

School Year: **2018-19**

School Plan for Student Achievement (SPSA) Template

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

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

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

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

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

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

School Name	James Monroe Middle School
Address	340 West Church Avenue Ridgecrest CA, 93555
County-District-School (CDS) Code	15-73742-6009617
Principal	Beverly Ewbank
District Name	Sierra Sands Unified School District
SPSA Revision Date	December 18, 2018
Schoolsite Council (SSC) Approval Date	December 18, 2018
Local Board Approval Date	January 17, 2019

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

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School Vision and Mission

The mission of James Monroe Middle School is to guide students to become lifelong learners with skills, knowledge, attitudes and virtues to benefit themselves and society in an ever-changing world.

We believe:

- Student learning is our chief priority.
- Educating students is the shared responsibility of students, staff, parents/guardians and community members.
- Students thrive in a safe environment of openness and trust, where inquiry is encouraged and mistakes are considered opportunities for learning.
- Each student is a valued individual with unique physical, social, emotional, and intellectual needs.
- Students learn in different ways and need a variety of teaching methods to support their learning.
- A student's self-worth is enhanced by positive relationships and mutual respect among students, staff, parents/guardians and community members.
- Continuous school-wide improvement is necessary in order for our students to become confident lifelong learners and productive citizens.

The five goals established by the staff for the 2018 - 2019 school year are as follows:

1. Provide an academic program aligned with the Common Core State Standards that supports all students with equal opportunity for educational growth and creativity while preparing them for a productive future.
2. Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.
3. Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.
4. Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.
5. Annually increase percent of English Language Learners making progress in learning English.

School Profile

James Monroe Middle School opened its doors in August, 1950. The school is named in honor of Dr. James M. Monroe, educator and superintendent, who was killed in an automobile accident on his way to a meeting in Bakersfield. The current buildings replaced the temporary metal buildings that were used during World War II. Additions and modifications to the facilities have been made throughout the years. The James Monroe site has housed a variety of student and school populations. The school has served students in grades kindergarten through eighth, seven through ninth, and currently serves students in grades six through eighth. At one time the campus even served as the District Office.

James Monroe Middle school is one of two middle schools in Sierra Sands Unified School District, and is in Ridgecrest, CA in Kern County. Ridgecrest is located at the base of the Sierra Nevada Mountains in the Indian Wells Valley. Naval Air Warfare Center Weapons Division China Lake is a military installation located adjacent to the city of Ridgecrest, and many parents, guardians and relatives of students are employed by NAWCWD China Lake. Research, test and evaluation, especially related to weapons and weapon systems takes place at China Lake and in the surrounding area. Ridgecrest is fairly isolated. The nearest city in the county is Bakersfield, approximately 120 miles west of Ridgecrest. To the east of Ridgecrest is Death Valley.

James Monroe Middle School serves an attendance area that includes portions of Ridgecrest, Johannesburg, and Randsburg, all communities located in the northeast corner of Kern County. The current enrollment for 2018-2019 is 487 students. The ethnic distribution of the Monroe student body is: 53% White, 32% Hispanic, 6% African American, 1% Native Hawaiian or Pacific Islander, 2% Filipino, 4% Two or more Races, 1% American Indian or Alaska Native, and 1% Asian. 74% of students are identified as Socioeconomically Disadvantaged, 15% are Students with Disabilities, 6% are English Learners and 1.5% are Foster Youth.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

September 2018: September 5, 2018 (PTSO Meeting)

October 2018: October 10, 2018 (Department Chair Meeting)

November 2018: November 2, 2018 (ELAC Meeting)

December 2018: December 18, 2018 (SSC Meeting)

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Student		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	1.2%	2.0%	0.84%	6	10	4
African American	6.0%	7.5%	5.43%	31	38	26
Asian	1.4%	1.0%	0.84%	7	5	4
Filipino	1.9%	2.2%	2.51%	10	11	12
Hispanic/Latino	30.1%	28.2%	28.60%	156	143	137
Pacific Islander	1.0%	1.0%	0.84%	5	5	4
White	56.6%	55.7%	57.20%	293	283	274
Multiple/No Response	1.9%	0.0%	0%	10	0	0
Total Enrollment				518	508	479

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten			0
Grade 1			0
Grade 2			0
Grade3			0
Grade 4			0
Grade 5			0
Grade 6		152	151
Grade 7		182	139
Grade 8		167	182
Grade 9		3	2
Grade 10		1	3
Grade 11		3	0
Grade 12			2
Total Enrollment		508	479

Conclusions based on this data:

1. The 7th Grade class had a decrease in students of 24%.

2. In 2017-18 there was a decrease of 2% in the number of African-American students and an increase of 1.5% of white students as compared to 2016-17.
3. All other ethnic groups remained relatively the same when compared between 2016-17 and 2017-18.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	32	31	23	6.2%	6.1%	4.8%
Fluent English Proficient (FEP)	41	41	26	7.9%	8.1%	5.4%
Reclassified Fluent English Proficient		4	5	0.0%	12.5%	16.1%

Conclusions based on this data:

1. There were 22 less English Learners in 2017-18 as compared to 2016-17.
2. The majority of English Learners remain classified as EL in 2017-18.
3. There was an increase in the number of students reclassified fluent in 2017-18 as compared to 2016-17.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	186	153	150	184	152	150	184	152	150	98.9	99.3	100
Grade 7	171	184	145	169	182	143	166	182	143	98.8	98.9	98.6
Grade 8	158	166	177	157	165	174	157	165	174	99.4	99.4	98.3
All Grades	515	503	472	510	499	467	507	499	467	99	99.2	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2485.	2503.	2492.	10	12.50	7.33	22	26.97	26.67	33	30.26	28.67	35	30.26	37.33
Grade 7	2510.	2490.	2492.	8	6.04	2.80	26	24.18	31.47	29	21.43	21.68	37	48.35	44.06
Grade 8	2551.	2542.	2510.	12	10.91	8.62	36	33.33	22.99	24	24.24	26.44	29	31.52	41.95
All Grades	N/A	N/A	N/A	10	9.62	6.42	28	28.06	26.77	29	25.05	25.70	34	37.27	41.11

