenditures to provide this service personnel, professional development and materials or supplies.

Goal 3 Priorities

Provide activities and protocols for improving attendance funds to be provided include cost for professional development, collaboration, assemblies, materials and supplies or anything related to the activities that support this goal.

Provide strategies to support the work of MTSS to address school climate and culture.

Implement AVID structure/strategies to support student learning. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

E.1 Engage and support parents as partners in their students' learning, growth, and development through family math nights, science fair, literacy night, parent workshops/training, arts around the world, drama performances, and health expo.

G.1 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. examples:Tech/STEAM Media Center, STEM tools and solutions/equipment, furniture, 1:1 technologies, equipment, STEM activities (professional development, materials, supplies, technology services, tech, programs)

F.1 Students will be engaged in social emotional learning opportunities through schoolwide PBIS. SEL opportunities will include behavior/achievement assemblies, educational assemblies, strategic and targeted groups (before, during and after school), field trips, technology based programs, peer buddies, mentoring activities and other activities that provide social emotional learning experiences.

Priority 1 & 6 School staff (classified and certificated) will participate in the PLC structure, staff meetings, administratively called meetings and etc. via collaborations in order to improve student academic outcomes and social-emotional learning which includes the incorporation of (and PD) AVID, MTSS & PBIS systems for support.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	1.37%	1.38%	4	8	8
African American	2.7%	1.88%	1.89%	17	11	10
Asian	1.9%	2.05%	2.75%	12	12	15
Filipino	0.5%	0.51%	0.34%	3	3	2
Hispanic/Latino	60.3%	59.22%	61.62%	383	347	357
Pacific Islander	%	%	0%			0
White	28.4%	29.18%	26.51%	180	171	152
Multiple/No Response	2.4%	3.07%	3.44%	15	18	33
	Total Enrollment			635	586	577

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	100	99	94
Grade 1	97	95	82
Grade 2	112	96	102
Grade3	99	98	98
Grade 4	127	90	102
Grade 5	100	108	99
Total Enrollment	635	586	577

Conclusions based on this data:

- Kindergarten students enrolling at Monroe account for the largest decrease in enrollment as their cohort moves to 1st and then to 2nd grade
- School enrollment has been down districtwide.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	68	58	52	10.70%	9.9%	10.7%
Fluent English Proficient (FEP)	22	19	21	3.50%	3.2%	3.6%
Reclassified Fluent English Proficient (RFEP)	7			10.3%		

Conclusions based on this data:

1. English Learners increased 1.7 %
2. Fluent English Proficient subgroup NA

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	98		0	98		0	98		0.0	100.0	
Grade 4	128	91		0	91		0	91		0.0	100.0	
Grade 5	97	106		0	106		0	106		0.0	100.0	
All Grades	325	295		0	295		0	295		0.0	100.0	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2450.			33.67			26.53			22.45			17.35	
Grade 4		2499.			34.07			30.77			18.68			16.48	
Grade 5		2554.			42.45			29.25			19.81			8.49	
All Grades	N/A	N/A	N/A		36.95			28.81			20.34			13.90	

Reading Demonstrating understanding of literary and non-fictional texts												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23			
Grade 3		25.51			60.20			14.29				
Grade 4		23.08			67.03			9.89				
Grade 5		33.02			60.38			6.60				
All Grades		27.46			62.37			10.17				

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.33			64.29			19.39	
Grade 4		24.18			59.34			16.48	
Grade 5		27.36			66.04			6.60	
All Grades		22.71			63.39			13.90	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.35			74.49			8.16	
Grade 4		18.68			75.82			5.49	
Grade 5		21.70			71.70			6.60	
All Grades		19.32			73.90			6.78	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.45			70.41			7.14	
Grade 4		23.08			70.33			6.59	
Grade 5		32.08			62.26			5.66	
All Grades		26.10			67.46			6.44	

Conclusions based on this data:

1. Our school will focus in the area of literacy for all grade levels
2. Desert Sands Unified School District has adopted iReady Program and will serve as baseline data during the absence of state assessment data.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	100	98		0	98		0	98		0.0	100.0	
Grade 4	128	91		0	91		0	91		0.0	100.0	
Grade 5	97	106		0	106		0	106		0.0	100.0	
All Grades	325	295		0	295		0	295		0.0	100.0	

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.			14.29			34.69			18.37			32.65	
Grade 4		2479.			19.78			28.57			30.77			20.88	
Grade 5		2535.			29.25			28.30			27.36			15.09	
All Grades	N/A	N/A	N/A		21.36			30.51			25.42			22.71	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.35			47.96			34.69	
Grade 4		30.77			52.75			16.48	
Grade 5		34.91			51.89			13.21	
All Grades		27.80			50.85			21.36	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.43			54.08			24.49	
Grade 4		18.68			49.45			31.87	
Grade 5		25.47			61.32			13.21	
All Grades		22.03			55.25			22.71	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.33			71.43			12.24	
Grade 4		20.88			57.14			21.98	
Grade 5		18.87			62.26			18.87	
All Grades		18.64			63.73			17.63	

Conclusions based on this data:

1. Monroe will continue to focus in the area of Problem Solving & Modeling with math, number sense and Data Analysis

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1447.4	*		1461.3	*		1414.8	*		12	10	
1	*	1452.6		*	1457.5		*	1447.3		10	11	
2	1453.7	*		1450.0	*		1456.8	*		11	10	
3	*	*		*	*		*	*		9	7	
4	1515.6	*		1510.6	*		1520.5	*		17	*	
5	1503.5	1561.5		1502.5	1560.8		1503.8	1561.8		13	14	
All Grades										72	55	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*		33.33	*		25.00	*		8.33	*		12	*	
1	*	9.09		*	36.36		*	36.36		*	18.18		*	11	
2	9.09	*		45.45	*		27.27	*		18.18	*		11	*	
3	*	*		*	*		*	*		*	*		*	*	
4	5.88	*		76.47	*		5.88	*		11.76	*		17	*	
5	23.08	50.00		46.15	50.00		15.38	0.00		15.38	0.00		13	14	
All Grades	19.44	25.45		48.61	40.00		20.83	29.09		11.11	5.45		72	55	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	*		41.67	*		16.67	*		8.33	*		12	*	
1	*	18.18		*	27.27		*	45.45		*	9.09		*	11	
2	9.09	*		45.45	*		36.36	*		9.09	*		11	*	
3	*	*		*	*		*	*		*	*		*	*	
4	41.18	*		47.06	*		0.00	*		11.76	*		17	*	
5	53.85	78.57		30.77	21.43		0.00	0.00		15.38	0.00		13	14	
All Grades	40.28	43.64		37.50	27.27		12.50	27.27		9.72	1.82		72	55	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	*		25.00	*		41.67	*		16.67	*		12	*	
1	*	0.00		*	36.36		*	45.45		*	18.18		*	11	
2	0.00	*		63.64	*		18.18	*		18.18	*		11	*	
3	*	*		*	*		*	*		*	*		*	*	
4	5.88	*		47.06	*		29.41	*		17.65	*		17	*	
5	7.69	14.29		23.08	42.86		46.15	42.86		23.08	0.00		13	14	
All Grades	9.72	10.91		34.72	27.27		34.72	52.73		20.83	9.09		72	55	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	*		75.00	*		8.33	*		12	*	
1	*	27.27		*	63.64		*	9.09		*	11	
2	9.09	*		72.73	*		18.18	*		11	*	
3	*	*		*	*		*	*		*	*	
4	35.29	*		58.82	*		5.88	*		17	*	
5	46.15	35.71		38.46	64.29		15.38	0.00		13	14	
All Grades	36.11	36.36		52.78	58.18		11.11	5.45		72	55	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	*		41.67	*		8.33	*		12	*	
1	*	18.18		*	63.64		*	18.18		*	11	
2	18.18	*		72.73	*		9.09	*		11	*	
3	*	*		*	*		*	*		*	*	
4	64.71	*		23.53	*		11.76	*		17	*	
5	53.85	92.86		30.77	7.14		15.38	0.00		13	14	
All Grades	51.39	45.45		38.89	49.09		9.72	5.45		72	55	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.33	*		75.00	*		16.67	*		12	*	
1	*	27.27		*	54.55		*	18.18		*	11	
2	36.36	*		45.45	*		18.18	*		11	*	
3	*	*		*	*		*	*		*	*	
4	11.76	*		64.71	*		23.53	*		17	*	
5	7.69	35.71		76.92	64.29		15.38	0.00		13	14	
All Grades	13.89	20.00		66.67	61.82		19.44	18.18		72	55	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	*		50.00	*		33.33	*		12	*	
1	*	0.00		*	100.00		*	0.00		*	11	
2	9.09	*		54.55	*		36.36	*		11	*	
3	*	*		*	*		*	*		*	*	
4	5.88	*		82.35	*		11.76	*		17	*	
5	15.38	35.71		61.54	64.29		23.08	0.00		13	14	
All Grades	12.50	23.64		66.67	70.91		20.83	5.45		72	55	

Conclusions based on this data:

1. Monroe will continue to provide English Language Development
2. Monroe will seek to provide additional opportunities for enrichment for our EL's that seek to enhance their educational experience, develop the whole child and connect language with experience.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
586	64.0	9.9	1.0
Total Number of Students enrolled in James Monroe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	9.9
Foster Youth	6	1.0
Homeless		
Socioeconomically Disadvantaged	375	64.0
Students with Disabilities	37	6.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.9
American Indian	8	1.4
Asian	12	2.0
Filipino	3	0.5
Hispanic	347	59.2
Two or More Races	18	3.1
Pacific Islander		
White	171	29.2

Conclusions based on this data:

1. Monroe serves a Title I and diverse clientele

School and Student Performance Data

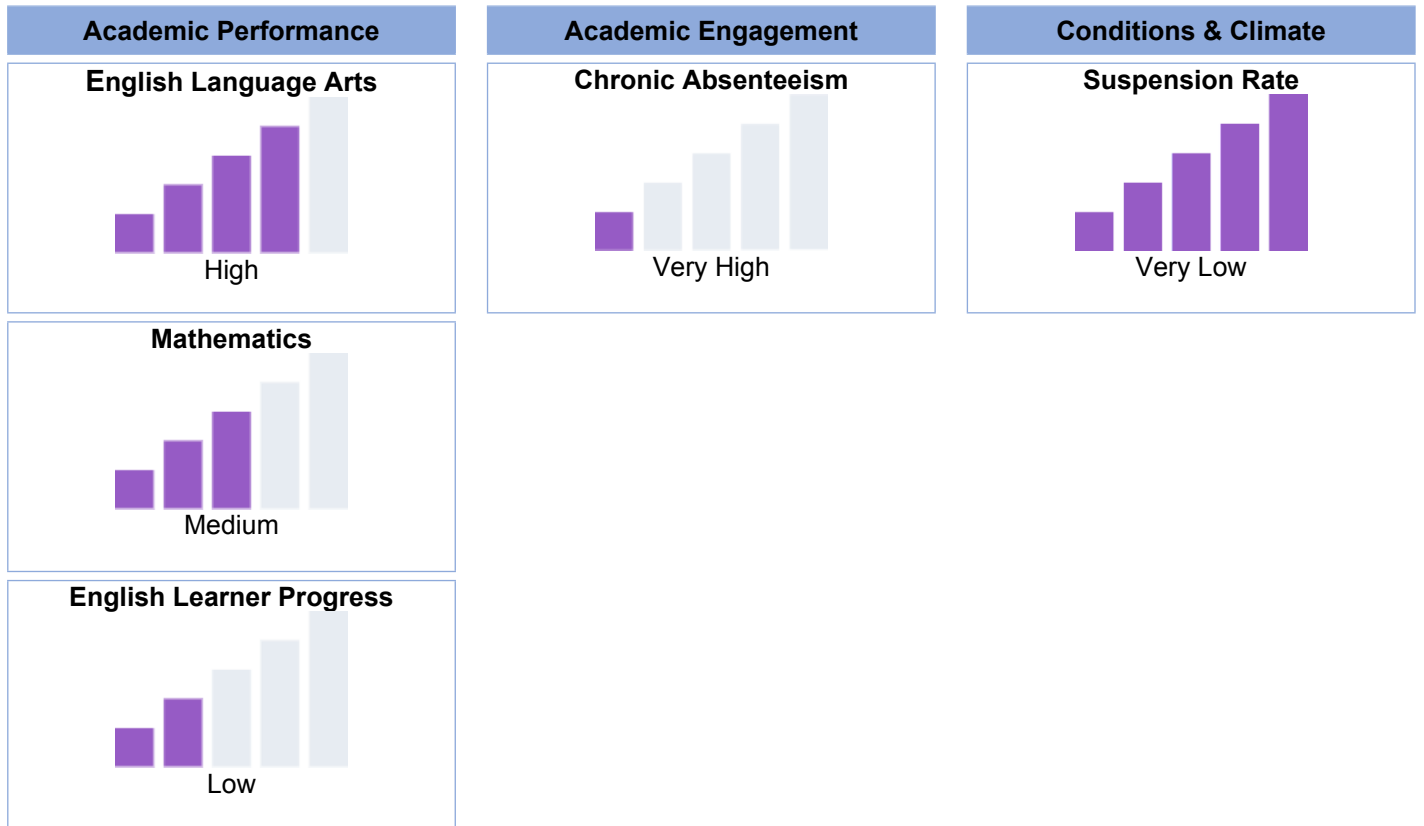
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Monroe will focus on improving school attendance
2. Monroe will focus on improving school suspension rate
3. Monroe will focus on improving the performance of our subgroups

School and Student Performance Data

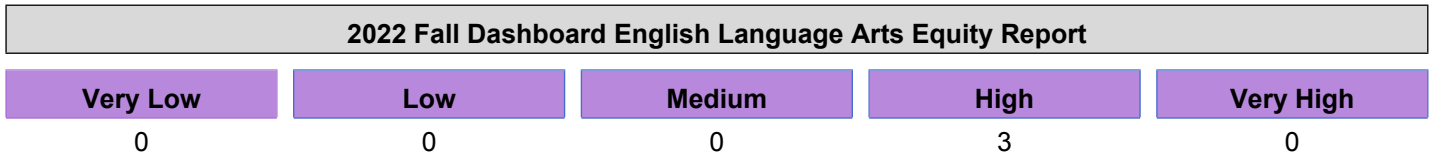
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

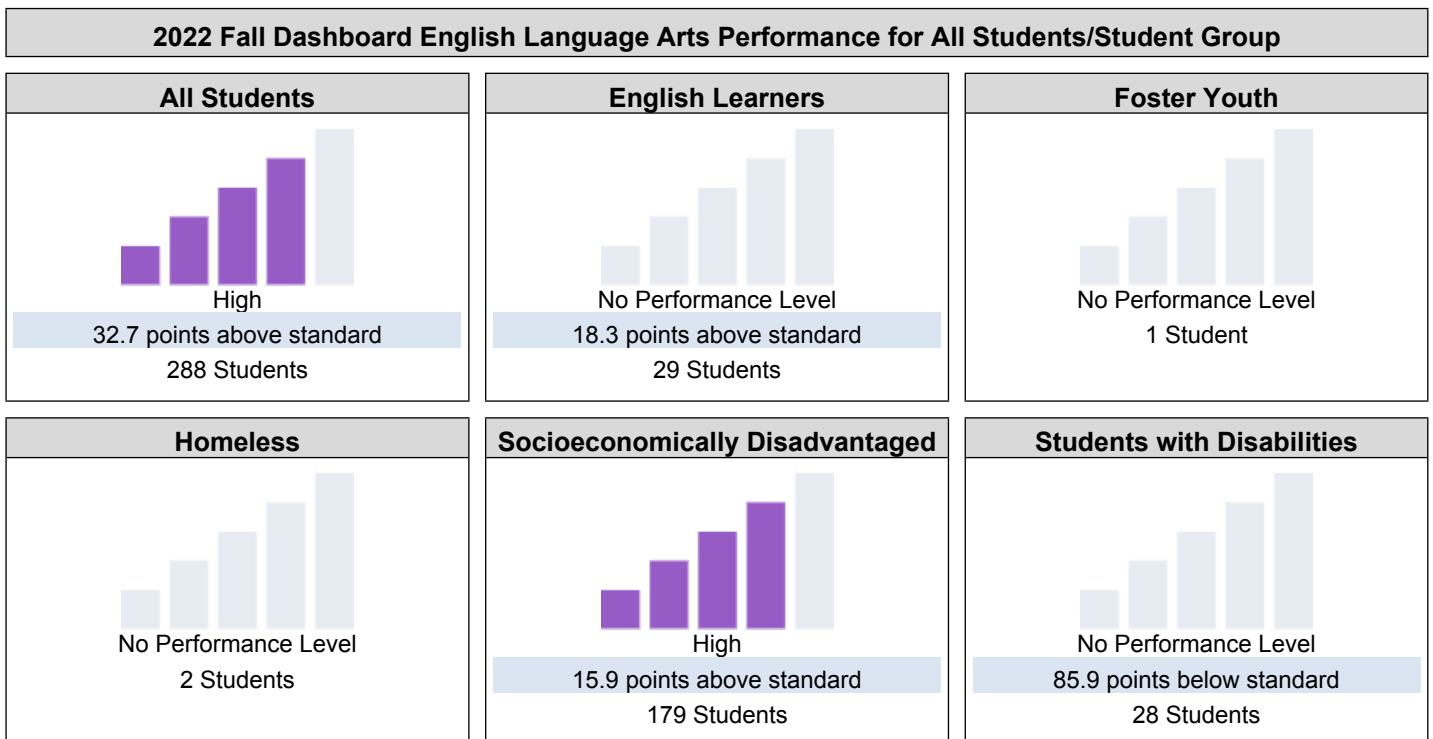
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



