

School Year:

2023-24

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Monroe Elementary School	49 70912 6066385	5/17/2023	

Contact Person: Katheryne Stoural
Position: Principal
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Santa Rosa, CA 95403-2473
E-mail Address: kstoural@srcs.k12.ca.us

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.

James Monroe Elementary School's plan will effectively meet the ESSA requirements because it takes local and state data and stakeholder input into consideration when developing site goals and actions to support those goals. After careful review of data and input received, the school plan allocates resources to support achievement of school goals. School goals are consistent with the Santa

Rosa City Schools' District LCAP and are focused on academics, social emotional supports, as well as professional development of staff. The actions under our goals are geared toward extra supports for all learners.

James Monroe Elementary School is in ATSI status for the 2023-2024 school year.

Students With Disabilities will be supported through a modified Push-in/Pull-Out program, whereby students with IEP's are primarily served in their general education classroom to ensure access to primary best instruction, with Education Specialist and Special Education Aides supporting. Students with IEP's will also receive a specified number of service minutes where they are pulled out of their general education classroom to receive targeted instruction.

Educational Partner 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

Monroe involves many stakeholders as part of the planning process for the SPSA, and Annual Review and Update.

These stakeholders include parents, classroom teachers, and other school personnel.

Opportunities for involvement include:

Monroe School Site Council (SSC) - meets eight times annually and discusses SPSA goals and associated budget expenditures regularly.

English Language Advisory Committee (ELAC) - meets a minimum of four times annually and advises on site goals as well as expenditures of Title 1 funds.

Site Leadership Team - Meets monthly. Reviews site, district, and state data and makes recommendations on site programs to support students achievement of standards. Also reviews and gives input on site goals and expenditures based on that data.

Staff Meeting Team - Meets twice per month. Staff reviews site, district, and state data and makes recommendations on site programs to support students achievement of standards. Also reviews and gives input on site goals and expenditures based on that data.

Language Acceleration Review Committee (LARC) meets 3-4 times annually. This committee discusses issues relevant to English Language Learner.

Parent Faculty Organization (PFO) and Coffee with the Principal - Meets as scheduled. Advises on student and family engagement as well as facilities.

Monroe School Site Council approves the SPSA and Budget Annually, which is then brought to the Santa Rosa Schools Board of Education for approval.

Throughout the school year, SSC reviews expenditures and makes adjustments as needed to ensure progress toward goals.

Resource Inequities – Required for CSI / ATSI

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

The following resource inequities were identified as a result of the required needs assessment:

According to the 2018/2019 California Dashboard Data, James Monroe Elementary has the second highest percentage of Socio-Economically Disadvantaged students of Santa Rosa City Elementary Schools, at 87.7%, and the third highest percentage of English Learners at 64.7%. All CA Dashboard data was locked at the 2018/2019 levels due to Shelter in Place because of COVID 19 and has not been updated with the 2019/2020 school year data.

Due to students not taking the SBAC in the 2019/2020 school year, SBAC data from the 2018/2019 school year was used in the needs assessment.

This data indicated that:

25.57% of All Students Met or Exceeded Standard for ELA 23.98% of All Students Met or Exceeded Standard for Math

The following subgroups tested significantly below their peers:

Students with Disabilities = 3.57% Met or Exceeded Standards in ELA, 7.14% Met or Exceeded Standards in Math

English Learners Enrolled in US School 12 Months or More = 0.00% Met or Exceeded Standards in ELA, 4.69% Met or Exceeded Standards in Math

English Learners = 0.00% Met or Exceeded Standards in ELA, 4.17% Met or Exceeded Standards in Math

Migrant Ed = 0.00% Met or Exceeded Standards in ELA, 6.25% Met or Exceeded Standards in Math

This data demonstrates that the English Learners, Students with Disabilities, and Migrant Ed students need additional supports to reach grade level standards.

The following subgroups tested above their peers:

Fluent English Proficient & English Only = 37.58% Met or Exceeded Standards in ELA, 33.56% Met or Exceeded Standards in Math

Redesignated Fluent English Proficient = 39.35% Met or Exceeded Standards in ELA, 33.60% Met or Exceeded Standards in Math

Parent Education - College Grad = 50.00% Met or Exceeded Standards in ELA, 50.00% Met or Exceeded Standards in Math

This data demonstrates that the Fluent English Proficient & English Only, Redesignated Fluent English Proficient, and Parent Education - College Grad students are able to reach grade level standards at higher rates than the other students at the school site.

All of this data taken together indicates that most students at the site need additional supports to meet grade level standards in English Language Arts and Mathematics.

Through the Parent Screener sent out to all Monroe families in September on 2020, we have learned that due to changed conditions brought about by Distance Learning as a result of Shelter in Place because of COVID 19:

40.6% of 106 parent respondents indicated issues with technology.

14.2% of 106 parent respondents indicated Socio-Emotional concerns.

This data indicates that many parents are not able to support their students during Distance Learning, that began in March of 2020, as late as September of 2020.