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	12	17.11	16.00	47	50.00	39.33	41	32.89	44.67	
Grade 7	15	14.92	11.89	46	35.91	37.76	39	49.17	50.35	
Grade 8	27	22.42	16.09	46	41.82	37.93	27	35.76	45.98	
All Grades	18	18.07	14.78	46	42.17	38.33	36	39.76	46.90	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	15	15.79	14.67	38	45.39	40.00	47	38.82	45.33
Grade 7	15	12.71	12.59	48	40.88	47.55	37	46.41	39.86
Grade 8	21	23.03	17.82	45	43.03	33.91	34	33.94	48.28
All Grades	17	17.07	15.20	43	42.97	40.04	40	39.96	44.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	13.82	12.00	67	67.11	62.00	23	19.08	26.00
Grade 7	10	8.29	5.59	61	56.91	60.14	29	34.81	34.27
Grade 8	14	11.52	11.49	66	65.45	57.47	20	23.03	31.03
All Grades	11	11.04	9.85	65	62.85	59.74	24	26.10	30.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	21.05	12.67	58	50.00	54.00	26	28.95	33.33
Grade 7	15	14.92	13.99	52	39.23	46.15	33	45.86	39.86
Grade 8	20	20.61	17.24	53	48.48	42.53	27	30.91	40.23
All Grades	17	18.67	14.78	55	45.58	47.32	28	35.74	37.90

Conclusions based on this data:

1. Fewer students in 2017-18 in 6th, 7th, and 8th grade scored Above Standard in all areas of the ELA Assessment as compared to 2016-17.
2. 33.19% of all students met or exceeded standards in ELA in 2017-18.
3. 68.81% of all student did not or nearly met standards in ELA in 2017-18.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	186	152	150	184	152	150	182	152	150	98.9	100	100
Grade 7	171	184	145	169	181	143	166	181	143	98.8	98.4	98.6
Grade 8	158	166	178	157	165	175	157	165	175	99.4	99.4	98.3
All Grades	515	502	473	510	498	468	505	498	468	99	99.2	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2485.	2489.	2488.	7	9.21	6.67	16	18.42	18.00	42	37.50	34.67	35	34.87	40.67
Grade 7	2498.	2474.	2482.	7	4.42	4.20	17	14.92	16.78	37	29.28	29.37	39	51.38	49.65
Grade 8	2503.	2485.	2466.	8	9.09	5.71	12	9.09	8.57	31	19.39	23.43	50	62.42	62.29
All Grades	N/A	N/A	N/A	7	7.43	5.56	15	14.06	14.10	37	28.51	28.85	41	50.00	51.50

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	11	14.47	13.33	35	36.84	38.00	54	48.68	48.67	
Grade 7	13	12.15	10.49	36	24.86	32.17	52	62.98	57.34	
Grade 8	10	11.52	5.71	29	24.24	24.57	61	64.24	69.71	
All Grades	11	12.65	9.62	33	28.31	31.20	55	59.04	59.19	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	11.18	6.00	47	42.76	48.00	43	46.05	46.00
Grade 7	10	6.63	8.39	43	40.33	41.96	48	53.04	49.65
Grade 8	10	10.30	8.00	54	32.12	44.57	36	57.58	47.43
All Grades	10	9.24	7.48	48	38.35	44.87	42	52.41	47.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	10	15.13	10.00	54	44.74	41.33	36	40.13	48.67
Grade 7	10	7.18	6.99	57	46.41	55.94	33	46.41	37.06
Grade 8	8	6.67	4.57	55	37.58	38.86	36	55.76	56.57
All Grades	10	9.44	7.05	55	42.97	44.87	35	47.59	48.08

Conclusions based on this data:

1. 19.66% of all students met or exceeded standards in Math in 2017-18.
2. Applying Concepts and Procedures is the area of greatest difficulty for all age groups.
3. 80.34 % of all students did not or nearly met standards in Math in 2017-18.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				23

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	12	52.17	*	*	*	*	23

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*			*
Grade 7	*	*	*	*	*	*			*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	12	52.17	*	*	*	*	*	*	23

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8			*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	23

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	12	52.17	*	*	23

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*			*
Grade 7	*	*					*
Grade 8	*	*	*	*			*
All Grades	21	91.30	*	*			23

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8			*	*	*	*	*
All Grades	*	*	*	*	16	69.57	23

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6			*	*			*
Grade 7			*	*			*
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	20	86.96	*	*	23

Conclusions based on this data:

1. Most of the students tested have well developed Speaking skills.
2. 69.57% of the students are at the beginning level for Reading.
3. The students have higher skills in Writing than in Reading.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
479	57.2%	4.8%	1.5%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4.8%
Foster Youth	7	1.5%
Socioeconomically Disadvantaged	274	57.2%
Students with Disabilities	75	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	5.4%
American Indian	4	0.8%
Asian	4	0.8%
Filipino	12	2.5%
Hispanic	137	28.6%
Two or More Races	18	3.8%
Pacific Islander	4	0.8%
White	274	57.2%






Conclusions based on this data:

1. Socioeconomically disadvantaged students will be monitored for academic progress and provided additional supports as needed.
2. English learners will be monitored and provided support to ensure re-designation by eight grade.
3. Students with disabilities will be monitored and provided academic support beyond what is designated in the IEP.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Red
Mathematics  Orange		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. All groups are struggling with achievement in Math.
2. All groups are struggling with achievement in ELA.
3. Suspension rates are high for all students.

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 48.1 points below standard Declined -12.6 points 436 students	<p>English Learners</p>  Red 127.8 points below standard Declined -34.9 points 31 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Red 71.8 points below standard Declined -12.7 points 252 students	<p>Students with Disabilities</p>  Red 155.5 points below standard Declined -6.7 points 62 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 103.3 points below standard Maintained 0.4 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 13.3 points below standard Declined -12.1 points 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.6 points below standard Declined -23 points 125 students	 No Performance Color 74 points below standard Declined -65.9 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 34 points below standard Declined -8.7 points 246 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
164.4 points below standard Declined -12.9 points 17 students	83.4 points below standard Declined -39.6 points 14 students	43.9 points below standard Declined -13.3 points 393 students

Conclusions based on this data:

1. All Student groups declined in ELA.
2. The Average Distance from Standard for all groups is between -13.3 and -155.5
3. African American Students maintained their level of performance.