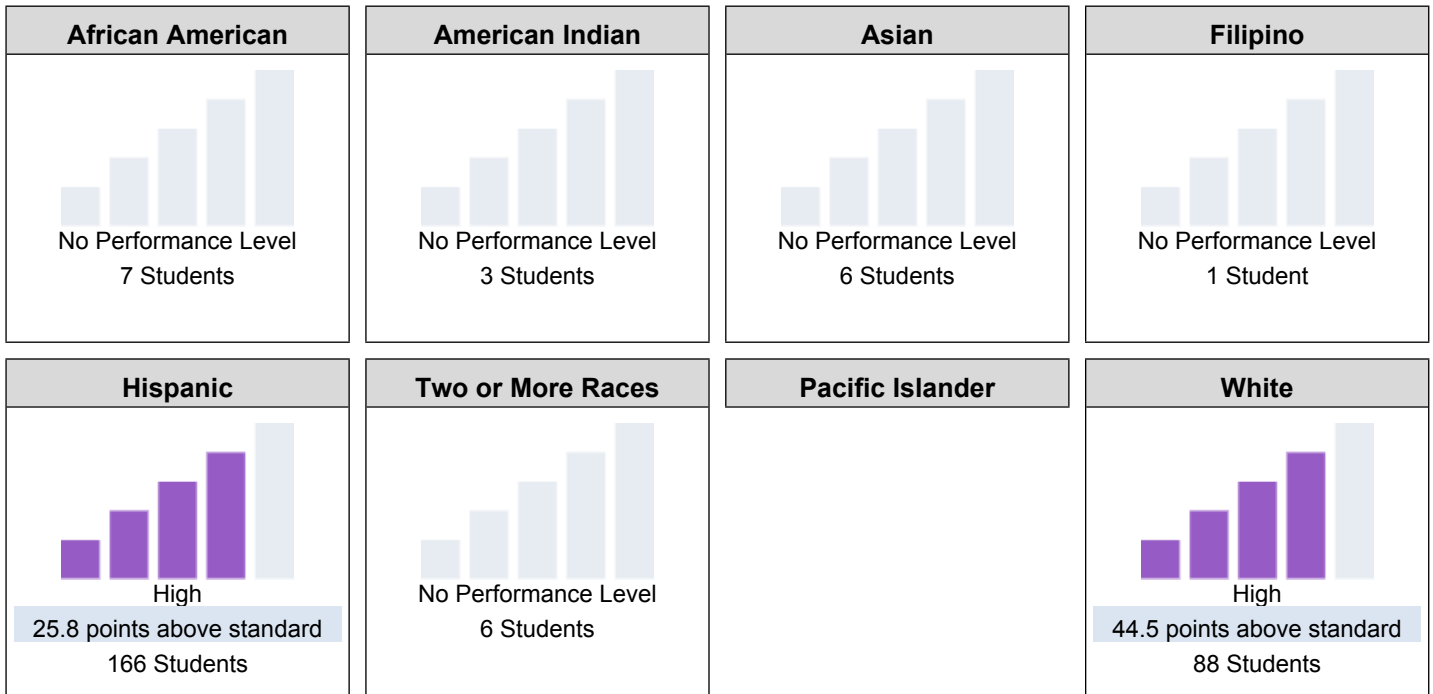
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
18.5 points below standard 17 Students	70.6 points above standard 12 Students	33.0 points above standard 250 Students

Conclusions based on this data:

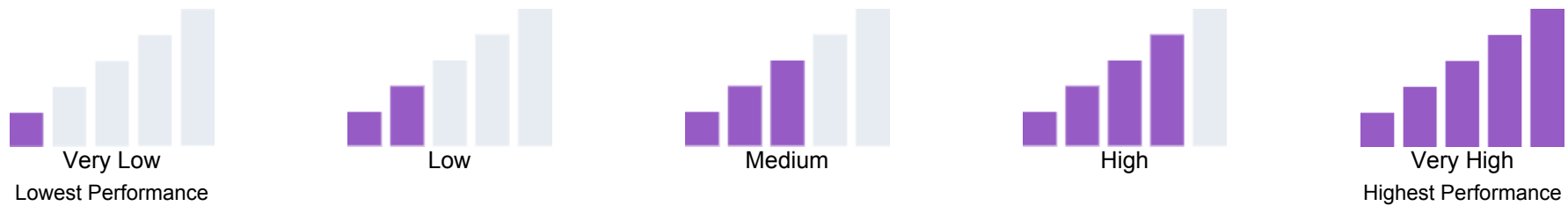
1. Monroe will focus on the improvement of academic outcomes and progress for students with disabilities
2. Monroe will focus on the improvement of academic outcomes and progress for English Language Learners

School and Student Performance Data

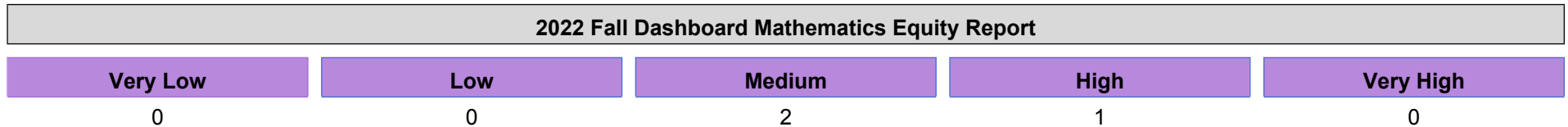
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

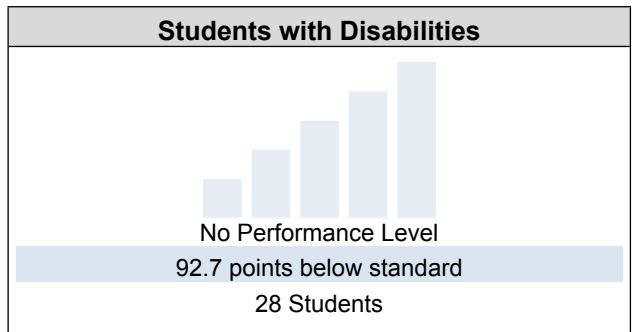
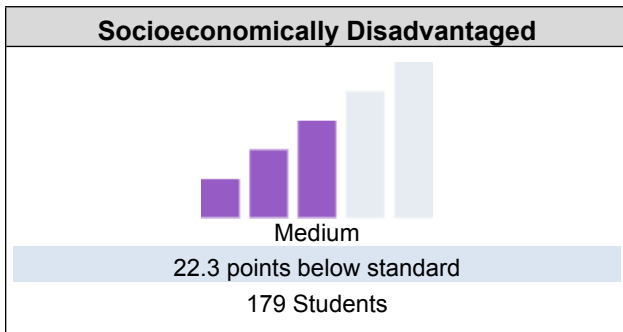
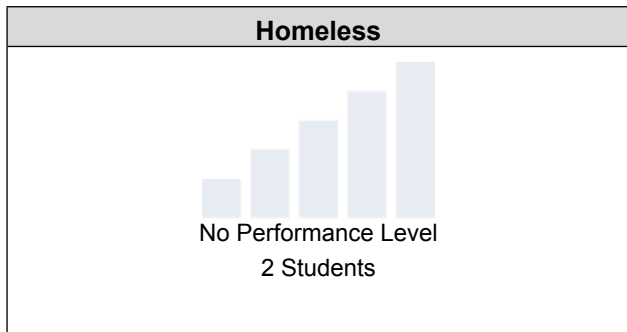
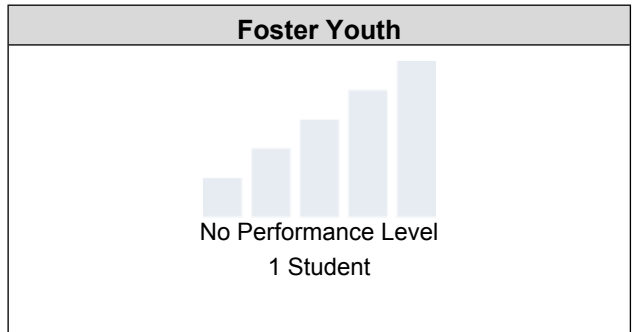
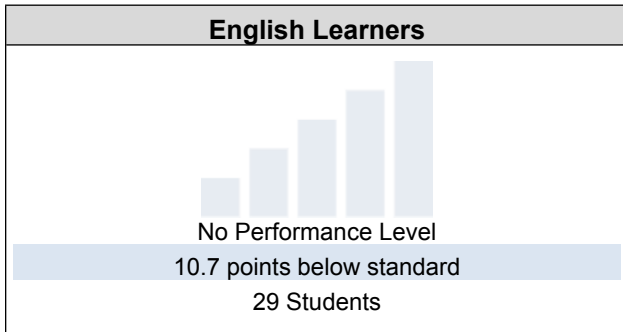
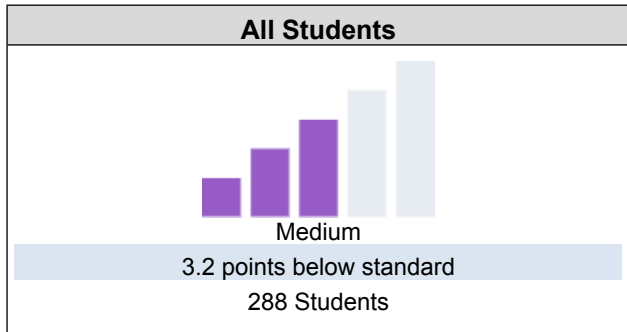


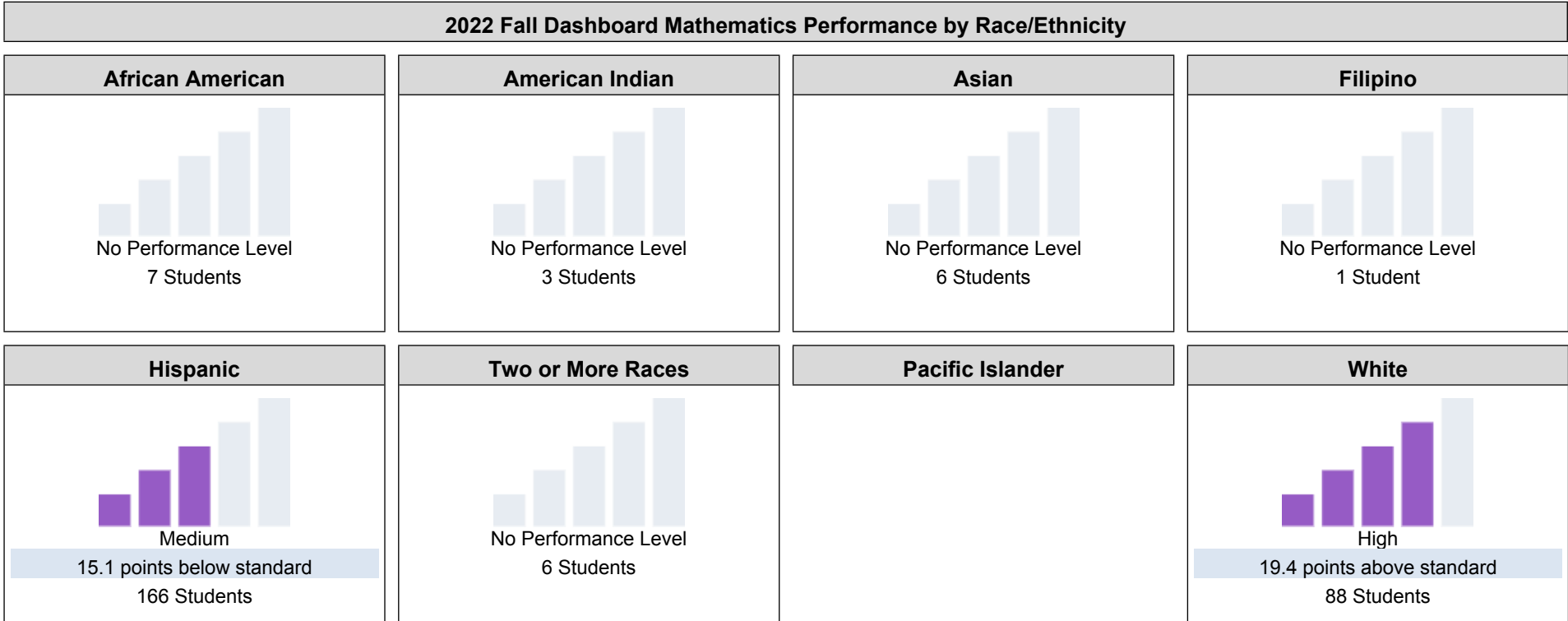
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group





This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p>Current English Learner</p> <p>30.6 points below standard 17 Students</p>	<p>Reclassified English Learners</p> <p>17.7 points above standard 12 Students</p>	<p>English Only</p> <p>2.6 points below standard 250 Students</p>

Conclusions based on this data:

- Monroe will focus on the improvement of academic outcomes and progress for students with disabilities
- Monroe will focus on the improvement of academic outcomes and progress for English Language Learners

-
-
3. Monroe will focus on the improvement of academic outcomes and progress for our sub groups

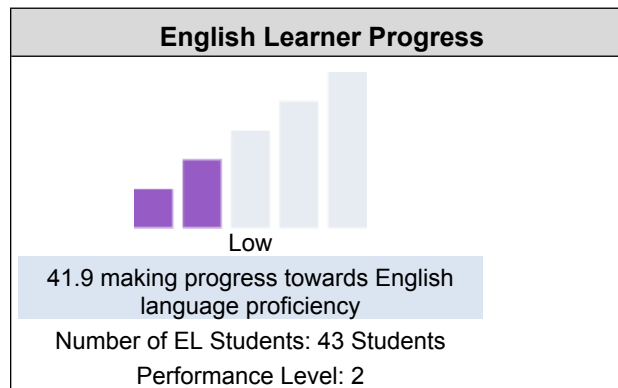
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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.

2022 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
16.3%	41.9%	4.7%	37.2%

Conclusions based on this data:

1. Monroe will focus on the improvement of academic outcomes and progress for English Language Learners
2. Monroe will focus on the improvement of academic outcomes and progress for our subgroups

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

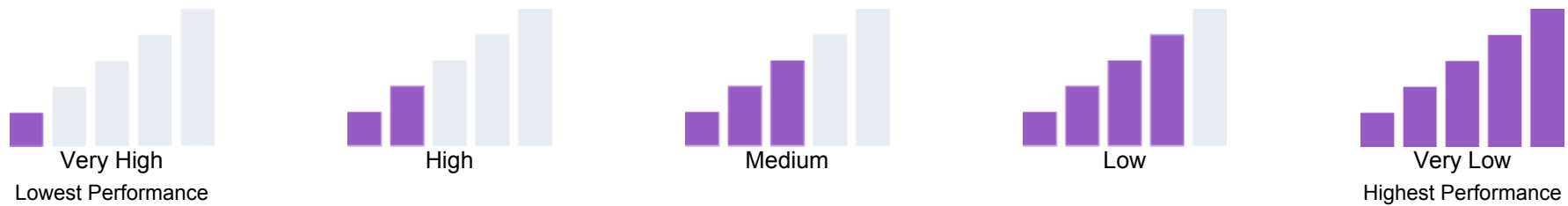
1. Monroe will continue to provide AVID Elementary to all student schoolwide.

School and Student Performance Data

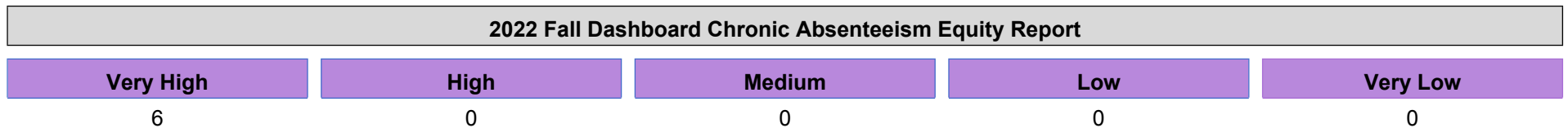
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

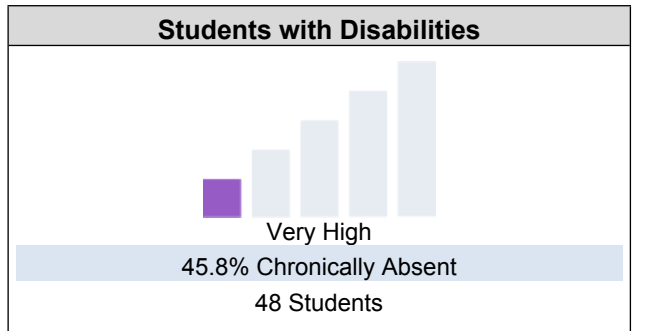
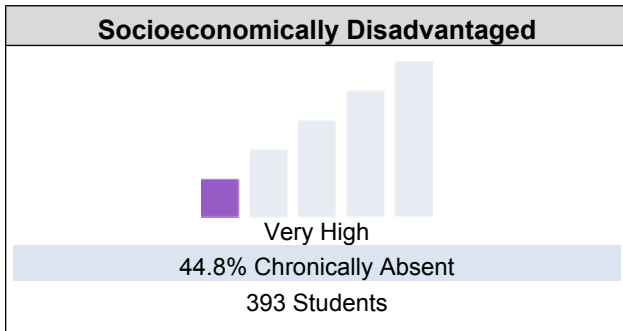
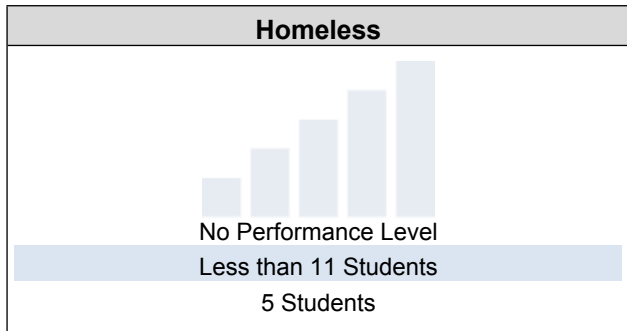
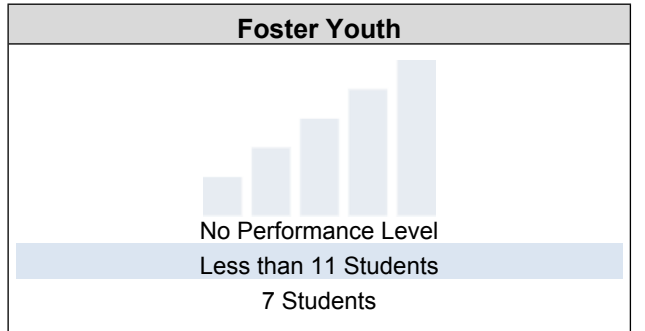
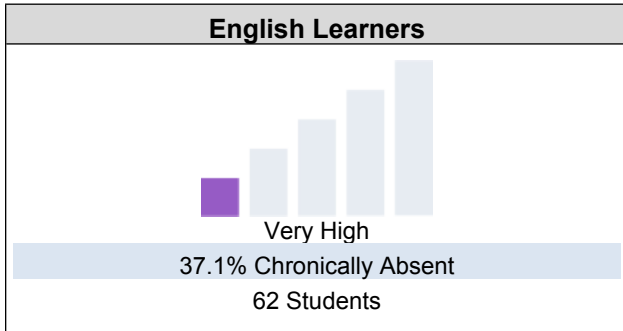
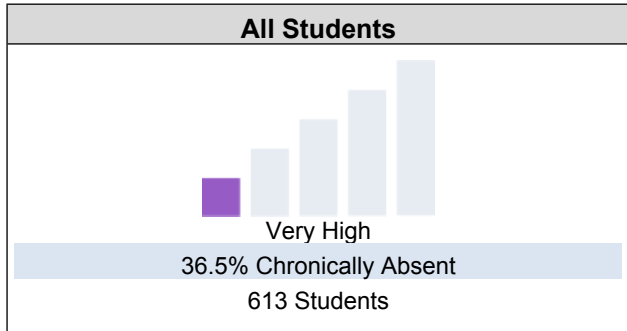


This section provides number of student groups in each level.