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	0.8%	0.54%	0%	3	2	0
African American	1.9%	1.34%	1.39%	7	5	5
Asian	1.1%	0.80%	0.55%	4	3	2
Filipino	0.3%	0.54%	0.55%	1	2	2
Hispanic/Latino	91.0%	91.69%	92.52%	332	342	334
Pacific Islander	0.8%	0.80%	0.55%	3	3	2
White	3.0%	2.41%	2.49%	11	9	9
Multiple/No Response	1.1%	1.88%	1.94%	4	7	7
Total Enrollment				365	373	361

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	64	68	64
Grade 1	54	52	50
Grade 2	40	48	56
Grade 3	48	41	44
Grade 4	57	52	43
Grade 5	53	57	53
Grade 6	49	55	51
Total Enrollment	365	373	361

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	171	217	211	46.8%	58.2%	58.4%
Fluent English Proficient (FEP)	95	87	67	26.0%	23.3%	18.6%
Reclassified Fluent English Proficient (RFEP)	4	76	56	2.3%	25.9%	21.0%

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
373	66.0	58.2	0.8
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	217	58.2
Foster Youth	3	0.8
Homeless	4	1.1
Socioeconomically Disadvantaged	246	66.0
Students with Disabilities	43	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
American Indian	2	0.5
Asian	3	0.8
Filipino	2	0.5
Hispanic	342	91.7
Two or More Races	7	1.9
Pacific Islander	3	0.8
White	9	2.4

Conclusions based on this data:

1. As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

Student population has a high percentage of Socioeconomically Disadvantaged students, 87.7% in the 2019-2022 school year, and 81.2% in the 2020/2021 school year.
The 2020-2021 Student Population data is based on CDE Data Quest Data accessed May of 2022.
2. 2019-2020 Student population had a high percentage of English Learners, 64.7%, when compared to State of California average of 18.63% of the total enrollment in California public schools as per the CA Language Census Fall 2019.
2020-2021 Student population had a high percentage of English Learners, 46.8%, when compared to State of California average of 17.7% of the total enrollment in California public schools as per the "2020-21 Enrollment by English Language Acquisition Status (ELAS) and Grade" report found on CDE Data Quest, accessed May of 2022.
2021-2022 Student population had a high percentage of English Learners, 58.2% when compared to the State of California average of 19.1% of the total enrollment in California public schools as per the "2021-22 Enrollment by English Language Acquisition Status (ELAS) and Grade" report found on CDE Data Quest, accessed May of 2022.
3. As per 2021-2022 CDE Data Quest Data:
School population is predominantly Hispanic, 91.7%.
Monroe has the following minority Race/Ethnicity populations (in descending order):
White = 2.4%
African American = 1.3%
Two or More Races = 1.9%
Asian = 0.8%
American Indian = 0.5%
Pacific Islander = 0.8%

As per 2020-2021 CDE Data Quest Data:
School population is predominantly Hispanic, 91.0%.
Monroe has the following minority Race/Ethnicity populations (in descending order):
White = 3.0%
African American = 1.9%
Two or More Races = 1.1%
Asian = 1.1%
American Indian = 0.8%
Pacific Islander = 0.8%

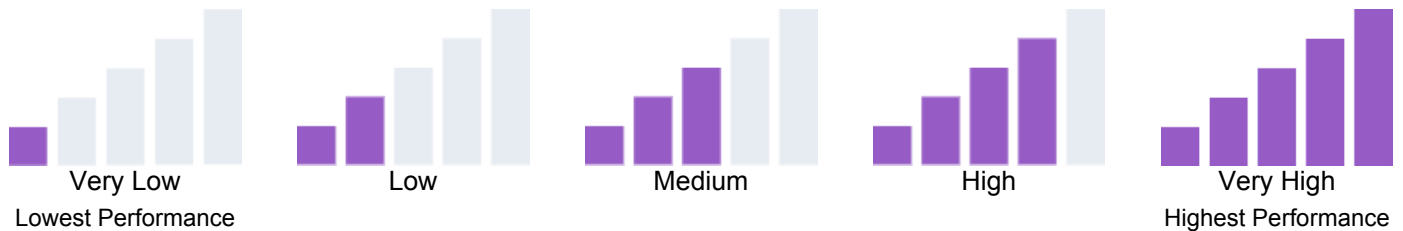
As per 2019-2020 California Dashboard Data:
School population is predominantly Hispanic, 92.9%.
Monroe has the following minority Race/Ethnicity populations (in descending order):
White = 2.5%
African American = 1.5%
Two or More Races = 1.3%
Asian = 0.8%
American Indian = 0.3%
Pacific Islander = 0.5%