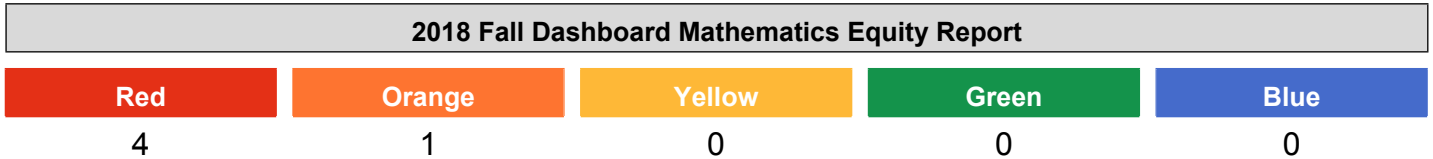
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 90 points below standard Declined -6.6 points 436 students	<p>English Learners</p>  Red 153.4 points below standard Declined -5.2 points 31 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  Red 111.7 points below standard Maintained -1.8 points 252 students	<p>Students with Disabilities</p>  Red 199.7 points below standard Declined -4.7 points 62 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 153.8 points below standard Increased 6.1 points 24 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 52.3 points below standard Declined -5.2 points 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 116.4 points below standard Declined -12.7 points 125 students	 No Performance Color 117.8 points below standard Declined -41.2 points 17 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Orange 71.8 points below standard Declined -5 points 246 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
173.4 points below standard Increased 19.6 points 17 students	129 points below standard Declined -18.6 points 14 students	85.5 points below standard Declined -8.5 points 393 students

Conclusions based on this data:

1. The Average Distance from Standard for all groups is between - 52.3 and - 199.7
2. All Student groups are Low/Very low performing in Math.
3. African American students improved their levels.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
23	17.4%	52.2%	21.7%	8.7%

Conclusions based on this data:

1. 52.2% of the English Learners at James Monroe are at the Moderately Developed Stage.
2. The English Learners declined 12.9 points in ELA
3. The English Learners declined 5.2 points in Math.

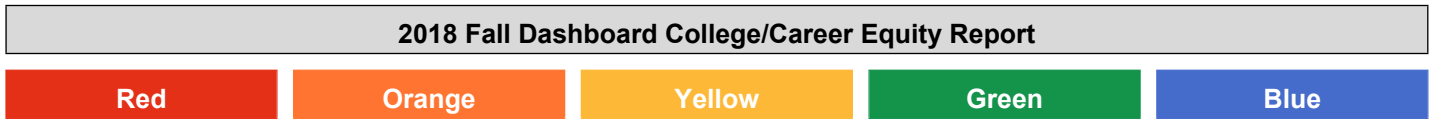
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

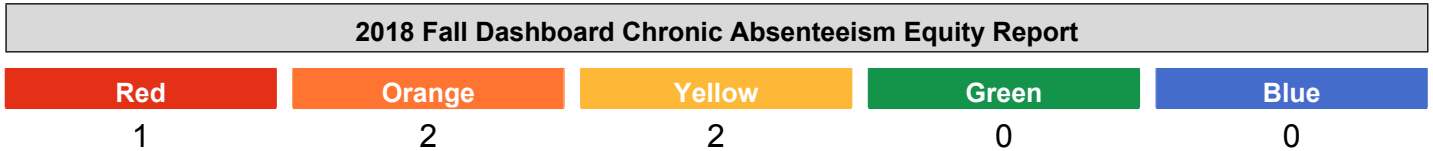
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 No Performance Color	 No Performance Color
15% chronically absent	15.4% chronically absent	Less than 11 Students - Data Not Displayed for Privacy
Declined 2.2%	Increased 9.1%	8 students
505 students	26 students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color	 Orange	 Orange
Less than 11 Students - Data Not Displayed for Privacy	20.5% chronically absent	28.6% chronically absent
2 students	Declined 2.1%	Declined 4.8%
	303 students	77 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 23.3% chronically absent Increased 4.9% 30 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0% chronically absent Declined 7.7% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 15.8% chronically absent Declined 1.9% 146 students	 No Performance Color 25% chronically absent Declined 13.9% 20 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 Yellow 14.4% chronically absent Declined 2.2% 284 students

Conclusions based on this data:

1. African American students have increased their absentee percentage by 4.9% from the previous year to a 23.3% rate.
2. Students with Disabilities have decreased their absentee percentage by 4.8%, but it is still high at 28.6%.
3. 15% of All Students are chronically absent, which is 6% higher than the state . The percentage for All Students decreased by 2.2% .

School and Student Performance Data

Academic Engagement Graduation Rate

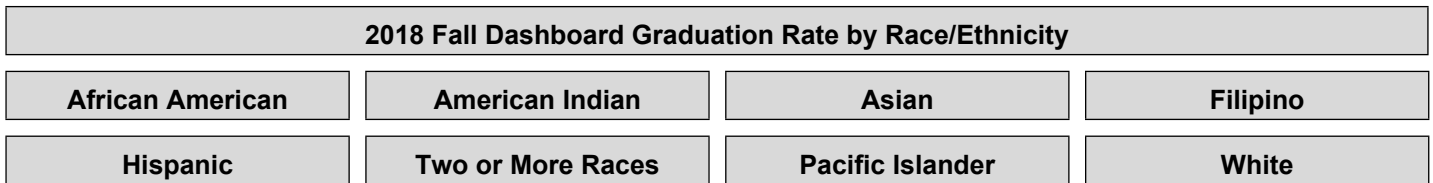
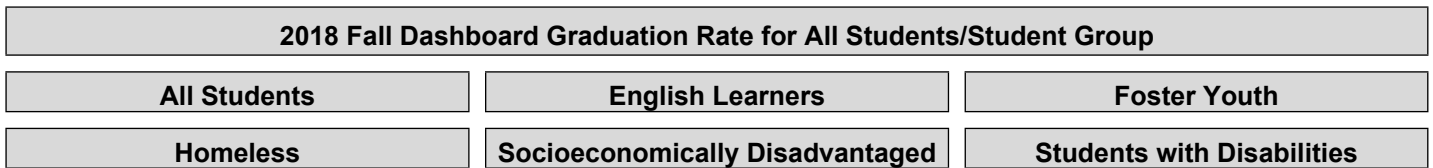
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