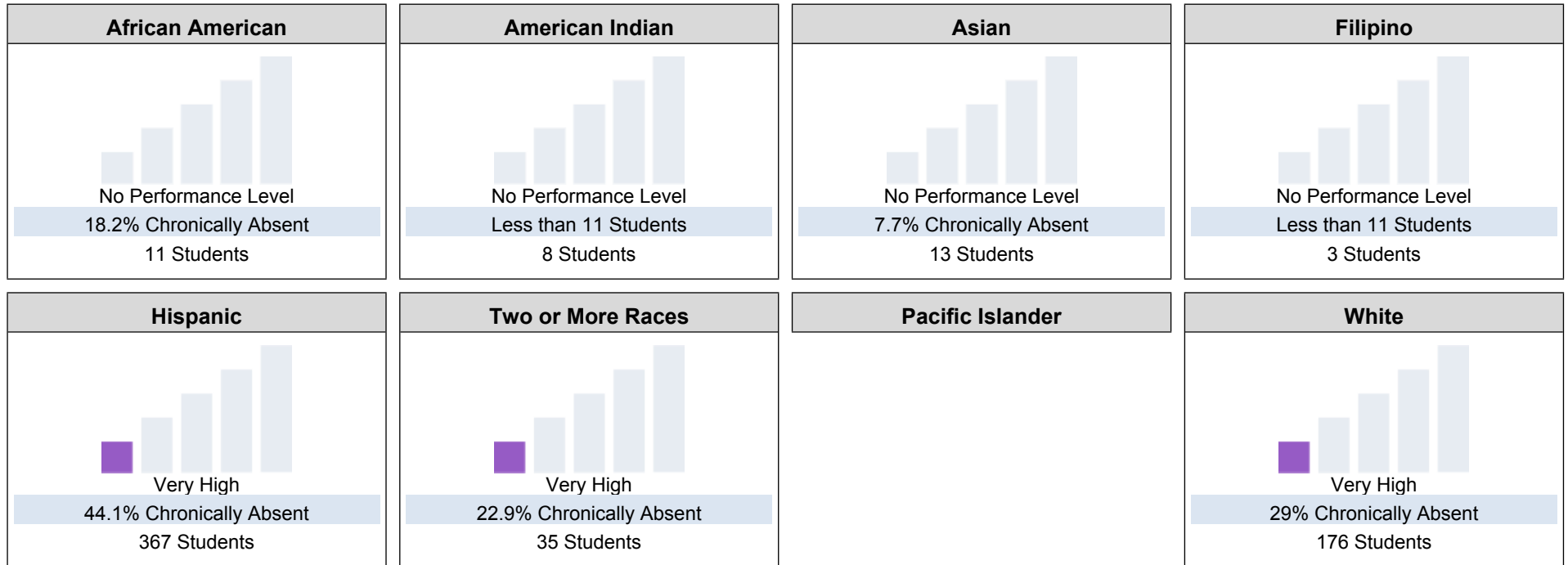


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Monroe will focus on the improvement of absenteeism for ALL students at Monroe
2. Monroe will focus on the improvement of attendance outcomes and progress for our sub groups

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

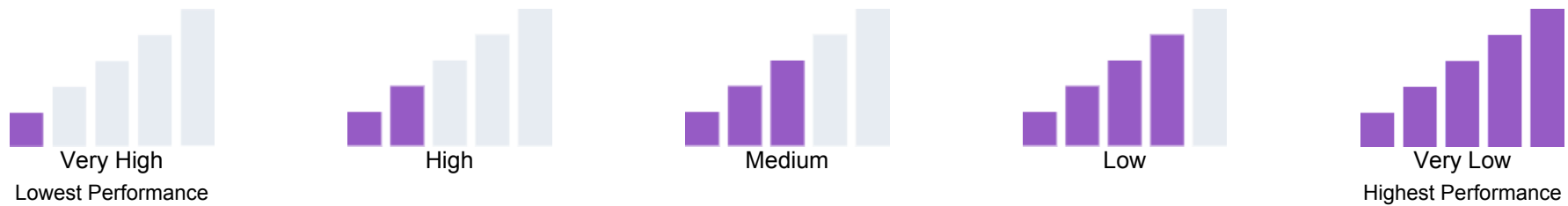
1. na
2. not applicable

School and Student Performance Data

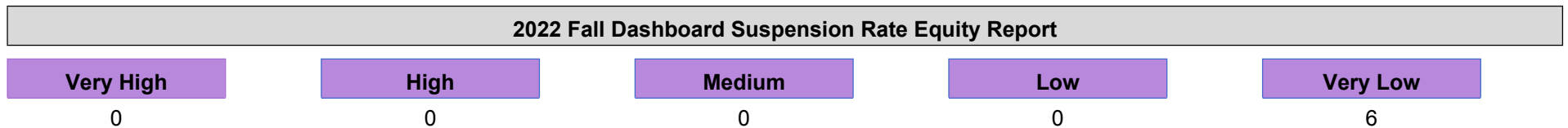
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

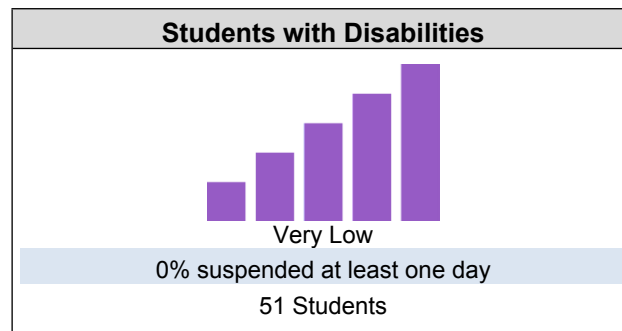
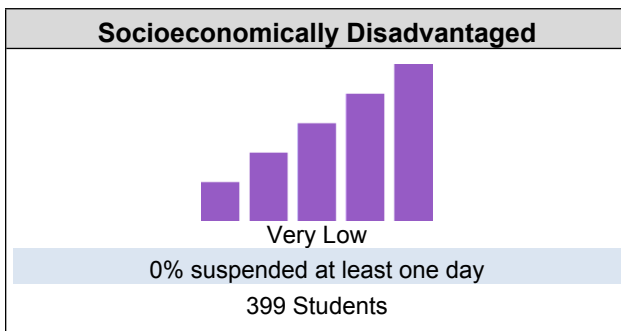
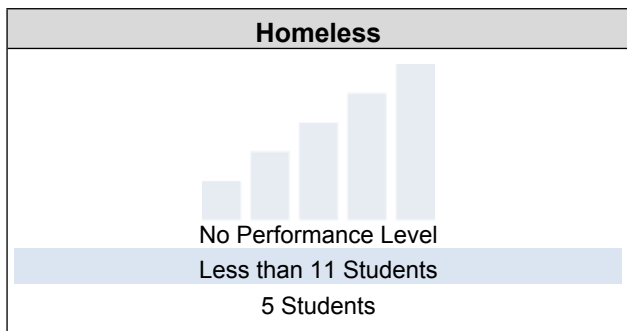
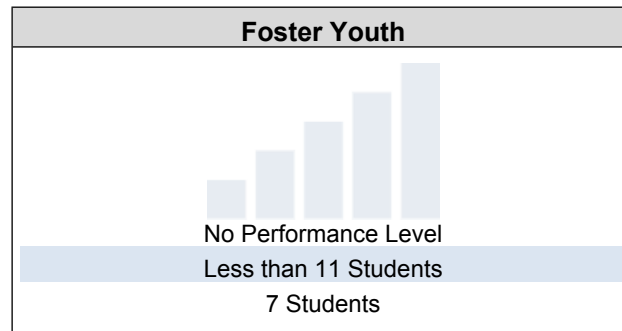
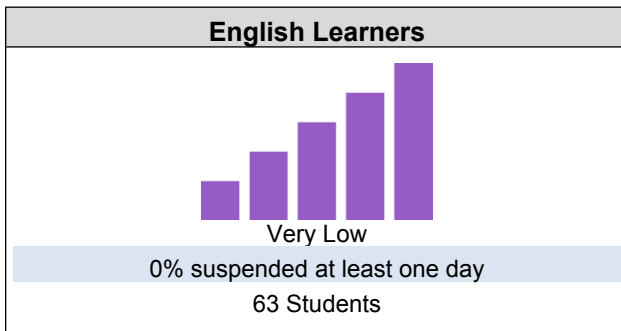
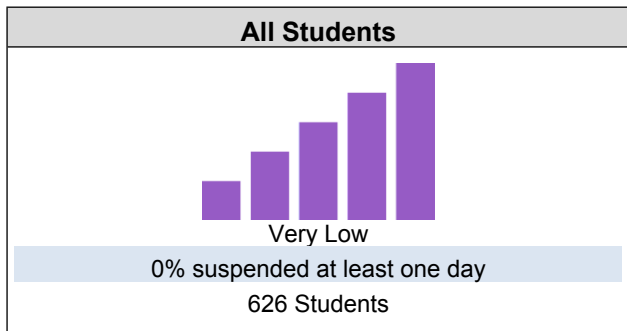


This section provides number of student groups in each level.

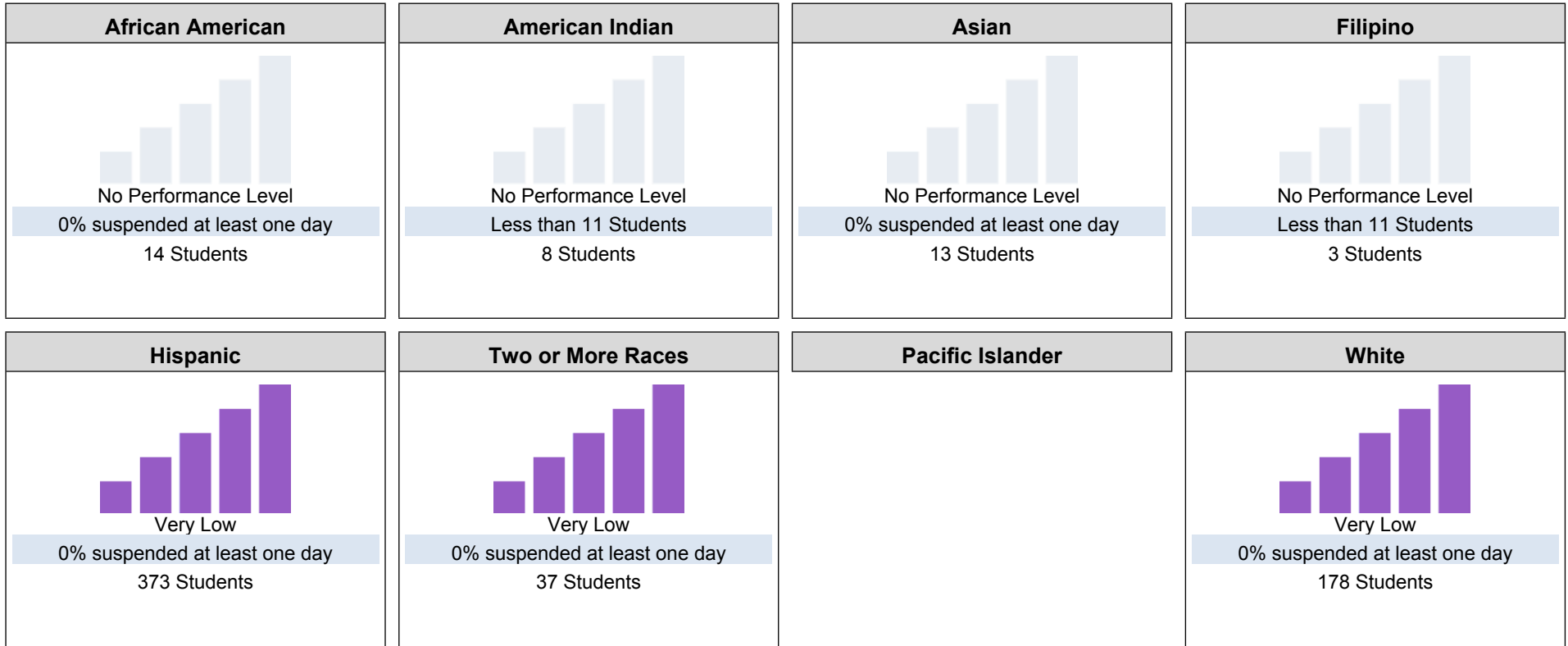


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Monroe will focus on the improvement of suspension rates for all students
2. Monroe will focus on the improvement of the suspension outcomes and progress for our sub groups

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 1

All students will demonstrate growth as measured by federal, state and district assessment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

Expected and planed iReady gains for the year

OVERALL Students ELA Mathematics

Red

- 10 -10

Yellow

- 19 -16

Green

+26 +24

Blue +4 + 4

Special Education OVERALL - MATHEMATICS ELA

Red

- 15 -19

Yellow

- 13 -4

Actual Outcomes

2021-22 CAASPP Baseline

2021-2022 - ELA

All Students

Red	Standard Not Met	31%
Orange	Standard Nearly Met	21%
Green	Standard Met	29%
Blue	Standard Exceeded	31%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Expected Outcomes

Green
+4 +19
Blue
+4 +4

English Language Learners OVERALL
MATHEMATICS ELA

Red
• 11 -9
Yellow -
• 7 +5
Green
+13 +5
Blue
+2 +2

Actual Outcomes

Red	Standard Not Met	20%
Orange	Standard Nearly Met	22%
Green	Standard Met	28%
Blue	Standard Exceeded	30%

Students with Disabilities

Red	Standard Not Met	67%
Orange	Standard Nearly Met	17%
Green	Standard Met	11%
Blue	Standard Exceeded	6%

Hispanic

Red	Standard Not Met	24%
Orange	Standard Nearly Met	25%
Green	Standard Met	23%
Blue	Standard Exceeded	28%

2021-2022 - Math

ALL Students

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	30%
Blue	Standard Exceeded	16%

English Learners

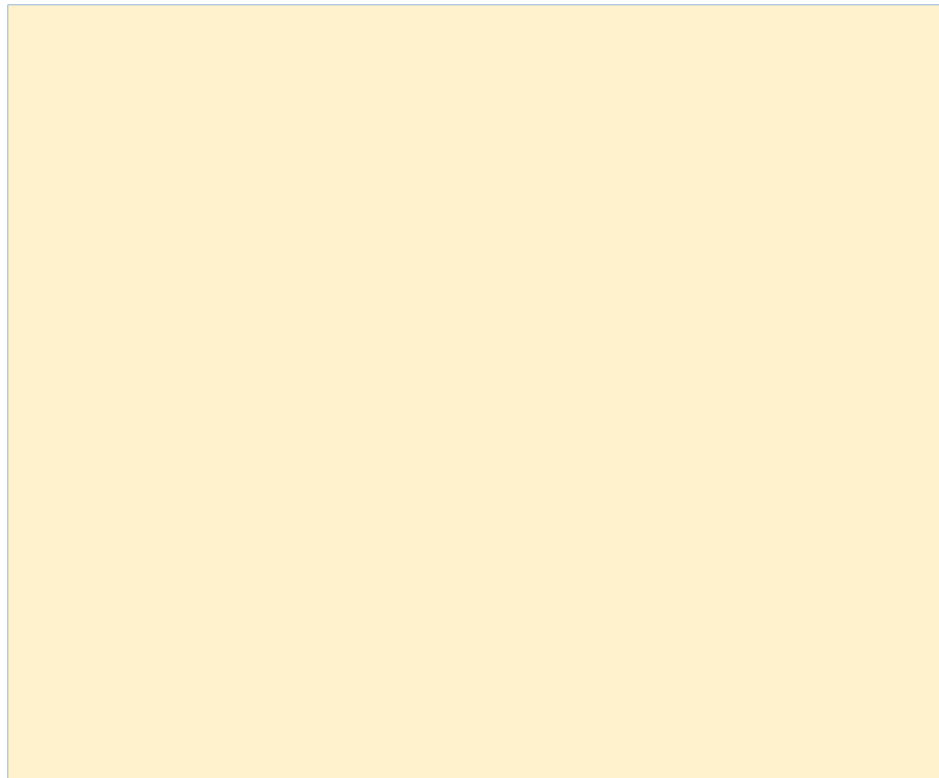
Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	16%

Expected Outcomes

Actual Outcomes

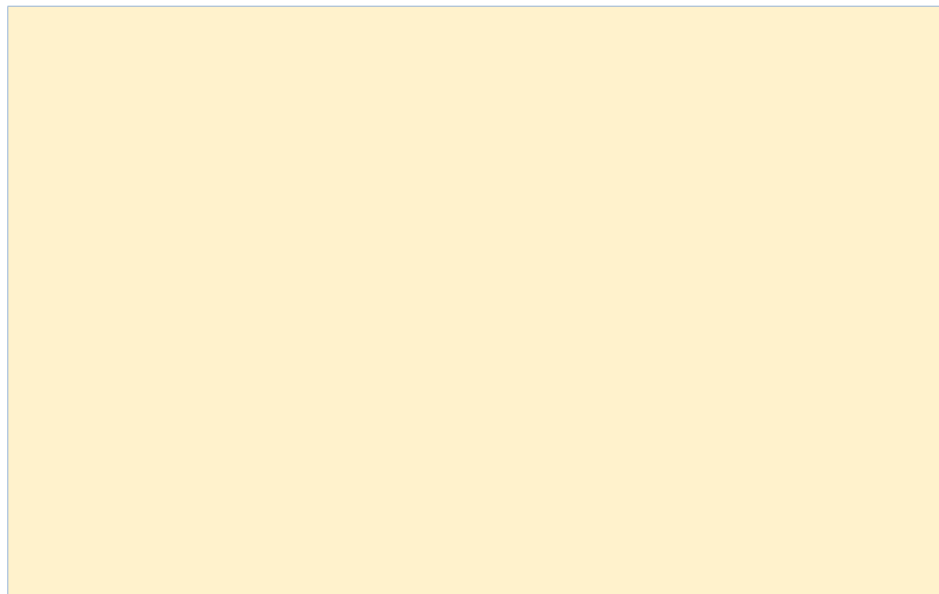


Students with Disabilities

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

Hispanic

Red	Standard Not Met	34%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	11%