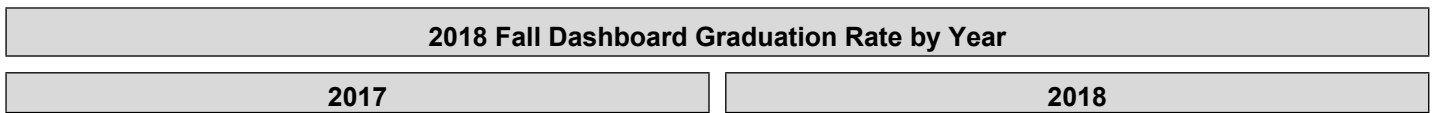
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

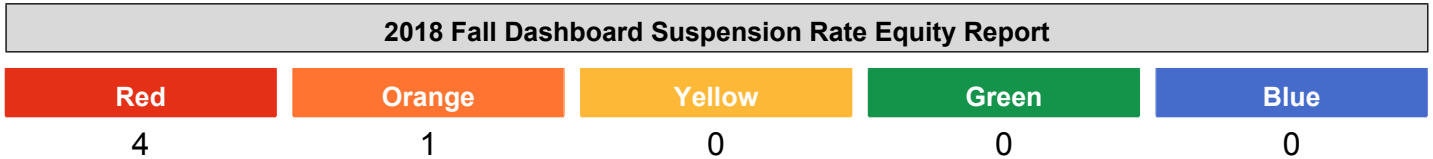
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Red 15.6% suspended at least once Increased 2.3% 519 students	<p>English Learners</p>  No Performance Color 30.8% suspended at least once Increased 13.1% 26 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 9 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 3 students	<p>Socioeconomically Disadvantaged</p>  Red 19.7% suspended at least once Increased 3.7% 314 students	<p>Students with Disabilities</p>  Red 24.7% suspended at least once Increased 0.3% 85 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 25.8% suspended at least once Declined -4.2% 31 students	 No Performance Color Less than 11 Students - Data 6 students	 No Performance Color Less than 11 Students - Data 4 students	 No Performance Color 0% suspended at least once Declined -23.1% 12 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 18.8% suspended at least once Increased 4.9% 149 students	 No Performance Color 27.3% suspended at least once Increased 6.2% 22 students	 No Performance Color Less than 11 Students - Data 4 students	 Red 13.1% suspended at least once Increased 2.3% 291 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
11.2% suspended at least once	13.3% suspended at least once	15.6% suspended at least once

Conclusions based on this data:

1. The Suspension Rate for All Students increased by 2.3%
2. The Suspension Rate for English Learners increased by 13.1%
3. The Suspension Rate for African American students decreased by 4.2%

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

State Priority #2-State Standards (Conditions of Learning); #4- Pupil Achievement (Pupil Outcomes); #7 Course Access

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Identified areas of need in SBAC assessment results and Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Academic Program Survey (APS) Implementation Rubric (Scale 1-4)	2.6 in ELA and in math 2.5 in math	Maintain/Increase APS Level 3 or 4 in ELA/ELD and math
6-8th grade CAASPP scores	6th grade ELA: 33% 6th grade Math: 24% 7th grade ELA: 34% 7th grade Math: 21% 8th grade ELA: 32% 8th grade Math: 14%	Increase performance in Level 3 and 4 by 2% over baseline for all student groups

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Department Chairs

Proposed Expenditures for this Strategy/Activity

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

Description	Math supplemental materials including manipulatives, supplies, books
Amount	300
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	English supplemental materials including supplies, books
Amount	300
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	History supplemental materials including supplies, books

Strategy/Activity 3

3. Provide technology tools for classroom instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Computers, printers, document cameras, projectors, speakers, interactive white boards

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

State Priority # 5-Pupil Engagement (Engagement); #6-School Climate (Engagement); #8-Other Pupil Outcomes (Pupil Outcomes)

Goal Statement

Maximize student engagement and achievement.

LCAP Goal

Maximize student engagement and achievement.

Basis for this Goal

SBAC Assessment; Dashboard data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Rate/ Chronic Absenteeism Rate	District Attendance Rate 94.9%; Chronic Absenteeism Rate 10.21%	Maintain/Increase attendance rate by 1%; Maintain/Decrease Chronic Absenteeism by 1%
Suspension Rate	2016-17 Suspension Rate 13.3%	Decrease/Maintain Suspension rate by 1%
California Healthy Kids Survey	23% of 7th grade strongly agree they are connected to their school	Maintain/Increase school connectedness by 1%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4250
Source	LCFF Supp Conc - Intervention (BS/AS)
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide after school intervention in Core subjects
Amount	750
Source	LCFF Supp Conc - Intervention (BS/AS)
Budget Reference	3000-3999: Employee Benefits
Description	Employee Benefits

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	100
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Supplemental academic intervention materials, including books, manipulatives, learning games

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Honor roll, perfect attendance, student of the month, merit awards
Amount	1,250
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	PBIS rewards, posters
Amount	1250
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Student assemblies focusing on positive self-esteem, anti-bullying
Amount	300
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Awards, prizes, token economy reinforcers for special education classrooms
Amount	200
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	School sponsored club supplies
Amount	600
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	WEB shirts and prizes
Amount	1,000
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	WEB coordinator stipend
Amount	120

Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits
Amount	400
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	AVID shirts, awards, prizes, supplies

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Bus transportation for AVID field trips
Amount	500
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Bus transportation for GATE field trips
Amount	500
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Bus transportation for CJSF field trips
Amount	350
Source	General Unrestricted

Budget Reference

4000-4999: Books And Supplies

Description

Registration, transportation, supplies for Math Counts, Math Field Day, Mathletes Competition, etc.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

State Priority #3-Parent Involvement (Engagement)

Goal Statement

Grow family and community partnerships that benefit students.

LCAP Goal

Grow family and community partnerships that benefit students.

Basis for this Goal

District LCAP Parent Survey results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Surveys	Spring 2018 LCAP Parent Survey: 82% of district-wide parents surveyed feel welcome at school	Maintain/Increase percentage of parents feeling welcome at school

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	700
Source	General Unrestricted

Budget Reference	4000-4999: Books And Supplies
Description	Promotion ceremony supplies
Amount	850
Source	General Unrestricted
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Facility rental for promotion
Amount	150
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Supplies/refreshments for trainings, meetings, Principal coffees

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Counselor, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	250
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for parenting classes, trainings, workshops

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

State Priority # 1 Basic Services (Conditions of Learning)

Goal Statement

Guarantee safe and well-maintained facilities.

LCAP Goal

Guarantee safe and well-maintained facilities.

Basis for this Goal

Results of Facility Inspection Tool; Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Facility Inspection Tool	2017 FIT Rating: Good	Maintain/Increase FIT Rating

Planned Strategies/Activities

Strategy/Activity 1

1. Support safe and well-maintained facilities.

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Safety Team, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	7500
Source	General Unrestricted
Budget Reference	4000-4999: Books And Supplies

Description

Custodial supplies and equipment

Strategy/Activity 2

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Description

.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

State Priority #1-Basic Services (Conditions of Learning)

Goal Statement

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

LCAP Goal

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

Basis for this Goal

Dashboard data-local indicators

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Number/rate of fully credentialed teachers	2017-18 number/rate of fully credentialed teachers: 22/25 or 88%	Maintain/Increase the number/rate of fully credentialed teachers by 2%

Planned Strategies/Activities

Strategy/Activity 1

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

Students to be Served by this Strategy/Activity

All students

Timeline

2018-2019

Person(s) Responsible

Principal, Site Leadership Team, Teachers, Counselors

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	Teachers observe CCSS implementation in model classrooms
Amount	55
Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits
Amount	250
Source	General Unrestricted
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Provide training for classified employees related to their positions
Amount	28
Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

2018-19 School Year

Person(s) Responsible

Principal, ELD Coordinator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	General Unrestricted
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Provide substitutes for administrative support
Amount	110
Source	General Unrestricted
Budget Reference	3000-3999: Employee Benefits
Description	Employee benefits

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

Provide an academic program fully aligned to the Common Core State Standards

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Academic Program Survey (APS) Implementation Rubric	Increase District APS Rubric Score 2 in ELA/ELD and 2 in math	2017-18 APS Site Rubric Scores: ELA/ELD- 2.6 Math- 2.5

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop Common Core instructional materials	Developed and implemented Common Core instructional materials.	Grade level and department teams will meet on late start Wednesdays to design and discuss strategies to implement curriculum based on the Common Core Standards.	
Adopt/Purchase Common Core instructional materials	Adopted and purchased ELA/ELD instructional materials in 2017-18 school year.	Our District Curriculum & Instruction Department will guide us in the selection, and implementation of our new Common Core Language Arts materials.	
Develop and implement Common Core assessments	Developed and implemented Common Core assessments.	Our District Curriculum & Instruction Department will guide us in the implementation of Common Core benchmark assessments as well as a line instruction based on assessment results.	
Identify best practices of CCSS	Best practices of CCSS identified.	During late start Wednesdays, Department teams will have time to discuss	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		<p>best practices that align to CCSS.</p> <p>Teachers will be given the opportunity to observe CCSS implementation in other classrooms. \$108 (Sub Pay) X 9 (Days) = \$972 1000-1999: Certificated Personnel Salaries General Unrestricted 972</p> <p>3000-3999: Employee Benefits General Unrestricted 55</p>	<p>Teacher Observations in Other Classrooms 1000-1999: Certificated Personnel Salaries General Unrestricted 3960</p> <p>3000-3999: Employee Benefits General Unrestricted 572.34</p>
Identify and roll out resources and technological tools as needed	Resources and technological tools identified and rolled out as needed.	Make sure administrators, teachers, support staff, and students have access to technology such as computers, printers document cameras, projectors, speakers and shredders. 4000-4999: Books And Supplies General Unrestricted 4,000	Computers, printers, document cameras, projectors, speakers, shredders 4000-4999: Books And Supplies General Unrestricted 1816.70
Provide Illuminate training/coaching support	Provided Illuminate training/coaching support?	During District Department Meetings, teachers will review and learn new strategies to use Illuminate technology.	
Provide Common Core Professional Development Opportunities for teachers	Provided Common Core professional development for teachers.	During collaboration and District professional development meetings, teachers will become familiar with and learn how to utilize benchmark data to inform instruction.	
Work on a monthly instructional focus to help with implementation of CCSS.	Purchased "Best Behavior" book.???	Purchase a copy of Jeffery Sprague and Annemieke Golly's, "Best Behavior" book for our PBIS Committee.	Books 4000-4999: Books And Supplies General Unrestricted 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		During staff meetings, we will discuss how to implement positive behavior strategies. 4000-4999: Books And Supplies General Unrestricted 800	

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of salaries, books, and technology.

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

Overall, the actions/services were effective in meeting Goal 1. 2017-18 site Academic Program Survey data demonstrate that progress towards "academic program aligned with the State Standards that supports students with equal opportunity" has been maintained.

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

Material differences between budgeted expenditures and actual expenditures are related to partial implementation of planned actions/services. We overestimated the amount needed for technology and underestimated the amount for certificated salaries. The purchase of the "Best Behavior" books was not made.

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

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 1 has been changed to a new goal: Provide a rigorous academic program which promises college and career readiness.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