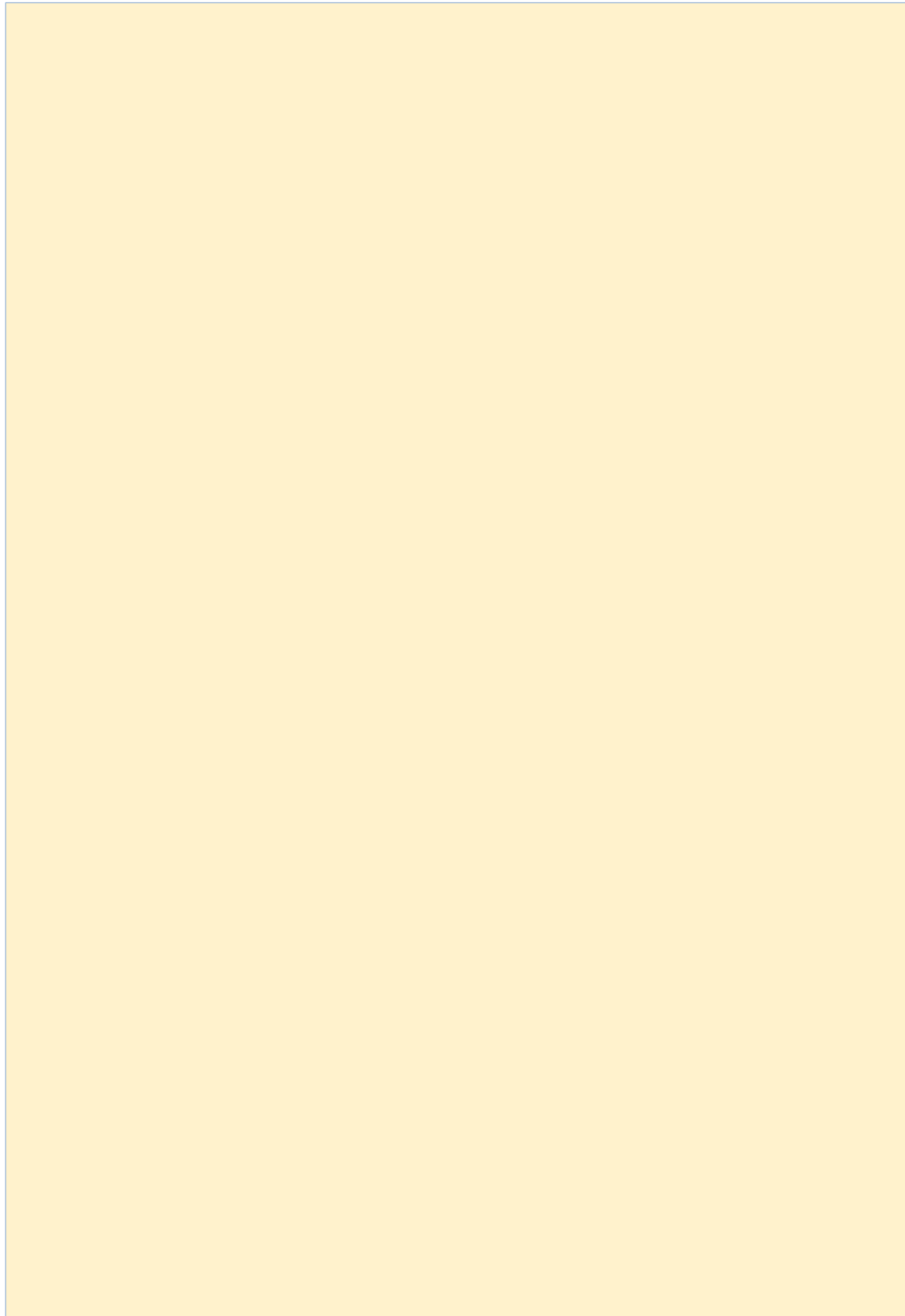
iReady Diagnostic Reading Diagnostic

ALL STUDENTS
Comparison of Achievement Data

Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Stripped Red - Three or More Grade Levels Below		6%
4%	Positive Decrease 2%	
Red - Two Grade Levels Below		15%
8%	Positive Decrease 7%	
Yellow - One Grade Level Below		49%
36%	Positive Decrease 13%	
Green - Early On Grade Level		17%
23%	Positive Increase 6%	
Stripped - Green Mid or Above Grade Level		12%
29%	Positive Increase 17%	

Expected Outcomes

Actual Outcomes



ENGLISH LANGUAGE LEARNERS		Fall 2022 Diagnostic
Winter 2023 Diagnostic		
Striped Red - Three or More Grade Levels Below		7%
2%	Positive Decrease 5%	
Red - Two Grade Levels Below		21%
21%	Positive Decrease 0%	
Yellow - One Grade Level Below		60%
33%	Positive Decrease 27%	
Green - Early On Grade Level		10%
26%	Positive Increase 16%	
Stripped - Green Mid or Above Grade Level		2%
17%	Positive Increase 15%	
ECONOMICALLY DISADVANTAGED		Fall 2022 Diagnostic
Winter 2023 Diagnostic		
Striped Red - Three or More Grade Levels Below		8%
5%	Positive Decrease 3%	
Red - Two Grade Levels Below		18%
11%	Positive Decrease 7%	
Yellow - One Grade Level Below		50%
40%	Positive Decrease 10%	
Green - Early On Grade Level		16%
22%	Positive Increase 6%	
Stripped - Green Mid or Above Grade Level		7%
22%	Positive Increase 15%	
STUDENTS WITH DISABILITIES		Fall 2022 Diagnostic
Winter 2023 Diagnostic		
Red - Two Grade Levels Below		15%
8%	Positive Decrease 7%	
Yellow - One Grade Level Below		49%
36%	Positive Decrease 13%	
Green - Early On Grade Level		17%
23%	Positive Increase 6%	
Stripped - Green Mid or Above Grade Level		12%
29%	Positive Increase 17%	
HISPANIC		Fall 2022 Diagnostic
Winter 2023 Diagnostic		
Striped Red - Three or More Grade Levels Below		8%
5%	Positive Decrease 3%	
Red - Two Grade Levels Below		16%
10%	Positive Decrease 6%	

Expected Outcomes

Actual Outcomes

Yellow - One Grade Level Below		50%
39%	Positive Decrease	11%
Green - Early On Grade Level		17%
24%	Positive Increase	7%
Stripped - Green Mid or Above Grade Level		9%
22%	Positive Increase	13%

iReady Diagnostic Math Diagnostic

ALL STUDENTS
Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below		11%
5%	Positive Decrease	6%
Red - Two Grade Levels Below		22%
12%	Positive Decrease	10%
Yellow - One Grade Level Below		54%
52%	Positive Decrease	2%
Green - Early On Grade Level		9%
19%	Positive Increase	10%
Stripped - Green Mid or Above Grade Level		4%
12%	Positive Increase	8%

ENGLISH LANGUAGE LEARNERS Fall 2022 Diagnostic
Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below		13%
7%	Positive Decrease	8%
Red - Two Grade Levels Below		27%
16%	Positive Decrease	11%
Yellow - One Grade Level Below		58%
56%	Positive Decrease	2%
Green - Early On Grade Level		0%
20%	Positive Increase	20%
Stripped - Green Mid or Above Grade Level		2%
2%	Positive Increase	0%

Expected Outcomes

Actual Outcomes

ECONOMICALLY DISADVANTAGED	Fall 2022 Diagnostic
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	14%
5% Positive Decrease	9%
Red - Two Grade Levels Below	25%
15% Positive Decrease	10%
Yellow - One Grade Level Below	52%
54% Positive Increase	2%
Green - Early On Grade Level	7%
16% Positive Increase	9%
Stripped - Green Mid or Above Grade Level	2%
9% Positive Increase	7%
STUDENTS WITH DISABILITIES	Fall 2022 Diagnostic
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	11%
5% Positive Decrease	8%
Red - Two Grade Levels Below	22%
12% Positive Decrease	10%
Yellow - One Grade Level Below	54%
52% Positive Decrease	2%
Green - Early On Grade Level	9%
19% Positive Increase	10%
Stripped - Green Mid or Above Grade Level	4%
12% Positive Increase	8%
HISPANIC	Fall 2022 Diagnostic
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	13%
6% Positive Decrease	7%
Red - Two Grade Levels Below	23%
15% Positive Decrease	8%
Yellow - One Grade Level Below	54%
54% Positive Decrease	0%
Green - Early On Grade Level	8%
15% Positive Increase	7%
Stripped - Green Mid or Above Grade Level	2%
10% Positive Increase	8%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G1A1 Students will receive instruction using standards-based State/District adopted core programs including Physical Education and the arts. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A1 All students at Monroe received instruction using standards based state/district adopted core materials and programs.</p>	<p>Base Title I 1088.60</p>	
<p>G1A2 All classroom teachers are appropriately assigned and fully credentialed</p>	<p>G1A2 At Monroe all teachers were appropriately assigned and fully credentialed or qualified as such through the California Department of Education credentialing department this is verified through the Desert Sands Unified School District human resource department.</p>	<p>Base Title I 0</p>	
<p>G1A3 All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provides specialized attention to building language proficiency in English. This goal will also support remediation and intervention. Funds to be provided include cost for professional development,</p>	<p>G1A3 All English learners received both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standards. Integrated ELD is provided across all content areas. Designated ELD provided specialized attention to building language proficiency in English. English learners engaged in intellectually rich, developmentally appropriate learning experiences that foster high levels of English</p>	<p>Base Title I 3000</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
collaboration, materials and supplies or anything related to the activities that support this goal.	proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners had meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English.		
G1A4 Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators, and participation in TRAC	G1A4 Teachers and support staff received additional support from the Educational Services division to enhance English learners' success through various professional development opportunities provided by district Project Facilitators. Sessions included early literacy strategies, ELD lesson support through Benchmark Advance and StudySync, UDL lesson planning in ELA & Math, and integration of literacy standards with the emphasis on the connection between oral and written language to support English learners.	Title I 0	
G1A5 Teachers will use data tools to analyze and monitor student progress. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	G1A5 Teachers at Monroe used a variety of data tools to analyze during PLC and staff development. This information is used to monitor student progress, inform instruction and plan collaborative in order to meet the diverse needs of our students. Some of these tools include formative and summative assessments, district deployed	Title I 0	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	assessments in writing and early literacy, the CAASPP, interim assessments, Dibels, assessments within adoption materials, and other diagnostic tools as developed and adapted to meet the assessment needs of our instructional staff.		
G1A6 Site leadership will participate in the District TRAC process to address identified school wide and district instructional goals	G1A6 6 Site leadership collaboratively planned, lead and participated fully in the district TRAC process to examine data, identify and implement school wide and district's instructional goals.	Title I 0	
G1A7 Provide Before/During/After school reading and math interventions for students not meeting standards. Tutoring - D.2 Provide site-based before/after school/extended year interventions and support programs for identified students focusing on closing the achievement gap for at-risk students who are not proficient in core content areas, using research-based supplemental programs and materials. This can also include summer screening of students coming into kindergarten/TK to get data on student needs prior to the start of school OR paying for substitutes for the assessment period.	G1A7 Monroe staff provided reading and math interventions for students not meeting standards. The interventions took place before during and after school. These include students identified as at-risk and those in our focus sub groups which include EI's, Students with Disabilities and Students from low socio-economic backgrounds.	Supplemental/Concentration 11,311	
G1A8 Teachers will continue to receive professional development	G1A8 Teachers and support staff received continuous effective	Title I 1500	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>on effective research-based strategies to support all learners. The improvement of professional practice and strategies and materials and supplies to support learning. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>evidence based strategies through various professional development trainings. The District provided trainings to support the work of our newly adopted curriculum, using core, integrated and designated ELD with StudySync, support for History Social-Science Framework implementation provided at the site level PLCs, department lesson studies, and curriculum training days, along with the integration of Pearson and the NGSS standards at the secondary level. Monroe was supported with early literacy strategies through the use of the Foundation Planners, and continued support utilizing the PLC process for data-driven instructional responses, and established systems to ensure sustainability of the process writing structures and strategies. After-school academies were also provided to support the work of PLC's, integration of technology, and our MTSS initiative.</p>		
<p>G1A9 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment - position funded by the district office</p>	<p>G1A9 The district's LCAPP provided Monroe with an Instructional Coach to support teachers in best first instruction, intervention and enrichment.</p>	<p>Title I</p>	
<p>G1A10 Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling - paid for via District LCAPP funds. Additional support</p>	<p>G1A10 The district's LCAPP funds provided a much needed full-time elementary school counselor is provide for at Monroe to facilitate MTSS tiered intervention, SSTs,</p>	<p>Title I 1000</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>provided include cost for professional development, programs, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>student groups, mediation and individual counseling.</p>		
<p>G1A11 Provide extra duty support for a site MTSS Lead and other staff to facilitate, communicate and implement the MTSS process. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A11 Extra duty was provided to MTSS Site Leadership Representatives for the implementation process. MTSS leads attended the district MTSS leadership meetings gathered information and shared with Principal/Assistant Principal before disseminating the information to the staff. The MTSS leads also provided communication and professional development for staff members through SAST, as well as, participated in and documented MTSS site meetings and coaching sessions. MTSS leads were also responsible for the completion of district forms, responding to information requested, collecting data and progress monitoring of student data related to the MTSS tiered systems, including academic, behavior, and survey data as needed to identify needs and support team decision making.</p>	<p>Supplemental/Concentration 500</p>	
<p>G1A12 Provide support for early literacy and continued support for students below grade level . Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A12 Teachers provided early literacy support in the classroom via small groups formulated using a variety of data. Additional support for early literacy also takes place before, during & after school as determined by grade level teams and students assessments.</p>	<p>Supplemental/Concentration 5200</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>This support should take place in the classroom via small group (at all grade levels), universal access time. Additional support can take place before and/or after school via tutoring money. Funds to be provided include cost for professional development, collaboration, special after school programs, extra duty hours, materials and supplies or anything related to the activities that support this goal.</p>	<p>In addition this action item also supported professional development to enhance the skills and strategies of our staff.</p>		
<p>G1A13 Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A13 The District provided continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. The District TRAC process was used to assess student progress, determine school goals and an appropriate action plan to increase student achievement. Two TRAC days, one in early August/September and one in February/March, were provided for site leadership teams to collaborate and plan. TRAC days were designed to strengthen site leadership with the PLC process and to maximize the impact on the school campus through the Guiding Coalition. Teams analyzed student achievement and other relevant data, planned goals, and identified ways to provide support and measure success through the use of assessments on the first TRAC</p>	<p>Title I 0</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>day. The second TRAC day was designed to be a mid year progress check of goals, monitor and adjust Academic Action Plan if needed, and evaluate progress with school plan.</p>		
<p>G1A14 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. (examples: Tech/STEAM Media Center, furniture, 1:1 technology, STEM equipment, furniture and supplies for STEM activities, Art and performing arts activities & supplies, Scholastic News, Time for Kids, Story works and other supplemental instructional materials (professional development, materials, supplies, technology services, tech, curriculum programs) Funds to be provided include cost for professional development, collaboration, materials and supplies, technology solutions or anything related to the activities that support this goal.</p>	<p>G1A14 The district funds provided funding and resources to provide 21st Century learning environments for students and teachers by promoted and invested in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. At Monroe this include a Tech/STEAM Media Center, 1:1 technology, STEM activities, professional development, materials, supplies, technology services, technology programs. Funds have been provided that includes the cost for professional development, collaboration, materials and supplies, technology solutions or anything related to the activities that support this goal. Monroe's staff and teachers encouraged the use of progressive technology tools for students and incorporates technology in the development of dealing lesson delivery. Monroe teachers access district technology resources for their students. All children will received STEM learning opportunities during designated library time and also during class</p>	<p>Title I 16,858</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	time. Monroe also has added STEM opportunities for our students our "at-promise" students app promised to increase cognitive engagement and learning devoid of language yet rich in hands on experience.		
<p>G1A15 C.3 Provide staff with ongoing professional development opportunities in core content areas that support their ability to provide effective instruction and strategies to increase student achievement. This will include: supplies, related materials, all working groups including administration, consultant fees, and release time for planning. (Some examples may include but not limited and as related to school goals: CMC Math training on CCSS, CUE (technology), STEAM/STEM, AVID, SEL, Rigor/Relevance, Literacy, Phonics & Phonemic Awareness, Kagan structures other conferences.) Professional development will include any PD to support school/SPSA goals Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A15 The district provided ongoing professional development opportunities in core content areas that support their ability to provide effective instruction and strategies to increase student achievement. This will include:related materials and supplies, all working groups including administration, consultant fees, and release time for planning. At Monroe it included Early Literacy , Writing Training and Rigor Relevance. Other opportunities for professional development have been postponed due to COVID19 Pandemic including a variety of conferences that were cancelled. Monroe teachers have attended the AVID, CUE and CMC Conference.</p>	Title I 14,642.40	
G1A16 B.1 Staff will use collaboration and release time to analyze and input data to monitor	G1A16 Monroe staff excels in the area of collaboration and is provided with release time to	Supplemental/Concentration 1000	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>all students, including English learners' progress AND students with disabilities. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal. This includes funds for paper, the school's copiers and print shop services for any related materials needed.</p>	<p>analyze and input data to monitor all students, including English learner progress AND students with disabilities. This happens during regularly scheduled PLC and Staff meetings. Staff and teachers SAST, PLC and PD release time to analyze data to monitor the progress of all students. Areas of growth include the gathering and development of progress monitoring of students in our focus subgroups. Also providing targeted formative assessments for these students that then include the desegregation of strategic data for subgroups in order to serve the needs of these targeted student.</p>		
<p>G1A17 B.2 The district provided system of data such as iReady will be used by all staff to analyze and monitor student progress. This includes funds for iReady remediation, paper, the school's copiers and print shop services for any related materials needed. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>The district provided system of data such as iReady that the students engaged on for the purposes of personalized remediation then analyze and monitor student progress. Actions included iReady remediation, paper, the school's copiers and print shop services for any related materials needed.</p>	Title I 0	
<p>G1A18 B.3 Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, mathematics and all subject</p>	<p>G1A18 Teacher teams collected and analyzed data to identify and target effective instructional strategies and interventions in all subject areas. Work was done on targeted data and collected for</p>	Title I 0	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>areas. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>specific targeted subgroups to inform instruction and identify students for targeted interventions. Grade level teams created smart goals with associated common assessments. Data from these assessments is analyzed to inform instruction.</p>		
<p>G1A19 B.4 Use benchmark assessments to monitor achievement and set goals to improve instruction in ELA and Math</p>	<p>G1A19 B.4 Teachers used benchmark assessments to monitor students and used data to inform instructions work to be done on actual goals in order to meet the specific learning needs of all learners. K2 teachers set goals based on dibels benchmark data and used this to inform early literacy instruction and remediation. Goal setting also take place in collaboration with our Guiding Coalition who sets SMART Goals for the entire staff.</p>	<p>Title I 0</p>	
<p>G1A20 B.5 Provide extra duty hours to TRAC team for collaboration with the principal and coach to support student achievement and keep an updated binder of all TRAC communications (e.g., assessment data, goals, action plans, protocols, etc.). Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A20 B.5 Extra duty hours were used, when necessary, to TRAC team for collaboration with the principal and coach to support student achievement and keep an updated binder of all TRAC communications.</p>	<p>Title I 0</p>	
<p>G1A21 B.6 Site leadership team will participate in district TRAC</p>	<p>G1A21 B. 6 The Site leadership team participated in district TRAC</p>	<p>Title I 0</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
process to analyze student data. (district funded)	process to analyze student data and to formulate SPSA , AAP and to discuss academic instruction. (district funded)		
G1A22 D.3 Provide students and teachers with research-based instructional supplemental materials, resources, including technology-based instructional programs that support their engagement and learning to support the state standards/core curriculum to increase student achievement (Examples: Art curriculum, performing arts curriculum, PE equipment , Social Studies Weekly, Scholastic Magazines, and as determined by the principal etc.). Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	G1A22 D.3 Provided students and teachers with research-based instructional supplemental materials, resources, including technology-based programs that support their engagement and learning to support the state standards/core curriculum to increase student achievement. Funds provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.	None Specified Title I 4143	
G1A23 D.4 Provide enrichment experiences for all students and GATE students before/during/after school (STEM/College and Career Readiness) opportunities including the cost of coaches, fees, and materials needed for their participation in these educational opportunities (Examples: STEAM activities/classes, Battle of the Books, Math Field Day, school newspaper, Science Fair, Field Day, Inventor Camp, Writing Club, fitness/wellness, choir, performing	G1A23 D.4 Targeted students were provided with enrichment experiences for all students and GATE students before/during/after school (STEM/College and Career Readiness) opportunities including the cost of coaches, fees, and materials needed for their participation in these educational opportunities (Examples: STEAM activities/classes, Battle of the Books, Math Field Day, school newspaper, Science Fair, Field Day, Inventor Camp, Writing Club,	None Specified Supplemental/Concentration 5500	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>arts and related activities) This goal also provides for all expenses necessary in the development, training and implementation of the Maker Space/STEM lab:: materials, supplies, robotics, maker space materials and furniture .Funds to be provided include cost for professional development, extra duty hours, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>fitness/wellness and related activities) Funds were provided for professional development, extra duty hours, collaboration, materials and supplies or anything related to the activities that support this goal.</p>		
<p>G1A24 D.6 Provide intervention using research-based intervention strategies and materials while working with small groups of students that are performing below proficiency in reading and math. This may include intervention services and tutoring before/during/after the regular school day, and extended school year - instructional materials, substitutes, training, extra duty. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>G1A24 D.6 Staff provided intervention using of research-based intervention strategies and materials while working with small groups of students that are performing below proficiency in reading and math. This may included intervention services and tutoring before/during/after the regular school day, and extended school year - instructional materials, substitutes, training, extra duty. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>None Specified Title I 2641</p>	
<p>G1A25 Provide materials and supplies to support the running of a safe and orderly environment and supporting the instructional program independent of itself and also as it relates to meeting the goals of the SPSA. This includes print materials: ink cartridges,</p>	<p>G1A25 Staff and school were provided with materials and supplies to support the running of a safe and orderly environment and supporting the instructional program independent of itself and also as it relates to meeting the goals of the SPSA. Funds were</p>	<p>Supplemental/Concentration 15,500</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>paper and costs of printing. Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>		
<p>G1A26 Provide materials and supplies to support the development and implementation of explicit actions to improve school climate through Social Emotional Learning, including Art and PE inside and outside the classroom, before and after school, during recesses and lunch time. Further to improve upon school routines, clubs and activities, staff t-shirts, monthly behavior assemblies and any activities related to the implementation of PBIS and MTSS tiered supports. This also includes the funding of student assemblies, rewards and incentives to improve attendance, behavior, social emotional well being and academics. The scope of this goal also includes ALL AVID related materials including posters, staff and student shirts, school murals, materials to enhance school culture both inside and outside the classroom. . The funding and actions of this goal seek to improve student achievement, student and staff engagement, social emotional learning, attendance and school climate as it is the foundation for student achievement.</p>	<p>G1A26 Staff and school were provided materials and supplies to supported the development and implementation of explicit actions to improve school climate through Social Emotional Learning inside AVID, and outside the classroom, before and after school, during recesses and lunch time. The purpose was to further to improve upon school routines, clubs and activities, staff t-shirts, monthly behavior assemblies and any activities related to the implementation of our MTSS tiered supports.</p>	<p>Supplemental/Concentration 21,750</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Funds to be provided include cost for professional development, professional development materials such as books, conferences, collaboration, any materials and supplies or anything related to the activities that support this goal.</p>			