Provide a variety of student programs, opportunities, strategies, and targeted interventions that support College and Career readiness.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Performance Data in ELA and Math	<p>Increase SBAC ELA performance by 1%.</p> <p>Increase SBAC math performance by 1%.</p> <p>Increase subgroups (SED, EL, and SPED) by 2%.</p>	<p>2017</p> <p>2018</p> <p>6th ELA: 39%</p> <p>6th ELA: 33%</p> <p>6th Math: 28%</p> <p>6th Math: 24%</p> <p>7th ELA: 30%</p> <p>7th ELA: 34%</p> <p>7th Math: 19%</p> <p>7th Math: 21%</p> <p>8th ELA: 44%</p> <p>8th ELA: 32%</p> <p>8th Math: 18%</p> <p>8th Math: 14%</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Designated students will receive 50 minutes of math and language arts intervention instruction.	Designated students received 50 minutes of math and language arts intervention instruction twice a week.	For 25 minutes on Tuesday and Thursday mornings, designated 6th, 7th, and 8th grade students will receive math intervention and language arts intervention.	
During Wednesday collaboration time, teachers will discuss strategies to assist students who aren't mastering standards.	Teachers discussed strategies to assist students who are not mastering standards.	Collaboration times designated for intervention strategies.	
AVID electives will be offered to students. The AVID electives focus on preparing students for a	AVID electives were offered to students.	Elective classes designed to support	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
successful college experience		college and career readiness.	
Students will be able to participate in an after-school Homework Club.	Students participated in after school Homework Club.	<p>Twice a week for an hour after school, students will be able to get homework help from a certificated teacher. \$20 (HW Club Pay) X 125 (Days) = \$2,500 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 2,500</p> <p>3000-3999: Employee Benefits Intervention (BS/AS) 500</p>	<p>Compensation for homework help teacher 1000-1999: Certificated Personnel Salaries Intervention (BS/AS) 0</p> <p>3000-3999: Employee Benefits Intervention (BS/AS) 0</p>
Students will be able to participate in a technology class after school.	Students participated in technology class after school.	<p>Tuesdays and Thursdays after school, students will have access to computers to work on homework and use technology in our school computer lab. \$20 (HW Club Pay) X 90 (Days) = \$1,800 2000-2999: Classified Personnel Salaries Intervention (BS/AS) 1,800</p> <p>3000-3999: Employee Benefits Intervention (BS/AS) 200</p>	<p>Compensation for computer lab paraprofessional 2000-2999: Classified Personnel Salaries Intervention (BS/AS) 0</p> <p>3000-3999: Employee Benefits Intervention (BS/AS) 0</p>
Students will be awarded for making the honor roll list, perfect attendance, and merit awards	Students were awarded for making honor roll, perfect attendance, and merit.	Three times a year, students will be honored for their academic success and attendance. 4000-4999: Books And Supplies General Unrestricted 1,000	Student rewards 4000-4999: Books And Supplies General Unrestricted 0
Establish a PBIS (Positive Behavior Intervention and Support) Team to help implement positive strategies to improve student behavior.	A PBIS Team was established and implemented strategies to improve behavior.	The PBIS Team will hold monthly meetings to develop a plan to teach and reward appropriate behavior. We will need rewards and posters for the program. 4000-4999: Books And Supplies	PBIS rewards and posters 4000-4999: Books And Supplies General Unrestricted 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		General Unrestricted 1,500	

Analysis

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

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

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

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

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

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

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

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 2 has been changed to a new goal: Maximize student engagement and achievement.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

Provide safe, well-maintained, and adequately equipped school to ensure a positive learning environment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District California Healthy Kids Staff and Student Survey	Increase the percentage of students and staff that feel safe at school.	The California Healthy Kids Survey was administered in the fall of 2017. See 7th grade results below: 57% of 7th grade students feel very safe or safe at school. 51% of staff feel they are safe at school and 45% of staff feel students are safe at school.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Collaborate with district personnel to communicate staffing needs.	Collaborated with district personnel to communicate staffing needs.	Speak with District HR Representatives to Discuss Staffing Needs	
Custodial supplies and replaced damaged custodial equipment.	Purchased custodial supplies and equipment.	Replace Damaged Custodial Equipment Such As Brooms, Mops, and Vacuums as well as purchase day to day supplies. 4000-4999: Books And Supplies General Unrestricted 7,316	Replace Damaged Custodial Equipment Such As Brooms, Mops, and Vacuums as well as purchase day to day supplies. 4000-4999: Books And Supplies General Unrestricted 7143.93
Hold a Campus Pride Day	Held a Campus Pride Day.	100 Students Assist With Campus Clean-up	
Meet with the site custodial staff on regular basis.	Met with site custodial staff on a regular basis.	Hold quarterly meetings with custodial staff to discuss & solve issues related to maintaining a clean, safe campus	
Have school pride murals painted in the school cafeteria.	Pride murals were painted in the school cafeteria.	Pay an artist to help improve the school climate by painting murals on the school	Pay an artist to help improve the school climate by painting murals on the school

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		building. 5800: Professional/Consulting Services And Operating Expenditures General Unrestricted 1,000	building. 5000-5999: Services And Other Operating Expenditures General Unrestricted 1000
Provide updated materials for our library.	Updated library materials were provided.	Purchase new, updated books for our library. 4000-4999: Books And Supplies General Unrestricted 2,000	Purchase new, updated books for our library. 4000-4999: Books And Supplies General Unrestricted 2986.89
Revise the Monroe Safety Plan and update safety procedures.	Revised the safety plan and updated procedures.	Provide release time via substitute teacher for our Safety Committee to work on our Safety Plan and procedures. \$108 (Sub Pay) X 4 (Days) = \$432 1000-1999: Certificated Personnel Salaries General Unrestricted 432	Provide release time via substitute teacher for our Safety Committee to work on our Safety Plan and procedures. \$108 (Sub Pay) X 4 (Days) = \$432 1000-1999: Certificated Personnel Salaries General Unrestricted 796.34
Teachers have access to print shop to make multiple copies of materials.	Teachers utilized the print shop to make copies of instructional materials.	3000-3999: Employee Benefits General Unrestricted 25	3000-3999: Employee Benefits General Unrestricted 196.18
Teachers can send instructional materials to the District Print Shop for copying.	Teachers can send instructional materials to the District Print Shop for copying.	5000-5999: Services And Other Operating Expenditures General Unrestricted 2,000	5000-5999: Services And Other Operating Expenditures General Unrestricted 2656.18
Maintain school athletic equipment.	School athletic equipment was maintained.	Purchase athletic equipment for our students to use during PE classes. 4000-4999: Books And Supplies General Unrestricted 2,000	Purchase athletic equipment for our students to use during PE classes. 4000-4999: Books And Supplies General Unrestricted 0
Provide a leased copier for our school.	A copier was leased for school use.	Rent a copier for use in our workroom. 5000-5999: Services And Other Operating Expenditures General Unrestricted 2,200	Rent a copier for use in our workroom. 5000-5999: Services And Other Operating Expenditures General Unrestricted

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide supplies such as paper and pencils for our classroom teachers and office.	Basic supplies were provided for teachers and the office.	Provide supplies such as paper, pencils, markers, and for classrooms and office. 4000-4999: Books And Supplies General Unrestricted 13,839	Provide supplies such as paper, pencils, markers, and for classrooms and office. 4000-4999: Books And Supplies General Unrestricted 24,075.61
Work with District staff to update surveillance camera, fire pull stations, and outdoor lighting.	Surveillance cameras, fire pull stations, and outdoor lighting were updated.	Add more surveillance cameras to areas not covered on our current system. Replace or repair fire pull stations that are currently not functioning properly. \$3,000 for cameras \$1,000 for fire pull stations District Funded 4,000	Add more surveillance cameras to areas not covered on our current system. Replace or repair fire pull stations that are currently not functioning properly. \$3,000 for cameras \$1,000 for fire pull stations 4000-4999: Books And Supplies District Funded
Plan and implement a full evacuation and alternate evacuation routes for emergency drills.	A full evacuation route and alternate evacuation route were planned and implemented for emergency drills.	Plan a drill where the school is evacuated and posts such as command posts are set up. Establish more than one school evacuation route.	
Keep bottled water in the classroom so students have access to water in an emergency situation.	Bottled water was purchased for all classrooms.	Keep a 24 pack of bottled water in the classrooms. Replace water when it expires. \$4.35 per pack X 48 packs = \$208.80 District Funded 208.80	Keep a 24 pack of bottled water in the classrooms. Replace water when it expires. \$4.35 per pack X 48 packs = \$208.80 4000-4999: Books And Supplies General Unrestricted
schedule 2 assemblies for our students.	2 assemblies were scheduled for students.	Schedule 2 assemblies that focus on positive self esteem and anti-bullying for our students. 5000-5999: Services And Other Operating Expenditures General Unrestricted 2,000	Schedule 2 assemblies that focus on positive self esteem and anti-bullying for our students. 5000-5999: Services And Other Operating Expenditures General Unrestricted 1495

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of replacing the surveillance system, the copier rental, PE equipment, and supplies.

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

Because the metric utilized, the California Healthy Kids Survey (CHKS), has not been utilized consistently over time, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 3. In the 2018 administration of the CHKS,, data will be provided in both site and district grade levels.

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

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

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

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 3 has been changed to a new goal: Grow family and community partnerships that benefit students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Provide opportunities for community input and educational advocacy through communication of goals, activities, and accomplishments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Eight State Priority Metrics, SSUSD Data Portrait/3 Year Data Trend, Ongoing District Progress Reports	Maintain or improve opportunities for stakeholder engagement.	Due to the release of the California School Dashboard, these metrics are no longer applicable in the forms indicated. See CA School Dashboard results.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Develop and implement strategies to improve school contentedness	Developed and implemented strategies to improve school connectedness.	Provide support for programs such as CJSF and GATE by funding the cost of a bus so students can go on field trips. 5000-5999: Services And Other Operating Expenditures General Unrestricted 500	Provide support for programs such as CJSF and GATE by funding the cost of a bus so students can go on field trips. 5000-5999: Services And Other Operating Expenditures General Unrestricted 0
		Provide coverage for teachers when they go on conferences. \$108 (Sub Pay) X 4 (Days) = \$432 1000-1999: Certificated Personnel Salaries General Unrestricted 432	Provide coverage for teachers when they go on conferences. \$108 (Sub Pay) X 4 (Days) = \$432 1000-1999: Certificated Personnel Salaries General Unrestricted 0
		3000-3999: Employee Benefits General Unrestricted 25	3000-3999: Employee Benefits General Unrestricted 0
Provide opportunities for students to participate in school sponsored volleyball, basketball, and cross country teams.	Provided equipment for students to participate in school sponsored sports.	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide equipment for games. 5000-5999:	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide equipment for games. 5000-5999:

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Services And Other Operating Expenditures General Unrestricted 500	Services And Other Operating Expenditures General Unrestricted 0
Provide opportunities for students to participate in school sponsored volleyball, basketball, and cross country teams.	Provided uniforms for students to participate in school sponsored sports.	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide uniforms for the games. 4000-4999: Books And Supplies General Unrestricted 2,500	Students will have the opportunity to try out for a school sponsored volleyball and basketball team. The school will provide uniforms for the games. 4000-4999: Books And Supplies General Unrestricted 0
Host after school activities such as school dances and a fall carnival.	Hosted school activities.	Students will have the opportunity to attend after school activities such as school dances and carnivals.	Students will have the opportunity to attend after school activities such as school dances and carnivals.
Provide students the opportunity to participate in clubs.	Provided after school clubs.	Have clubs such as Art Club, Chess Clubs, Drama Club, Math Club, Computer Club, and Animal Club available for students. Provide supplies such as paper and paint. 4000-4999: Books And Supplies General Unrestricted 400	Have clubs such as Art Club, Chess Clubs, Drama Club, Math Club, Computer Club, and Animal Club available for students. Provide supplies such as paper and paint. 4000-4999: Books And Supplies General Unrestricted 0
Invite parents to attend PTSO and SSC meetings to provide input for school activities.	Invited parents to attend PTSO and SSC meetings to provide input.	Invite parents to give input at PTSO and SSC meetings.	Invite parents to give input at PTSO and SSC meetings.
Implement at Where Everybody Belongs (WEB) program.	Implemented WEB program.	Implement WEB Program that promotes a positive transition for our 6th grade students. 8th Grade WEB leaders create activities that help 6th graders feel welcome and comfortable at middle school. WEB shirts and prizes would be purchased through this fund. 4000-4999: Books	Implement WEB Program that promotes a positive transition for our 6th grade students. 8th Grade WEB leaders create activities that help 6th graders feel welcome and comfortable at middle school. WEB shirts and prizes would be purchased through this fund. 4000-4999: Books