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Fully Implemented - Implementation was high this year with remediation dominating our work with students.

G1A1 Students will receive instruction using standards-based State/District adopted core programs including Physical Education and the arts

G1A2 All classroom teachers are appropriately assigned and fully credentialed

G1A3 All English learners receive both integrated and designated English Language Development (ELD) instruction daily using curriculum based on ELD standard

G1A4 Instructional staff will receive additional support from Educational Services division to enhance English learners success

G1A5 Teachers will use data tools to analyze and monitor student progress.

G1A6 Site leadership will participate in the District TRAC process to address identified school wide and district instructional goal

G1A7 Provide Before/During/After school reading and math interventions for students not meeting standards - including tutoring

G1A8 Teachers will continue to receive professional development on effective research-based strategies to support all learners.

G1A9 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment

G1A10 Provide a full-time counselor to facilitate MTSS tiered intervention, SSTs, student groups, mediation and individual counseling - paid for via District LCAPP funds

G1A11 Provide extra duty support for a site MTSS Lead and other staff to facilitate, communicate and implement the MTSS process

G1A12 Provide support for early literacy and continued support for students below grade level

G1A13 Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year.

G1A14 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology

G1A15 C.3 Provide staff with ongoing professional development opportunities in core content areas that support their ability to provide effective instruction and strategies to increase student achievement

G1A16 B.1 Staff will use collaboration and release time to analyze and input data to monitor all students, including English learners' progress AND students with disabilities

G1A17 B.2 The district provided system of data such as iReady will be used by all staff to analyze and monitor student progress.

G1A18 B.3 Collect and analyze data to identify and target effective instructional strategies and interventions in language arts, English language development, mathematics and all subject areas

G1A19 B.4 Use benchmark assessments to monitor achievement and set goals to improve instruction in ELA and Math

G1A20 B.5 Provide extra duty hours to TRAC team for collaboration with the principal and coach to support student achievement and keep an updated binder of all TRAC communications

G1A21 B.6 Site leadership team will participate in district TRAC process to analyze student data. (district funded)

G1A22 D.3 Provide students and teachers with research-based instructional supplemental materials, resources, including technology-based programs that support their engagement and learning to support the state standards/core curriculum to increase student achievement

G1A23 D.4 Provide enrichment experiences for all students and GATE students before/during/after school

G1A24 D.6 Provide intervention using of research-based intervention strategies and materials while working with small groups of students that are performing below proficiency in reading and math

G1A25 Provide materials and supplies to support the running of a safe and orderly environment and supporting the instructional program independent of itself and also as it relates to meeting the goals of the SPSA.

G1A26 Provide materials and supplies to support the development and implementation of explicit actions to improve school climate through Social Emotional Learning inside and outside the classroom, before and after school, during recesses and lunch time

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Standards-driven instruction using first -best instructional practices coupled with a district provided phonics remediation program, a program for differentiated instruction for all students grades 3-5 and i-ready with other supplemental applications has been very effective in mitigation the learning gaps brought on by the pandemic. Additional supports through the counselor, MTSS, SEL instruction, and others have helped students reintegrate into a dynamic and rigorous learning community. After school intervention is targeting some specific skill deficits in each grade level to further close those gaps. ELD instruction continues to be an area of needed growth.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Differences between estimated and actual expenditures are due to two reasons. Primarily, ESSERs funds have offset traditional supplemental and concentration expenditures. Secondly, several actions are ongoing or are as, yet, incomplete with additional expenditures still pending/forthcoming.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

The majority of unspent Title I funds will be used to supplement the districts expenditures for our summer school program in June. Additional Supplemental/Concentration funds will be allocated to develop a summer school program.

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

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Actual Outcomes

2021-22 CAASPP Baseline		
2021-2022 - ELA		
All Students		
Red	Standard Not Met	31%
Orange	Standard Nearly Met	21%
Green	Standard Met	29%
Blue	Standard Exceeded	31%
English Learners		
Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%
SocioEconomically Disadvantaged		

Expected Outcomes

Actual Outcomes

Red	Standard Not Met	20%
Orange	Standard Nearly Met	22%
Green	Standard Met	28%
Blue	Standard Exceeded	30%

Students with Disabilities

Red	Standard Not Met	67%
Orange	Standard Nearly Met	17%
Green	Standard Met	11%
Blue	Standard Exceeded	6%

Hispanic

Red	Standard Not Met	24%
Orange	Standard Nearly Met	25%
Green	Standard Met	23%
Blue	Standard Exceeded	28%

2021-2022 - Math

ALL Students

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	30%
Blue	Standard Exceeded	16%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	16%

Expected Outcomes

Expected and planned iReady gains for the year	
OVERALL Students ELA Mathematics	
Red	<ul style="list-style-type: none"> 10 -10
Yellow	<ul style="list-style-type: none"> 19 -16
Green	+26 +24
Blue	+4 + 4
Special Education OVERALL - MATHEMATICS ELA	
Red	<ul style="list-style-type: none"> 15 -19
Yellow	<ul style="list-style-type: none"> 13 -4
Green	+4 +19
Blue	+4 +4
English Language Learners OVERALL MATHEMATICS ELA	
Red	<ul style="list-style-type: none"> 11 -9

Actual Outcomes

Students with Disabilities		
Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%
Hispanic		
Red	Standard Not Met	34%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	11%

Expected and planned iReady gains for the year	
OVERALL Students ELA Mathematics	
Red	<ul style="list-style-type: none"> 10 -10
Yellow	<ul style="list-style-type: none"> 19 -16
Green	+26 +24
Blue	+4 + 4
Special Education OVERALL - MATHEMATICS ELA	
Red	<ul style="list-style-type: none"> 15 -19
Yellow	<ul style="list-style-type: none"> 13 -4
Green	+4 +19
Blue	+4 +4
English Language Learners OVERALL MATHEMATICS ELA	
Red	<ul style="list-style-type: none"> 11 -9

iReady Diagnostic Reading Diagnostic			
ALL STUDENTS			
Comparison of Achievement Data			
Fall 2022 Diagnostic	Winter 2023 Diagnostic		
Stripped Red - Three or More Grade Levels Below			6%
4%	Positive Decrease	2%	
Red - Two Grade Levels Below			15%
8%	Positive Decrease	7%	
Yellow - One Grade Level Below			49%
36%	Positive Decrease	13%	
Green - Early On Grade Level			17%
23%	Positive Increase	6%	
Stripped - Green Mid or Above Grade Level			12%
29%	Positive Increase	17%	
ENGLISH LANGUAGE LEARNERS			
Winter 2023 Diagnostic	Fall 2022 Diagnostic		
Striped Red - Three or More Grade Levels Below			7%
2%	Positive Decrease	5%	
Red - Two Grade Levels Below			21%
21%	Positive Decrease	0%	
Yellow - One Grade Level Below			60%
33%	Positive Decrease	27%	

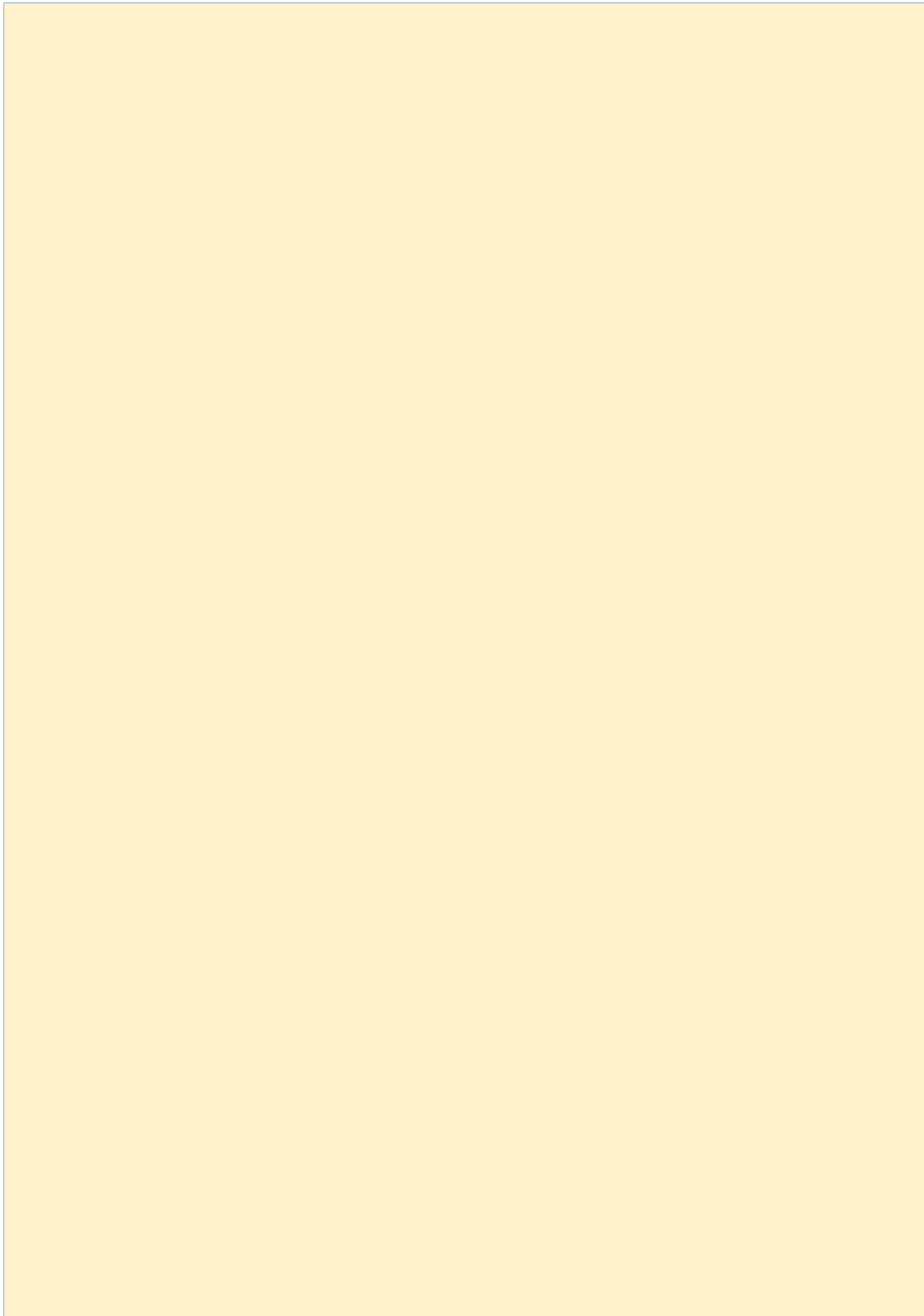
Expected Outcomes

Yellow -
 • 7 +5
 Green
 +13 +5
 Blue
 +2 +2

Actual Outcomes

Green - Early On Grade Level	10%
26% Positive Increase	16%
Stripped - Green Mid or Above Grade Level	2%
17% Positive Increase	15%
ECONOMICALLY DISADVANTAGED	
Fall 2022 Diagnostic	
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	8%
5% Positive Decrease	3%
Red - Two Grade Levels Below	18%
11% Positive Decrease	7%
Yellow - One Grade Level Below	50%
40% Positive Decrease	10%
Green - Early On Grade Level	16%
22% Positive Increase	6%
Stripped - Green Mid or Above Grade Level	7%
22% Positive Increase	15%
STUDENTS WITH DISABILITIES	
Fall 2022 Diagnostic	
Winter 2023 Diagnostic	
Red - Two Grade Levels Below	15%
8% Positive Decrease	7%
Yellow - One Grade Level Below	49%
36% Positive Decrease	13%
Green - Early On Grade Level	17%
23% Positive Increase	6%
Stripped - Green Mid or Above Grade Level	12%
29% Positive Increase	17%
HISPANIC	
Fall 2022 Diagnostic	
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	8%
5% Positive Decrease	3%
Red - Two Grade Levels Below	16%
10% Positive Decrease	6%
Yellow - One Grade Level Below	50%
39% Positive Decrease	11%
Green - Early On Grade Level	17%
24% Positive Increase	7%
Stripped - Green Mid or Above Grade Level	9%
22% Positive Increase	13%

Expected Outcomes



Actual Outcomes

iReady Diagnostic Math Diagnostic

ALL STUDENTS

Comparison of Achievement Data

Fall 2022 Diagnostic Winter 2023 Diagnostic

Stripped Red - Three or More Grade Levels Below		11%
5%	Positive Decrease	6%
Red - Two Grade Levels Below		22%
12%	Positive Decrease	10%
Yellow - One Grade Level Below		54%
52%	Positive Decrease	2%
Green - Early On Grade Level		9%
19%	Positive Increase	10%
Stripped - Green Mid or Above Grade Level		4%
12%	Positive Increase	8%

ENGLISH LANGUAGE LEARNERS

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Striped Red - Three or More Grade Levels Below		13%
7%	Positive Decrease	8%
Red - Two Grade Levels Below		27%
16%	Positive Decrease	11%
Yellow - One Grade Level Below		58%
56%	Positive Decrease	2%
Green - Early On Grade Level		0%
20%	Positive Increase	20%
Stripped - Green Mid or Above Grade Level		2%
2%	Positive Increase	0%