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		And Supplies General Unrestricted 700	And Supplies General Unrestricted 0
Host a graduation ceremony for 8th grade students.	Hosted a graduation ceremony for 8th grade students.	Provide a stipend for the teachers coordinating the WEB program. 1000-1999: Certificated Personnel Salaries General Unrestricted 1,000	Provide a stipend for the teachers coordinating the WEB program. 1000-1999: Certificated Personnel Salaries General Unrestricted 1000
Provide supplies for our music program.	Provided music supplies.	3000-3999: Employee Benefits General Unrestricted 120	3000-3999: Employee Benefits General Unrestricted 173.34
Provide rentals, leases & repairs for our music instruments.	Provided musical instruments.	Host a graduation ceremony for 8th grade students. 4000-4999: Books And Supplies General Unrestricted 700	Host a graduation ceremony for 8th grade students. 4000-4999: Books And Supplies General Unrestricted 0
Provide information to parents via the Parent Square and our school Website, provide information to Monroe families about school events.	Provided information to families via parent Square.	Rent the facility for the ceremony. 5000-5999: Services And Other Operating Expenditures General Unrestricted 800	Rent the facility for the ceremony. 5000-5999: Services And Other Operating Expenditures General Unrestricted 737.50
Via Parent Square and our school website, send home information about school events in the form	Provided a monthly newsletter and blog.	Purchase supplies for our music program. 4000-4999: Books And Supplies General Unrestricted 1,800	Purchase supplies for our music program. 4000-4999: Books And Supplies General Unrestricted 1483.35
Provide rentals, leases & repairs for our music instruments.	Provided musical instruments.	Provide rentals, leases & repairs for our music instruments. 5000-5999: Services And Other Operating Expenditures General Unrestricted 1,200	Provide rentals, leases & repairs for our music instruments. 5000-5999: Services And Other Operating Expenditures General Unrestricted 1681
Provide information to parents via the Parent Square and our school Website, provide information to Monroe families about school events.	Provided information to families via parent Square.	Use Parent Square and our school website to provide information to our community about school events.	Use Parent Square and our school website to provide information to our community about school events.
Via Parent Square and our school website, send home information about school events in the form	Provided a monthly newsletter and blog.	Create and send via Parent Square and our school website a	Create and send via Parent Square and our school website a

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
of a monthly newsletter/blog.		monthly newsletter/blog to provide school information to our community.	monthly newsletter/blog to provide school information to our community.

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of busing for field trips and teacher coverage were funded from extracurricular accounts, as well as after school clubs.

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

Because the metrics utilized are outdated, we do not yet have comparable data to determine if the actions/services translated to effective impact in meeting Goal 4. In 2018 Dashboard data will be provided in both site and district levels.

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

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

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

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 4 has been changed to a new goal: Guarantee safe and well-maintained facilities.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Annually increase percent of English Language Learners making progress in learning English.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California School Dashboard EL Status and Change Data	Increase the percentage of EL students making progress toward English proficiency	2016-76.57% 2017-86.7% Increased significantly +10.2%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide professional development to teachers and administrators on ELA/ELD instructional model (CCSS instruction along with Designated and Integrated instruction).	Provided professional development to teachers and administrators on ELA/ELD instructional model.	Our District Curriculum and Instruction Department will provide administrator and teacher training based on the ELA/ELD instructional model and designated, integrated instruction.	Our District Curriculum and Instruction Department will provide administrator and teacher training based on the ELA/ELD instructional model and designated, integrated instruction.
Discuss how to implement ELD standards during late start Wednesday meetings.	Discussed how to implement ELD standards.	Discuss how to implement examples of ELD standards in general ed. classrooms.	Discuss how to implement examples of ELD standards in general ed. classrooms.
During ELAC meetings, encourage parents to send their students to our after school Homework Club for assistance with homework.	Encouraged parents to send students to after school homework club.	During ELAC meetings, inform parents of EL students about our Homework Club and encourage them to send their students.	During ELAC meetings, inform parents of EL students about our Homework Club and encourage them to send their students.
Provide a specialized English Language instruction in our ELD1 and ALAS classes.	Provided specialized English Language instruction in ELD 1 and ALAS classes.	Enroll students designated as English Learners in ELD1 and ALAS to provided specialized academic instruction in English. Teacher 1 = \$28,838 Salary \$11,605 Benefits Teacher 2 = \$27,142	Enroll students designated as English Learners in ELD1 and ALAS to provided specialized academic instruction in English. Teacher 1 = \$28,838 Salary \$11,605 Benefits Teacher 2 = \$27,142

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salary \$11,212 Benefits 2000-2999: Classified Personnel Salaries District Funded 56,000	Salary \$11,212 Benefits 2000-2999: Classified Personnel Salaries District Funded
		3000-3999: Employee Benefits District Funded 23,000	3000-3999: Employee Benefits District Funded
Have Parent Square messages translated into Spanish for our Spanish speaking parents.	Parent Square messages were translated into Spanish.	Send home translated Parent Square messages to our Spanish speaking parents. District Funded 1,000	Send home translated Parent Square messages to our Spanish speaking parents. District Funded 0

Analysis

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

As noted in the "Actual Actions/Services" section above, nearly all planned actions and services were implemented as planned with the exception of the ParentSquare translation.

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

Overall, the actions/services did have a consistent, effective impact in meeting Goal 5.

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

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

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

Based on the results of the 2017-2018 stakeholder engagement process and the alignment of federal, state, and new local Board goals, Goal 5 has been changed to a new goal: Develop, value, and retain a high-quality diverse educational team.

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	53,858.00

Allocations by Funding Source

Funding Source	Amount	Balance
General Unrestricted	48,858.00	0.00
LCFF Supp Conc - Intervention (BS/AS)	5,000	0.00

Expenditures by Funding Source

Funding Source	Amount
General Unrestricted	48,858.00
LCFF Supp Conc - Intervention (BS/AS)	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,750.00
2000-2999: Classified Personnel Salaries	250.00
3000-3999: Employee Benefits	1,063.00
4000-4999: Books And Supplies	35,270.00
5000-5999: Services And Other Operating Expenditures	10,525.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Unrestricted	2,500.00
2000-2999: Classified Personnel Salaries	General Unrestricted	250.00
3000-3999: Employee Benefits	General Unrestricted	313.00
4000-4999: Books And Supplies	General Unrestricted	35,270.00
5000-5999: Services And Other Operating Expenditures	General Unrestricted	10,525.00
1000-1999: Certificated Personnel Salaries	LCFF Supp Conc - Intervention (BS/AS)	4,250.00
3000-3999: Employee Benefits	LCFF Supp Conc - Intervention (BS/AS)	750.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Beverly Ewbank	Principal
Lisa Austin	Classroom Teacher
Julia Eberhardt	Classroom Teacher
Alice Grainger	Classroom Teacher
Cathy Melendez	Classroom Teacher
Claire Hoskins	Other School Staff
Colleta Baker	Parent or Community Member
Crystal Klamt	Parent or Community Member
Paul Rodriquez	Parent or Community Member
Meghan Albro	Secondary Student
Annalise Ostash	Secondary Student
Zariyah Weaver	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on December 18, 2018.

Attested:

Beverly Inne Ewbank
Collete Baker

Principal, Beverly Ewbank on 12/18/2018

SSC Chairperson, Collete Baker on 12/18/2018