ECONOMICALLY DISADVANTAGED

Fall 2022 Diagnostic

Winter 2023 Diagnostic

Striped Red - Three or More Grade Levels Below		14%
5%	Positive Decrease	9%
Red - Two Grade Levels Below		25%
15%	Positive Decrease	10%
Yellow - One Grade Level Below		52%
54%	Positive Increase	2%

Expected Outcomes

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Actual Outcomes

Green - Early On Grade Level	7%
16% Positive Increase	9%
Stripped - Green Mid or Above Grade Level	2%
9% Positive Increase	7%
STUDENTS WITH DISABILITIES	
Fall 2022 Diagnostic	
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	11%
5% Positive Decrease	8%
Red - Two Grade Levels Below	22%
12% Positive Decrease	10%
Yellow - One Grade Level Below	54%
52% Positive Decrease	2%
Green - Early On Grade Level	9%
19% Positive Increase	10%
Stripped - Green Mid or Above Grade Level	4%
12% Positive Increase	8%
HISPANIC	
Fall 2022 Diagnostic	
Winter 2023 Diagnostic	
Striped Red - Three or More Grade Levels Below	13%
6% Positive Decrease	7%
Red - Two Grade Levels Below	23%
15% Positive Decrease	8%
Yellow - One Grade Level Below	54%
54% Positive Decrease	0%
Green - Early On Grade Level	8%
15% Positive Increase	7%
Stripped - Green Mid or Above Grade Level	2%
10% Positive Increase	8%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2A1 Create a college and career going culture through school activities, events or experiences such as AVID activities inside and	G2A1 Monroe provided college and career readiness culture by deploying AVID strategies. Students are engaged in the area	Supplemental/Concentration 1000	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>outside the classroom. Participation in district sponsored activities such as Decorate the Door (Fav College). Expenses include culture related activities like the purchase of a mural(s), tee shirts, and any other item that promotes a college going AVID culture and school culture building materials. Funds to be provided first via AVID allotment from district; include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.</p>	<p>of self management organization and independence skill building. All teachers incorporated AVID Elementary strategies in their classrooms which include calendars, agendas, finders, AVID Cheers 2 and 3 column note taking. Staff was provided with AVID training and ongoing collaboration in order to continue a high level of implementation. This area also included the use of Kagan structures/strategies and Kagan professional development.</p>		
<p>G2A2 Provide enrichment opportunities for all students, including GATE. This includes Project Based Learning as a part of the regular curriculum and used as extensions to enrich educational experiences. This might also include the District's Science Fair, spelling bee and etc. Funds to be provided include cost for professional development, collaboration, extra duty hours, materials and supplies or anything related to the activities that support this goal.</p>	<p>G2A2 Students received enrichment opportunities and opportunities to extend their learning within their own classrooms as assigned by their teachers. Academic and enrichment is also provided for GATE identified students via special after school activities such as spy school and other after school GATE camps. The district also has other activities that serve as enrichment this includes the district science fair and spelling bee.</p>	<p>Supplemental/Concentration</p>	
<p>G2A3 Students and Parents will have increased access to enrichment/prep teachers/activities/projects through Art, STEM materials (like robots), and library. The library will include STEM activities, check out books</p>	<p>G2A3 Students received enrichment opportunities and opportunities to extend their learning within their own classrooms as assigned by their teachers. Academic and enrichment is also provided for</p>	<p>Supplemental/Concentration 7000</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
to increase that home to school connection (Library clerk daily @ .5 to 1-hour extra duty according to funding (Librarian). Funds to be provided include cost for professional development, collaboration, extra duty hours, materials and supplies can include books or anything related to the activities that support this goal.	gate students via special after school activities such as spy school. The district also has other activities that serve as enrichment this includes the district science fair and spelling bee.		
G 4 A4 Teachers will be engaged in the Professional Learning Team process and will use the process for the collaborative examination of student data for the purposes of informing instruction. Teachers will participate in release time (either/and/or) for collaborative planning and professional development. Funds to be provided include cost for professional development, collaboration, extra duty hours, materials and supplies or anything related to the activities that support this goal.	G4 A4 Teachers and staff were unable to participate in PLC release and planning time due to a shortage of substitutes. The professional development put on by the district demand sole use of substitutes so our school was unable to fulfill this goal for dedicated planning and data analysis to enhance instructional delivery to our students. Teachers were only able to use planned, teacher directed SAST times to plan and collaborate. During Principal directed SAST teachers did engage when time permitted.	Supplemental/Concentration 12,600	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

<p>Fully Implemented</p> <p>G2A1 Create a college and career going culture through school activities, events or experiences such as AVID activities inside and outside the classroom</p> <p>G2A2 Provide enrichment opportunities for all students, including GATE. This includes Project Based Learning as a part of the regular curriculum and used as extensions to enrich educational experiences</p> <p>G2A3 F.1 Students and Parents will have increased access to enrichment/prep teachers/activities/projects through Art, STEM, and library.</p> <p>G24 Not fully implemented due to district substitute shortage</p>
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Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Schoolwide AVID Elementary and extensive tutoring have contributed greatly to a highly engaging and positive college/career going culture. Attendance has been severely impacted by the post pandemic patterns of attendance.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Spending has been according to plan for implemented items.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

With the school fully open actions are anticipated to remain the same with similar funding amounts .

Annual Evaluation and Needs Assessment

SPSA Year Reviewed: 2022-23

Goal 3

All students will develop and consistently demonstrate responsible, respectful, and ethical behavior in a safe, clean, and orderly learning environment.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Annual Measurable Outcomes

Expected Outcomes

All student groups are in BLUE Mean distance from Level will decrease .5 points in order to improve:

ALL Students BLUE declined from .9% maintained

Students with Disabilities BLUE declined from 2.2% to 1.7%

EL Students BLUE

declined .6%

(maintained)

Socioeconomically Disadvantaged: BLUE declined 2.2% to 1.7%

Hispanic BLUE

declined from .7% (maintained)

White ORANGE

from .7% (maintained)

Actual Outcomes

2021-22 CAASPP Baseline

2021-2022 - ELA

All Students

Red	Standard Not Met	31%
Orange	Standard Nearly Met	21%
Green	Standard Met	29%
Blue	Standard Exceeded	31%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Expected Outcomes

Actual Outcomes

Red	Standard Not Met	20%
Orange	Standard Nearly Met	22%
Green	Standard Met	28%
Blue	Standard Exceeded	30%

Students with Disabilities

Red	Standard Not Met	67%
Orange	Standard Nearly Met	17%
Green	Standard Met	11%
Blue	Standard Exceeded	6%

Hispanic

Red	Standard Not Met	24%
Orange	Standard Nearly Met	25%
Green	Standard Met	23%
Blue	Standard Exceeded	28%

2021-2022 - Math

ALL Students

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	30%
Blue	Standard Exceeded	16%

English Learners

Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%

SocioEconomically Disadvantaged

Red	Standard Not Met	29%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	16%

Expected Outcomes

Actual Outcomes

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Students with Disabilities		
Red	Standard Not Met	33%
Orange	Standard Nearly Met	44%
Green	Standard Met	22%
Blue	Standard Exceeded	0%
Hispanic		
Red	Standard Not Met	34%
Orange	Standard Nearly Met	25%
Green	Standard Met	29%
Blue	Standard Exceeded	11%

WE HOPE that COVID related illness will subside and attendance will improve.
 Due to the pandemic and a realistic view of current attendance data, Monroe expects to decline in attendance data due to COVID related illnesses.

Mean distance from Level 3 will decrease 3 points in order to improve:

ALL : GREEN From 3.2% to 2.2% Chronically Absent (declined 1 points)
 Students w/Disabilities ORANGE: from 10.2% to 7.2% Chronically Absent (declined 3 points)
 EL: ORANGE 1.4% Chronically Absent (maintained)
 Socioeconomically Disadvantaged: YELLOW from 5.5% to 2.2% Chronically Absent (declined 3 points)
 Hispanic: GREEN 1.8% Chronically Absent (maintained)
 White: ORANGE from 5.1% to 2.1% Chronically Absent (declined 3 points)

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Expected and planed iReady gains for the year

OVERALL Students ELA Mathematics

Red

- 10 -10

Yellow

- 19 -16

Green

+26 +24

Blue +4 + 4

iReady Diagnostic Reading Diagnostic		
ALL STUDENTS		
Comparison of Achievement Data		
Fall 2022 Diagnostic	Winter 2023 Diagnostic	
Stripped Red - Three or More Grade Levels Below		6%
4%	Positive Decrease	2%
Red - Two Grade Levels Below		15%
8%	Positive Decrease	7%

Expected Outcomes

Special Education OVERALL - MATHEMATICS ELA

- Red
 - 15 -19
- Yellow
 - 13 -4
- Green
 - +4 +19
- Blue
 - +4 +4

English Language Learners OVERALL
MATHEMATICS ELA

- Red
 - 11 -9
- Yellow -
 - 7 +5
- Green
 - +13 +5
- Blue
 - +2 +2

Actual Outcomes

Yellow - One Grade Level Below	49%
36% Positive Decrease	13%
Green - Early On Grade Level	17%
23% Positive Increase	6%
Stripped - Green Mid or Above Grade Level	12%
29% Positive Increase	17%

ENGLISH LANGUAGE LEARNERS
Winter 2023 Diagnostic

Fall 2022 Diagnostic

Striped Red - Three or More Grade Levels Below	7%
2% Positive Decrease	5%
Red - Two Grade Levels Below	21%
21% Positive Decrease	0%
Yellow - One Grade Level Below	60%
33% Positive Decrease	27%
Green - Early On Grade Level	10%
26% Positive Increase	16%
Stripped - Green Mid or Above Grade Level	2%
17% Positive Increase	15%

ECONOMICALLY DISADVANTAGED
Winter 2023 Diagnostic

Fall 2022 Diagnostic

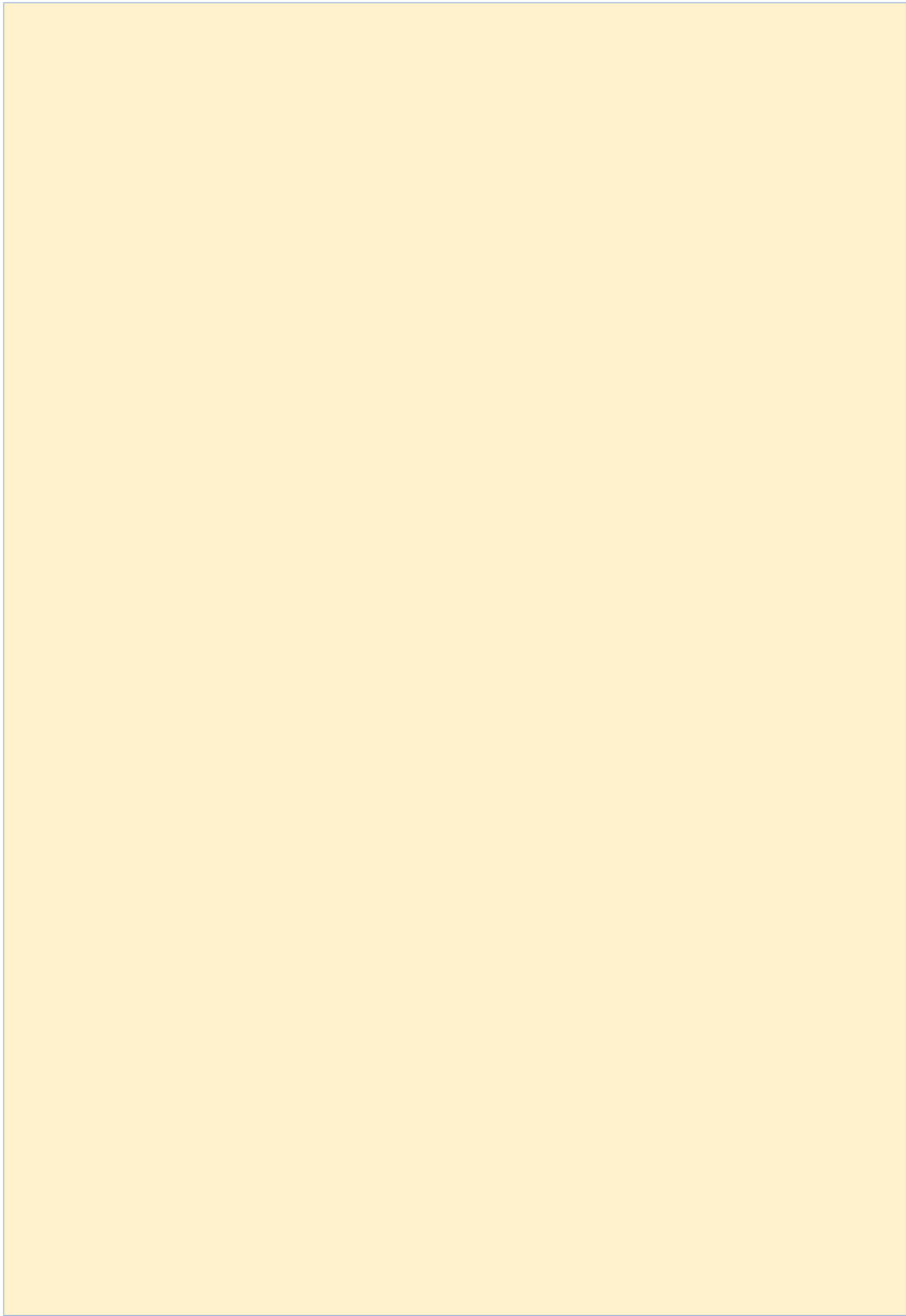
Striped Red - Three or More Grade Levels Below	8%
5% Positive Decrease	3%
Red - Two Grade Levels Below	18%
11% Positive Decrease	7%
Yellow - One Grade Level Below	50%
40% Positive Decrease	10%
Green - Early On Grade Level	16%
22% Positive Increase	6%
Stripped - Green Mid or Above Grade Level	7%
22% Positive Increase	15%

STUDENTS WITH DISABILITIES
Winter 2023 Diagnostic

Fall 2022 Diagnostic

Red - Two Grade Levels Below	15%
8% Positive Decrease	7%
Yellow - One Grade Level Below	49%
36% Positive Decrease	13%
Green - Early On Grade Level	17%
23% Positive Increase	6%

Expected Outcomes



Actual Outcomes

Stripped - Green Mid or Above Grade Level 29%	Positive Increase	17%	12%
HISPANIC			Fall 2022 Diagnostic
Winter 2023 Diagnostic			
Striped Red - Three or More Grade Levels Below 5%	Positive Decrease	3%	8%
Red - Two Grade Levels Below 10%	Positive Decrease	6%	16%
Yellow - One Grade Level Below 39%	Positive Decrease	11%	50%
Green - Early On Grade Level 24%	Positive Increase	7%	17%
Stripped - Green Mid or Above Grade Level 22%	Positive Increase	13%	9%
iReady Diagnostic Math Diagnostic			
ALL STUDENTS			
Comparison of Achievement Data			
Fall 2022 Diagnostic	Winter 2023	Diagnostic	
Stripped Red - Three or More Grade Levels Below 5%	Positive Decrease	6%	11%
Red - Two Grade Levels Below 12%	Positive Decrease	10%	22%
Yellow - One Grade Level Below 52%	Positive Decrease	2%	54%
Green - Early On Grade Level 19%	Positive Increase	10%	9%
Stripped - Green Mid or Above Grade Level 12%	Positive Increase	8%	4%
ENGLISH LANGUAGE LEARNERS			Fall 2022 Diagnostic
Winter 2023 Diagnostic			
Striped Red - Three or More Grade Levels Below 7%	Positive Decrease	8%	13%

Expected Outcomes

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Actual Outcomes

Green - Early On Grade Level 15% Positive Increase 7%	8%
Stripped - Green Mid or Above Grade Level 10% Positive Increase 8%	2%

Actions/Services

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3A1 Provide activities and protocols for improving attendance. Funds to be provided include cost for professional development, collaboration, assemblies, materials and supplies or anything related to the activities that support this goal.	G3A1 School Administration provided incentives meant to increase student attendance. There is a lot of work to be done in this area. School struggles with students late to school each day which has a negative impact on student progress in learning and social engagement. Teachers also provide in classroom incentives and systems of positive behavior support to help with improving student attendance.	None Specified Title I 2013	
G3A2 Provide strategies to support the work of MTSS to address school climate and culture. Funds to be provided include cost for professional	G3A2 The school's MTSS team regularly met with the coach provided for by the district. Meetings were held to further develop and improve next steps in	Title I 0	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
development, collaboration, materials and supplies or anything related to the activities that support this goal.	PBIS plan. This included such things as buckaroos, behavior matrix and student incentives in order to engage and vest students in the learning environment.		
G3A3 Implement AVID structure/strategies to support student learning. Funds to be provided include cost for professional development, collaboration, extra duty hours, materials and supplies or anything related to the activities that support this goal. Funds to be provided for by Edu Services. Supplemental funds will be identified in this goal	G3A3 Monroe is led by an AVID Leadership Team which works collaboratively to implement AVID structures and strategies in order to support and enhance student learning and engagement. Funds include the purchase of awards and related materials such as professional development and rewards as related to this program.	Supplemental/Concentration 0	
G3A4 Incorporate strategies to ensure a safe and positive environment along with improving attendance and monthly awards ceremonies. Funds to be provided include cost for professional development, collaboration, assemblies, materials and supplies or anything related to the activities that support this goal.	G3A4 Monroe has implemented monthly behavior award ceremonies to convey our appreciation to students for exemplification of the Mustang family values. These values are the foundation of our MTSS/PBIS system. Student award assemblies convey the importance student behavior is and the intricate part it plays in the learning success at Monroe. Funds used also for materials supplies and PD as deemed necessary.	Supplemental/Concentration 1500	
G3A5 E.1 Engage and support parents as partners in their students' learning, growth, and development through family math nights, science fair, literacy night, parent workshops/training, arts around the world, drama performances, and health expo.	G3A5 E.1 School counselor has implemented parenting classes that were very successful and well attended. School has also added additional opportunities for engagement such as family art night and student led open house. The staff continued to work on	Supplemental/Concentration 1000	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
(Including cost of trainers, speakers, childcare, materials, and refreshments.) Parent Involvement	engagement opportunities for parents. These includes performances and events such as muffins for moms, donuts for dad, choir and VAPA performance and grandparents day.		
G3A6 G.1 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. examples:Tech/STEAM Media Center, STEM tools and solutions/equipment, furniture, 1:1 technologies, equipment, STEM activities (professional development, materials, supplies, technology services, tech, programs) These included opportunities for after school and Saturday enrichment camps, remediation and tutoring	G3A6 G.1 School continued to invest in STEM products for school students to have access to. School has yet to provide professional development to teacher so they can independently facilitate these activities in the classroom. Teachers have sought coaching and opportunities to learn how to implement such things as robotics from district resources and online resources. Our school library has also engaged students in after school robotics. This includes a group of at risk students meant to further vest them in their learning and develop critical thinking skills in order to help them further their academic learning.	None Specified Title I 2013	
G3A7 F.1 Students will be engaged in social emotional learning opportunities through schoolwide PBIS. SEL opportunities will include behavior/achievement assemblies, educational assemblies, strategic and targeted groups (before, during and after school), field trips, technology based programs, peer buddies, mentoring activities and other activities that provide social emotional learning experiences.	G3A7 F.1 Teachers classified staff and administration received and will continue to receive professional development in the following areas 1. Trauma informed care 2. Social emotional learning 3. Kagan structures 4. AVID structures. Professional development has include strategies for teachers to use in the classroom to improve the social emotional connection of our students. CONNECT Time has	Supplemental/Concentration 11,084.40	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
This would include any resources, materials, supplies, trainers/speakers/assemblies, and professional development that pertain to the implementation of activities	been added to classroom schedules to ensure all students receive SEL activities daily. School has progress to make in this area.		
G3A8 Priority 1 & 6 School staff (classified and certificated) will participate in the PLC structure, staff meetings administratively called meetings and etc. via collaborations in order to improve student outcomes both academically and social-emotional learning. This will include the cost of guest teachers, other substitutes, extra duty hours, materials and supplies and professional development.	G3A8 Teachers participated in professional learning communities twice a month. One is Vertical articulations and the other is great level articulations. Staff meetings happen twice a month, one is district directed and the other is principal lead. The purpose is to come together on professional development and the implementation of improved teacher practice and strategies in order to better serve our students. During PLC time, teachers analyze student data to inform the improvement of teacher practice and planned instruction. Monroe has been focused on question 3: what do we do, what actions will we take should students not get the learning.	Supplemental/Concentration 450.60	

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Fully Implemented
 G3A6 G.1 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all student
 G3A7 F.1 Students will be engaged in social emotional learning opportunities through schoolwide PBIS.

G3A8 Priority 1 & 6 School staff (classified and certificated) will participate in the PLC structure, staff meetings administratively called meetings and etc. via collaborations in order to improve student outcomes both academically and social-emotional learning.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

AVID Elementary year three and MTSS continues to help drive the campus climate and culture while improving teaching and learning through the PLC process. Our bilingual office technician has been instrumental in communication, especially with our Spanish dominant families. Additional classified and SSM supports above the formula were more necessary than ever as students need to relearn school behaviors and expectations in the wake of the pandemic. This was a part of our Social Emotional Work with students.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

All other budgeted expenditures were very close to estimated expenditures. Funds allocated for outside MTSS Tier 3 supports are reallocated to supplement district funding for a schoolwide Summer School Program.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Supports for attendance improvement will need additional funding. Also, we anticipate a further reduction in FTE and classified support which will require an adjustment in our service to students.

Goals, Actions, & Services

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

Goal 1

All students will demonstrate growth as measured by federal, state and district assessments.

State Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

All 3rd-6th grades students' performance on CAASPP Mathematics and English Language Arts assessments performed at or above standard in Blue. Students with disabilities performed below expectations both in yellow, indicating a need for more support for struggling students. English Learners performed in Blue for English Language Arts and Green for Mathematics indicating a need for more support. Socioeconomically Disadvantaged performed in Blue in Mathematics and Green in English Language Arts indicating a need for more support. Hispanic students performed in Blue for mathematics and green in English Language Arts indicating a need for more support.

Overall there are three groups that indicate a need for more support in English Language Arts Socioeconomically Disadvantaged, Students with Disabilities and Hispanic Students. In the area of Mathematics there are two groups that indicate the need for more support, English Learners and students with Disabilities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	ALL: 57.7 Points Above Standard (Blue) Students w/Disabilities: -41.2 Points Below Standard(Yellow) EL: 30.6	Expected and planed iReady gains for the year iReady Data baseline 2021- 22	Expected and planed iReady gains for the year	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	<p>Points Above Standard (Blue) Low Income: 30.5 Points Above Standard (Green) Hispanic: 38.5 Points Above Standard (Green) White: 91 Points Above Standard (Blue)</p>	<p>Baseline: Diagnostic Growth target for Winter i-Ready to Spring Math 2022 All: EL: SWD: Hispanic:</p> <p>OVERALL Students ELA Mathematics Red <ul style="list-style-type: none">8 -8 Yellow <ul style="list-style-type: none">17 -14 Green +24 +22 Blue +2 0</p> <p>Special Education OVERALL - MATHEMATICS ELA Red <ul style="list-style-type: none">13 -17 Yellow <ul style="list-style-type: none">11 -2 Green +2 +17 Blue +2 +2</p> <p>English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none">9 -7 Yellow <ul style="list-style-type: none">5 +3</p>	<p>OVERALL Students ELA Mathematics Red <ul style="list-style-type: none">10 -10 Yellow <ul style="list-style-type: none">19 -16 Green +26 +24 Blue +4 + 4</p> <p>Special Education OVERALL - MATHEMATICS ELA Red <ul style="list-style-type: none">15 -19 Yellow <ul style="list-style-type: none">13 -4 Green +4 +19 Blue +4 +4</p> <p>English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none">11 -9 Yellow - <ul style="list-style-type: none">7 +5 Green +13 +5 Blue +2 +2</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		<p>Green +11 +3 Blue 0</p> <p>Mean distance from Level 3 will improve: All: 3 points to 66.7 to sustain above standard status (Blue) Student w/Disabilities: 9 points to -14.2 to improve status (yellow) EL: 7 points to 51.6 to sustain above standard status (Blue) Low Income: 7 points to 51.5 to improve status (Green) Hispanic: 7 points to 59.5 to improve status (Green) White: 2 points to 97 to sustain above standard status (Blue)</p> <p>Expected Outcome: Diagnostic Growth targets for Fall i-Ready Reading 2022 All: EL: SWD: Hispanic:</p>		
Academic Indicator Math: Distance from Standard	All: 58.2 Points Above Standard (Blue) Students w/Disabilities: -67.5 Points Below Standard(Yellow)	Mean distance from Level 3 will improve: All: 3 points to 67.2 to sustain above standard status (Blue)	Expected and planed iReady gains for the year OVERALL Students ELA	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	EL: 26 Points Above Standard(Green) Low Income: 35 Points Above Standard(Blue) Hispanic 42.3 Points Above Standard (Blue) White: 87.6 Points Above Standard (Blue)	Student w/Disabilities: 9 points to -40.5 to improve status (yellow) EL: 7 points to 40 to sustain above standard status (Green) Low Income: 6 points to 54 to improve status (Blue) Hispanic: 6 points to 60.3 to improve status (Blue) White: 2 points to 93.6 to sustain above standard status (Blue) Baseline: Diagnostic Growth target for Winter i-Ready Math 2022 All: EL: SWD: Hispanic:	Mathematics Red <ul style="list-style-type: none"> • 10 -10 Yellow <ul style="list-style-type: none"> • 19 -16 Green +26 +24 Blue +4 + 4 Special Education OVERALL - MATHEMATICS ELA Red <ul style="list-style-type: none"> • 15 -19 Yellow <ul style="list-style-type: none"> • 13 -4 Green +4 +19 Blue +4 +4 English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none"> • 11 -9 Yellow - <ul style="list-style-type: none"> • 7 +5 Green +13 +5 Blue +2 +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.

Action 1

G1A1 Students will receive instruction using standards-based State/District adopted core programs.

District

Base

Action 2

G1A2 All English learners receive daily designated English Language Development (ELD) instruction using curriculum based on ELD standards.

Action 3

G1A3 All English learners receive daily integrated ELD Provided across all content areas.

Action 4

G1A4 Instructional staff will receive additional support from Educational Services division to enhance English learners success through systemic professional development opportunities, support from district facilitators.

Action 5

G1A5 Through the District MTSS process, the Tier I Leadership TEAM/Guiding Coalition will use data to assess and monitor student progress, determine and address district and school wide instructional goals, and create an appropriate action plan to increase student achievement.

Action 6

G1A6 Provide Before/During/After school reading, math, and ELD interventions for students not meeting standards.

Action 7

G1A7 Teachers will continue to receive professional development on evidenced-based strategies to support all learners.

Action 8

0

District
Base
0

District
Base
0

Title I Centralized Services
0

Title I Centralized Services
0

District
0

Title I Centralized Services

G1A8 Provide an instructional coach to support teachers in best first instruction, intervention and enrichment.

Title I Centralized Services

0

Action 9

G1A9 Provide extra duty support for MTSS Site Lead to facilitate, communicate and sustain the MTSS framework.

District

Action 10

G1A10 Provide support for early literacy and foundational skills to support students not meeting standards.

District

0

Action 11

G1A11 Provide extra duty support for a site MTSS Lead and other staff to facilitate, communicate and implement the MTSS process. Funds to be provided include cost for professional development, collaboration, extra duty, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

500

Action 12

G1A12 Provide support for early literacy and continued support for students below grade level. This support should take place in the classroom via small group (at all grade levels), universal access time. Funding can pay for a certificated interventionist to enable small group pull out intervention during the school day for at risk learners. Additional support can take place before and/or after school via tutoring money. Funds to be provided include cost for professional development, collaboration, special after school programs, extra duty hours, materials and supplies or anything related to the activities that support this goal.

Supplemental/Concentration

8000

Action 13

G1A13 Provide continued support of common district assessments and other common formative assessments to monitor achievement throughout the year. Use the District TRAC process to assess student progress, determine school goals and appropriate action plan to increase student achievement. Funds to include for onsite and off site professional development that can include district designated PD days, meals during professional development. Funds to be provided include cost for professional development, collaboration,

Title I

21483

materials and supplies or anything related to the activities that support this goal.

Action 14

G1A14 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. examples: Tech/STEAM Media Center, furniture, 1:1 technology, STEM equipment, furniture and supplies for STEM activities, Art and performing arts activities & supplies, Scholastic News, Time for Kids, Story works and other supplemental instructional materials. Funds to be provided include cost for professional development, collaboration, copier, substitutes, materials and supplies, technology solutions or anything related to the activities that support this goal.

Action 15

G1A15 Staff will use collaboration and release time to analyze and input data to monitor all students, including English learners' progress, foster youth AND students with disabilities. Data will help identify targeted effective instructional strategies and interventions in language arts, English language development, mathematics and all subject areas. Funds to be provided include cost for professional development, collaboration, materials, substitutes and supplies or anything related to the activities that support this goal. This includes funds for paper, the school's copiers and print shop services for any related materials needed.

Action 16

G1A16 Monroe will provide for tutoring and remediation before, during and after school. This can include both certificated and classified personnel. mentoring and tutoring can also take place by a hired interventionist that would include whole and small group, inclass and pull out methodologies. The cost of this work can also be the cost for the interventionist, hourly costs including for classified, substitutes and certificated teachers & specialists hired to do the work. Expenditures for this goal can also include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Action 17

G1A17 Provide students and teachers with research-based instructional supplemental materials, resources, including technology-based instructional programs that support their engagement and learning to support the state standards/core curriculum to increase student achievement (Examples: Art curriculum, performing arts curriculum, PE equipment, Social Studies Weekly, Scholastic Magazines, but not limited to and as determined by the principal

Title I
15000

Supplemental/Concentration
20000

Supplemental/Concentration
4500

Supplemental/Concentration
8517

etc.). Funds to be provided include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Action 18

G1A18 Provide materials and supplies to support the development and implementation of explicit actions to improve school climate through Social Emotional Learning, including the Arts and PE inside and outside the classroom, before and after school, during recesses and lunch time. Further to improve upon school routines, clubs and activities, staff t-shirts, monthly behavior assemblies and any activities related to the implementation of PBIS and MTSS tiered supports. This also includes the funding of student assemblies, rewards and incentives to improve attendance, behavior, social emotional well being and academics.

The scope of this goal also includes ALL SEL and AVID related materials including posters, staff and student shirts, school murals, materials to enhance school culture both inside and outside the classroom.

Funds to be provided include cost for professional development, materials such as books, conferences, collaboration, any materials and supplies or anything related to the activities that support this goal.

Action 19

G1A19 Provide enrichment experiences for all students and GATE students before/during/after school (STEM/College and Career Readiness) opportunities including the cost of coaches, fees, and materials needed for their participation in these educational opportunities (Examples: STEAM activities/classes, Battle of the Books, Math Field Day, school newspaper, Science Fair, Field Day, Inventor Camp, Leadership Camp, Writing Club, fitness/wellness, choir, performing arts and related activities)

This goal also provides for all expenses necessary in the development, training and implementation of the Maker Space/STEAM/STEM lab: materials, supplies, robotics, maker space materials and furniture. Funds to be provided include cost for professional development, extra duty hours, collaboration, materials and supplies or anything related to the activities that support this goal.

Action 20

G1A20 Provide materials and supplies to support the running of a safe and orderly environment and supporting the instructional program independent of

Title I

13017

Title I

4500

Supplemental/Concentration

itself and also as it relates to meeting the goals of the SPSA and school safety. This includes print materials: ink cartridges, paper and costs of printing, graphics. Safe and orderly environment includes things like Funds to be provided include cost for professional development, collaboration, materials and supplies, custodial supplies or anything related to the activities that support this goal.

Action 21

Action 22

11970

None Specified

None Specified

Goals, Actions, & Services

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

Goal 2

All students will graduate and be prepared to make a successful transition to further education and/or career opportunities.

State Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

All 3rd-5th grades students' performance on CAASPP Mathematics and English Language Arts assessments performed at or above standard in Blue. Students with disabilities performed below expectations both in yellow, indicating a need for more support for struggling students. English Learners performed in Blue for English Language Arts and Green for Mathematics indicating a need for more support. Socioeconomically Disadvantaged performed in Blue in Mathematics and Green in English Language Arts indicating a need for more support. Hispanic students performed in Blue for mathematics and green in English Language Arts indicating a need for more support.

Overall there are three groups that indicate a need for more support in English Language Arts Socioeconomically Disadvantaged, Students with Disabilities and Hispanic Students. In the area of Mathematics there are two groups that indicate the need for more support, English Learners and students with Disabilities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	All: 57.7 Points Above Standard (Blue) Students w/Disabilities: -41.2 Points Below Standard(Yellow) EL: 30.6	Expected and planed iReady gains for the year iReady Data baseline 2021- 22		

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	<p>Points Above Standard (Blue) Low Income: 30.5 Points Above Standard (Green) Hispanic: 38.5 Points Above Standard (Green) White: 91 Points Above Standard (Blue)</p>	<p>Baseline: Diagnostic Growth target for Winter i-Ready to Spring Math 2022 All: EL: SWD: Hispanic:</p> <p>OVERALL Students ELA Mathematics Red <ul style="list-style-type: none">8 -8 Yellow <ul style="list-style-type: none">17 -14 Green +24 +22 Blue +2 0</p> <p>Special Education OVERALL - MATHEMATICS ELA Red</p>	<p>Expected and planed iReady gains for the year</p> <p>OVERALL Students ELA Mathematics Red <ul style="list-style-type: none">10 -10 Yellow <ul style="list-style-type: none">19 -16 Green +26 +24 Blue +4 + 4</p> <p>Special Education OVERALL - MATHEMATICS ELA Red <ul style="list-style-type: none">15 -19 Yellow <ul style="list-style-type: none">13 -4 Green +4 +19 Blue +4 +4</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		<ul style="list-style-type: none"> • 13 -17 Yellow <ul style="list-style-type: none"> • 11 -2 Green +2 +17 Blue +2 +2 English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none"> • 9 -7 Yellow <ul style="list-style-type: none"> • 5 +3 Green +11 +3 Blue 0 0 Mean distance from Level 3 will improve: All: 3 points to 66.7 to sustain above standard status (Blue) Student w/Disabilities: 9 points to -14.2 to improve status (yellow) EL: 7 points to 51.6 to sustain above standard status (Blue) Low Income: 7 points to 51.5 to improve status (Green) Hispanic: 7 points to 59.5 to improve status (Green) White: 2 points to 97 to sustain above standard status (Blue)	English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none"> • 11 -9 Yellow - <ul style="list-style-type: none"> • 7 +5 Green +13 +5 Blue +2 +2	
Academic Indicator Math: Distance from Standard	All: 58.2 Points Above Standard (Blue)	iReady Data baseline 2020- 2021	Expected and planed iReady gains for the year	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	<p>Students w/Disabilities: -67.5 Points Below Standard(Yellow) EL: 26 Points Above Standard(Green) Low Income: 35 Points Above Standard(Blue) Hispanic 42.3 Points Above Standard (Blue) White: 87.6 Points Above Standard (Blue)</p>	<p>OVERALL Students ELA Mathematics Red • 8 -8 Yellow • 17 -14 Green +24 +22 Blue +2 0</p> <p>Special Education OVERALL - MATHEMATICS ELA Red • 13 -17 Yellow • 11 -2 Green +2 +17 Blue +2 +2</p> <p>English Language Learners OVERALL MATHEMATICS ELA Red • 9 -7 Yellow • 5 +3 Green +11 +3 Blue 0 0</p> <p>Mean distance from Level 3 will improve: All: 3 points to 67.2 to sustain above standard status (Blue)</p>	<p>OVERALL Students ELA Mathematics Red • 10 -10 Yellow • 19 -16 Green +26 +24 Blue +4 + 4</p> <p>Special Education OVERALL - MATHEMATICS ELA Red • 15 -19 Yellow • 13 -4 Green +4 +19 Blue +4 +4</p> <p>English Language Learners OVERALL MATHEMATICS ELA Red • 11 -9 Yellow - • 7 +5 Green +13 +5 Blue +2 +2</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Student w/Disabilities: 9 points to -40.5 to improve status (yellow) EL: 7 points to 40 to sustain above standard status (Green) Low Income: 6 points to 54 to improve status (Blue) Hispanic: 6 points to 60.3 to improve status (Blue) White: 2 points to 93.6 to sustain above standard status (Blue)		

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

Action 1

G2A1 Create a college and career going culture through school activities, events or experiences. AVID

District

Action 2

G2A2 Provide enrichment opportunities for all students.

District

Action 3

G2A3 Implement AVID structures/strategies to enhance student learning.

District

Action 4

G2A4 A4 Teachers will be engaged in the Professional Learning Team process and will use the process for the collaborative examination of student data for the purposes of informing instruction. Teachers will participate in

Supplemental/Concentration

release time (either/and/or) for collaborative planning release time, substitutes, and professional development. Funds to be provided include cost for professional development, collaboration, extra duty hours, materials and supplies or anything related to the activities that support this goal.

20000

Action 5

G2A5 (LCAP Goal 2 2.4) Create a college and career going culture through school activities, events or experiences such as AVID activities inside and outside the classroom. Implement AVID structure/strategies to support student learning. Participation in district sponsored activities such as Decorate the Door (Fav College). Expenses include culture related activities like the purchase of school mural(s), tee shirts (staff and students), and any other item that promotes a college going AVID culture and school culture building materials. Funds to be provided first via AVID, or site budget, allotment from district; include cost for professional development, collaboration, materials and supplies or anything related to the activities that support this goal.

Action 6

G2A6 Students and Parents will have increased access to enrichment/prep teachers/activities/projects through Art, STEM materials (like robots), family nights, cost for materials for our Maker Space for hands on activities and library. The library will include STEM activities, check out books to increase that home to school connection (Library clerk daily @ .5 to 1-hour extra duty according to funding (Librarian). Funds to be provided include cost for professional development, collaboration, extra duty hours, subscriptions and purchases like Junior Library Guild, materials and supplies can include books or anything related to the activities that support this goal.

Supplemental/Concentration

1500

Action 7

G2A7 Monroe will seek to support incoming students (including TK and K) by providing teachers opportunities for release time to assess students, provide meet and greet and premeet (like jump start) to ensure the success of our students new to Monroe. This goals also includes professionals development targeted for young learners for both certificated and classified. Funds to be provided include cost for professional development, collaboration, extra duty hours, materials and supplies can include books or anything related to the activities that support this goal.

Supplemental/Concentration

2383

Goals, Actions, & Services

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

Goal 3

All students will develop and consistently demonstrate responsible, respectful and ethical behavior in a safe, clean and orderly learning environment.

State Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Identified Need

All 3rd-5th grades students' performance on CAASPP Mathematics and English Language Arts assessments performed at or above standard in Blue. Students with disabilities performed below expectations both in yellow, indicating a need for more support for struggling students. English Learners performed in Blue for English Language Arts and Green for Mathematics indicating a need for more support. Socioeconomically Disadvantaged performed in Blue in Mathematics and Green in English Language Arts indicating a need for more support. Hispanic students performed in Blue for mathematics and green in English Language Arts indicating a need for more support.

Overall there are three groups that indicate a need for more support in English Language Arts Socioeconomically Disadvantaged, Students with Disabilities and Hispanic Students. In the area of Mathematics there are two groups that indicate the need for more support, English Learners and students with Disabilities.

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Suspension Rate	<p>All student groups are in BLUE</p> <p>ALL Students BLUE declined 1.9%</p> <p>Students with Disabilities BLUE declined 3.2%</p>	<p>Expected and planed iReady gains for the year</p> <p>iReady Data baseline 2021-22</p>	<p>All student groups are in BLUE Mean distance from Level will decrease .5 points in order to improve:</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
	<p>EL Students BLUE declined 1.1% Socioeconomically Disadvantaged: BLUE declined 3.2% Hispanic BLUE declined 1.7% White ORANGE declined 1.2%</p>	<p>Baseline: Diagnostic Growth target for Winter i-Ready to Spring Math 2022 All: EL: SWD: Hispanic:</p> <p>All student groups are in BLUE Mean distance from Level will decrease .5 points in order to improve:</p> <p>ALL Students BLUE declined from .9% maintained Students with Disabilities BLUE declined from 2.2% to 1.7% EL Students BLUE declined .6% (maintained) Socioeconomically Disadvantaged: BLUE declined 2.2% to 1.7%</p>	<p>ALL Students BLUE declined from .9% maintained Students with Disabilities BLUE declined from 2.2% to 1.7% EL Students BLUE declined .6% (maintained) Socioeconomically Disadvantaged: BLUE declined 2.2% to 1.7% Hispanic BLUE declined from .7% (maintained) White ORANGE from .7% (maintained)</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Hispanic BLUE declined from .7% (maintained) White ORANGE from .7% (maintained)		
Attendance Rate	<p>ALL : GREEN 9.2% Chronically Absent (declined 0.6%) Students w/Disabilities ORANGE: 15.2% Chronically Absent (increased 0.7%) EL: ORANGE 7.4% Chronically Absent (increased 3%) Socioeconomically Disadvantaged: YELLOW 11.5% Chronically Absent (declined 0.6%) Hispanic: GREEN 7.8% Chronically Absent (Declined 2.1%) White: ORANGE 11.1% Chronically Absent maintained 0.4%</p>	<p>Due to the pandemic and a realistic view of current attendance data, Monroe expects to decline in attendance data due to COVID related illnesses.</p> <p>Mean distance from Level 3 will decrease 3 points in order to improve:</p> <p>ALL : GREEN From 3.2% to 2.2% Chronically Absent (declined 1 points) Students w/Disabilities ORANGE: from 10.2% to 7.2% Chronically Absent (declined 3 points) EL: ORANGE 1.4% Chronically Absent (maintained) Socioeconomically Disadvantaged: YELLOW from 5.5% to 2.2% Chronically Absent (declined 3 points) Hispanic: GREEN 1.8% Chronically Absent (maintained) White: ORANGE from 5.1% to 2.1% Chronically Absent (declined 3 points)</p>	<p>WE HOPE that COVID related illness will subside and attendance will improve. Due to the pandemic and a realistic view of current attendance data, Monroe expects to decline in attendance data due to COVID related illnesses.</p> <p>Mean distance from Level 3 will decrease 3 points in order to improve:</p> <p>ALL : GREEN From 3.2% to 2.2% Chronically Absent (declined 1 points) Students w/Disabilities ORANGE: from 10.2% to 7.2% Chronically Absent (declined 3 points) EL: ORANGE 1.4% Chronically Absent (maintained) Socioeconomically Disadvantaged: YELLOW from 5.5% to 2.2% Chronically Absent (declined 3 points) Hispanic: GREEN 1.8% Chronically Absent (maintained) White: ORANGE from 5.1% to 2.1% Chronically Absent (declined 3 points)</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
Academic Indicator ELA: Distance from Standard	<p>All: 57.7 Points Above Standard (Blue) Students w/Disabilities: -41.2 Points Below Standard(Yellow) EL: 30.6 Points Above Standard (Blue) Low Income: 30.5 Points Above Standard (Green) Hispanic: 38.5 Points Above Standard(Green) White: 91 Points Above Standard(Blue)</p>	<p>iReady Data baseline 2020-2021</p> <p>Expected and planed iReady gains for the year</p> <p>iReady Data baseline 2021-22</p> <p>Baseline: Diagnostic Growth target for Winter i-Ready to Spring Math 2022</p> <p>All: EL: SWD: Hispanic:</p> <p>OVERALL Students ELA Mathematics</p> <p>Red</p> <ul style="list-style-type: none"> • 8 -8 <p>Yellow</p> <ul style="list-style-type: none"> • 17 -14 <p>Green</p> <p>+24 +22</p>	<p>Expected and planed iReady gains for the year</p> <p>OVERALL Students ELA Mathematics</p> <p>Red</p> <ul style="list-style-type: none"> • 10 -10 <p>Yellow</p> <ul style="list-style-type: none"> • 19 -16 <p>Green</p> <p>+26 +24</p> <p>Blue +4 + 4</p> <p>Special Education OVERALL - MATHEMATICS ELA</p> <p>Red</p> <ul style="list-style-type: none"> • 15 -19 <p>Yellow</p> <ul style="list-style-type: none"> • 13 -4 <p>Green</p> <p>+4 +19</p> <p>Blue</p> <p>+4 +4</p> <p>English Language Learners OVERALL MATHEMATICS ELA</p> <p>Red</p> <ul style="list-style-type: none"> • 11 -9 <p>Yellow -</p> <ul style="list-style-type: none"> • 7 +5 <p>Green</p> <p>+13 +5</p> <p>Blue</p> <p>+2 +2</p>	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		<p>Blue +2 0</p> <p>Special Education OVERALL - MATHEMATICS ELA</p> <p>Red • 13 -17</p> <p>Yellow • 11 -2</p> <p>Green +2 +17</p> <p>Blue +2 +2</p> <p>English Language Learners OVERALL MATHEMATICS ELA</p> <p>Red • 9 -7</p> <p>Yellow • 5 +3</p> <p>Green +11 +3</p> <p>Blue 0 0</p> <p>Mean distance from Level 3 will improve: All: 3 points to 67.2 to sustain above standard status (Blue) Student w/Disabilities: 9 points to -40.5 to improve status (yellow) EL: 7 points to 40 to sustain above standard status (Green) Low Income: 6 points to 54 to improve status (Blue) Hispanic: 6 points to 60.3 to improve status (Blue)</p>		

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		White: 2 points to 93.6 to sustain above standard status (Blue)		
Academic Indicator Math: Distance from Standard	All: 58.2 Points Above Standard (Blue) Students w/Disabilities: -67.5 Points Below Standard (Yellow) EL: 26 Points Above Standard (Green) Low Income: 35 Points Above Standard (Blue) Hispanic 42.3 Points Above Standard (Blue) White: 87.6 Points Above Standard (Blue)	iReady Data baseline 2020-2021 OVERALL Students ELA Mathematics Red <ul style="list-style-type: none"> 8 -8 Yellow <ul style="list-style-type: none"> 17 -14 Green +24 +22 Blue +2 0 Special Education OVERALL - MATHEMATICS ELA Red <ul style="list-style-type: none"> 13 -17 Yellow <ul style="list-style-type: none"> 11 -2 Green +2 +17 Blue +2 +2 English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none"> 9 -7 Yellow <ul style="list-style-type: none"> 5 +3 Green +11 +3	Expected and planed iReady gains for the year OVERALL Students ELA Mathematics Red <ul style="list-style-type: none"> 10 -10 Yellow <ul style="list-style-type: none"> 19 -16 Green +26 +24 Blue +4 + 4 Special Education OVERALL - MATHEMATICS ELA Red <ul style="list-style-type: none"> 15 -19 Yellow <ul style="list-style-type: none"> 13 -4 Green +4 +19 Blue +4 +4 English Language Learners OVERALL MATHEMATICS ELA Red <ul style="list-style-type: none"> 11 -9 Yellow - <ul style="list-style-type: none"> 7 +5 Green +13 +5 Blue	

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
		Blue 0 0 Mean distance from Level 3 will improve: All: 3 points to 67.2 to sustain above standard status (Blue) Student w/Disabilities: 9 points to -40.5 to improve status (yellow) EL: 7 points to 40 to sustain above standard status (Green) Low Income: 6 points to 54 to improve status (Blue) Hispanic: 6 points to 60.3 to improve status (Blue) White: 2 points to 93.6 to sustain above standard status (Blue)	+2 +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.

Action 1

G3 A1 Provide activities and protocols for improving attendance.

District
0

Action 2

G3A2 Provide multi-tiered tools, strategies and supports to address school climate and culture.

District
0

Action 3

G3A3 Incorporate strategies to ensure a safe and positive environment

District

0

Action 4

G3A4 Provide counseling support for site multi-tiered intervention efforts, which may include participation on tiered teams, supporting proactive and preventative universal, targeted and intensive interventions. Provide school counselors as follows:

Elementary Schools - 1 FTE Counselor
Middle School Counselors - maintain ratio at 500:1
High School Counselors - maintain ratio at 400:1
Alternative Education Counselor (Amistad, Summit/Horizon) - beyond the formula

District

0

Action 5

G3A5 Engage and support parents as partners increasing parent involvement in their students' learning, growth, and development through family math nights, science fair, literacy night, parent workshops/training, arts around the world, drama performances, and health expo. (Including cost of trainers, speakers, childcare, materials, and refreshments.)

This goal would include extra duty hours for classified and certificated in support of these activities. Funds to be provided can include cost for professional development (can cover the cost of a parent rep to conference ex. CABE).

Title I

1554

Action 6

G3A6 Provide 21st Century learning environments for students and teachers by promoting and investing in the use of instructional technology and programs that allow all students access to technology that maximizes learning opportunities designed to help all students. examples: Tech/STEAM Media Center, STEM tools and solutions/equipment, furniture, 1:1 technologies, equipment, STEM activities (professional development, materials, supplies, technology services, tech, programs) These includes opportunities for after school and Saturday enrichment camps, cost for interventionist, remediation and tutoring. Funds to be provided include cost for professional development, collaboration, materials and supplies (games, field trips & ANY materials to promote SEL) or anything related to the activities that support this goal.

Supplemental/Concentration

10526

Action 7

G3A7 Provide and support the work of MTSS and PBIS to address social emotional learning, school climate and culture. SEL opportunities can include but not limited to behavior/achievement assemblies, educational assemblies, improving attendance, SEL incentives, strategic and targeted groups, field trips, technology based programs, peer buddies, leadership development, mentoring activities and other activities that provide social emotional learning experiences. School, culture and climate and include expenses for enhancing the environments of recess, lunch, assemble, staff and student tee shirts and other SEL needs/activities. Supported activities can occur before, during and/or after school. Funds to be provided include cost for professional development, collaboration, materials and supplies (games, field trips & ANY materials to promote SEL) or anything related to the activities that support this goal.

Supplemental/Concentration

6000

Action 8

G3A8 Priority 1 & 6 School staff (classified and certificated) will participate in the PLC structure, staff meetings administratively called meetings and etc. via collaborations in order to improve student outcomes both academically and social-emotional learning. This will include the cost of guest teachers, other substitutes, extra duty hours, materials and supplies and professional development.

Supplemental/Concentration

1500

Goals, Actions, & Services

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

Goal 4

Students with disabilities will access and participate in their educational journey resulting in graduates that are prepared to make a successful transition in college, career, and life.

State Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Identified Need

Expected Annual Measurable Outcomes

(Include at least one metric/indicator for each priority checked above. Where performance gaps are identified, outcomes for student groups should demonstrate gap closure.)

Metric/Indicator	Baseline (Fall 2021)	2021-22	2022-23	2023-24
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Action 1

G4A1 Provide professional development to include targeted support for students with disabilities.

District

Action 2

G4A2 Implement Universal Design for Learning for all students, including students with disabilities.

District

Action 3

G4 A3 Increase parent engagement for students with disabilities.

District

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and **will be performed as a centralized service**. Note: the total amount for each categorical program must be aligned with the Consolidated Application.

School Goal #1: School Goal # 1: All students will demonstrate growth as measured by federal, state and district assessments.				
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditure	Estimated Cost	Funding Source (itemize for each source)
Professional Development and Teacher Support	8/15/23-6/5/24	8,322	8,322	Title I
		Total Estimated Cost: 8,322		
District ELA Project Facilitator	8/15/23-6/5/24	5,829	5,829	Title I
		Total Estimated Cost: 5,829		
Site Instructional Coach	8/15/23-6/5/24	60,531	60,531	Title I
		Total Estimated Cost: 60,531		
Preschool to Elementary Transition	8/15/23-6/5/24	7,581	7,581	Title I
		Total Estimated Cost: 7,581		
Budget Support	8/15/23-6/5/24	1,086	1,086	Title I
		Total Estimated Cost: 1,086		
SFPO Project Facilitator	8/15/23-6/5/24	12,139	12,139	Title I
		Total Estimated Cost: 12,139		
Coordinator Of Equity, Diversity, and Parent & Family Engagement	8/15/23-6/5/24	7,719	7,719	Title I
		Total Estimated Cost: 7,719		
Foster and McKinney-Vento Liason	8/15/23-6/5/24	3,114	3,114	Title I
		Total Estimated Cost: 3,114		

Total Cost For All Actions: 106,321

Note: Centralized services may include the following direct services:

- *Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff*
- *District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches*
- *After-School and Summer School programs funded by categorical programs*
- *Data analysis services, software, and training for assessment of student progress*

Centralized services do not include administrative costs.

Programs Included in this Plan

Enter the appropriate choice below for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, indicate that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in the SPSA and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>
Of the four following options, please select the one that describes this school site.

Select from: This site operates a SWP but does not consolidate its funds as part of operating a SWP.

Federal Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.

<p>Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs). Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs. (This is a reservation from the total Title I, Part A allocation). Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals. Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards. (Title III funds may not be consolidated as part of a SWP) Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs. For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement. Other federal funds (list and describe). Create a new row for each separate program.</p>

Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used only for the purposes of Title III and for those students the LEA has identified for services. For more information, please contact the Language Policy and Leadership Office at 916-319-0845.

Program	Allocation	Is it consolidated in the SWP?
Title I	\$55,554.00	No
Total amount of federal categorical funds allocated to this school.	\$55,554.00	
Total amount of state and federal categorical funds allocated to this school.	\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

State Programs -- From the following options, please enter those from which the school receives funding. Include the allocation amount, and enter "yes" or "no" if the program is consolidated as part of the schoolwide program.








California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school.
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program.
Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners.
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas.
School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety.
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.).

Program	Allocation	Is it consolidated in the SWP?
	\$0.00	No
District	\$0.00	
Supplemental/Concentration	\$95,396.00	
Title I Centralized Services	\$0.00	
Total amount of StateLocal categorical funds allocated to this school.		
	\$95,396.00	
Total amount of state and StateLocal categorical funds allocated to this school.		
	\$150,950	

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:

1. The SSC was correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Select from:	
English Learner Advisory Committee	
Gifted and Talented Education Program Advisory Committee	
Other: TRAC Guiding Coalition	
[Enter name of consulted group or committee]	[Signature of authorized person]
Nicolette Morris, English Learner Advisor	
Mrs. Jessica Aceves, Chair person School Site Council	
Nicole Boyles, GATE Advisory Committee Chair	
Kathy Greenough, School Site Council Teacher Representative	
Kristie Joiner, Principal	
Erica Gamboa, English Language Advisory Chair (SS)	
Courtney Wales, Teacher Representative	

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 27 April 2023.

Attested:

Kristie Joiner

Typed name of school principal

Signature of school principal

Date

Jessica Aceves, SSC Chairperson

Typed name of SSC chairperson

Signature of SSC chairperson

Date

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
James Stansfield		X			
Kathy Greenough		X			
Courtney Wales		X			
Nicolette Morris			X		
Kristie Joiner	X				
Erica Gamboa				X	
Jamie Metcalf				X	
Jessica Schroeder				X	
Jessica Aceves				X	
Tyme Flatt				X	
Numbers of members of each category:	1	3	1	5	