School and Student Performance Data

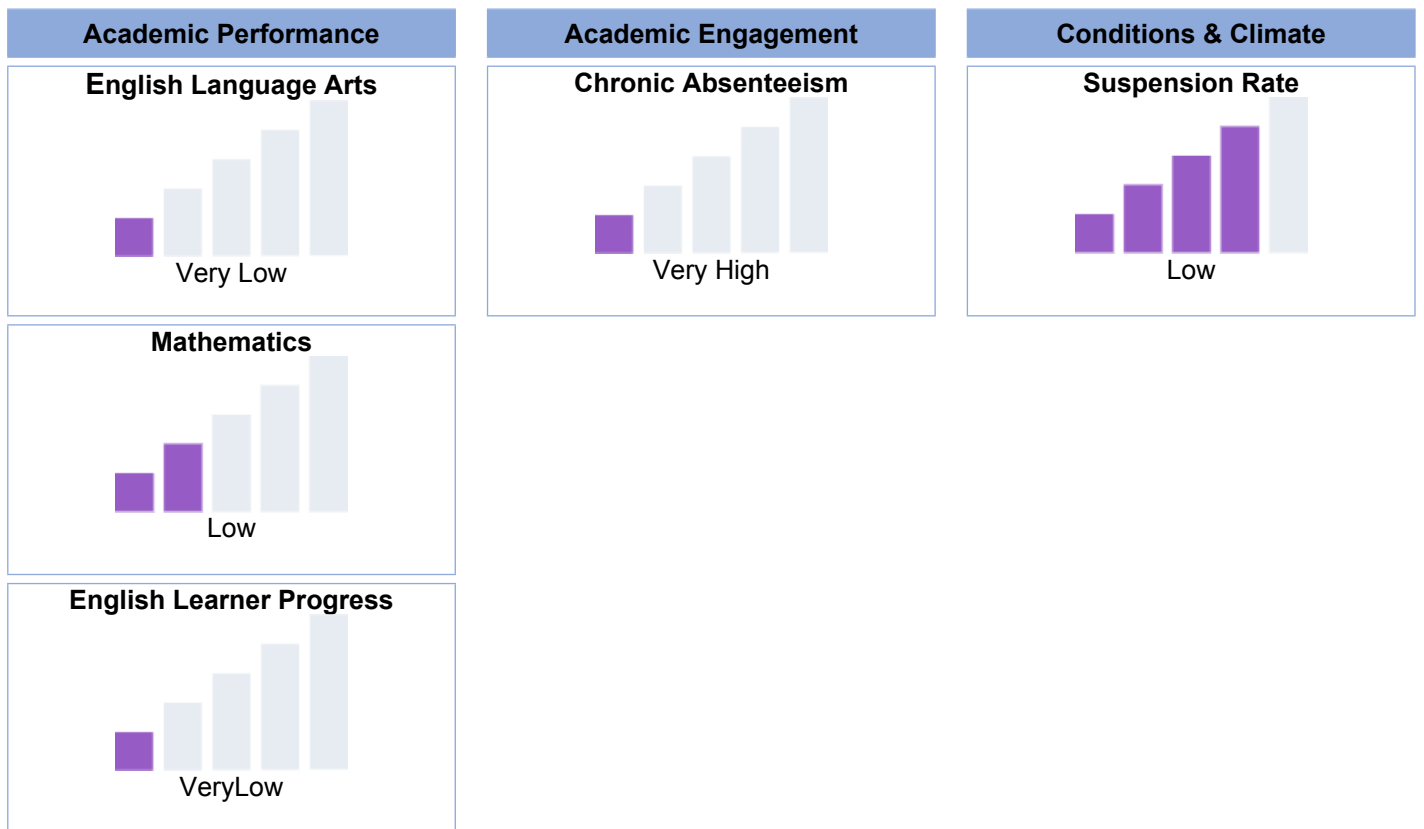
Overall Performance

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:

- As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

This data is inconclusive as Santa Rosa City Schools Dashboard Performance Data has been set to Orange based on not having taken SBAC during the 2017/2018 school year due to wildfire.

This California Dashboard data has further been frozen due to Shelter in Place because of COVID 19 during the 2019/2020 school year.

As per the California Dashboard website:

"Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. More information regarding 2020 accountability is available on the 2020 COVID-19 Accountability FAQs web page."

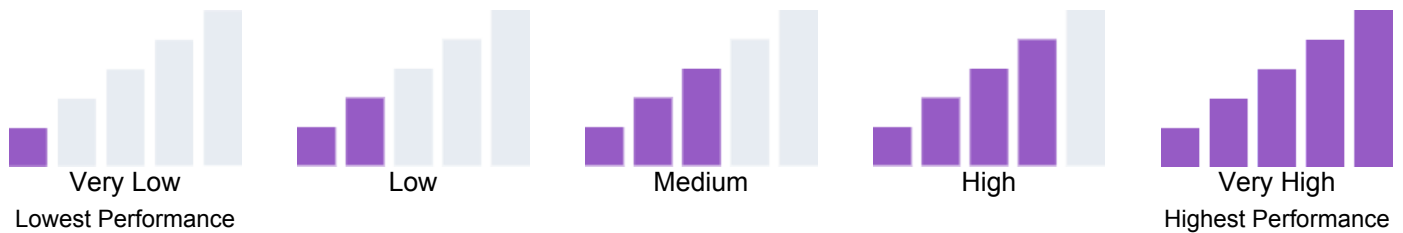
The California Dashboard has not been updated for the 2020-2021 school year.

School and Student Performance Data

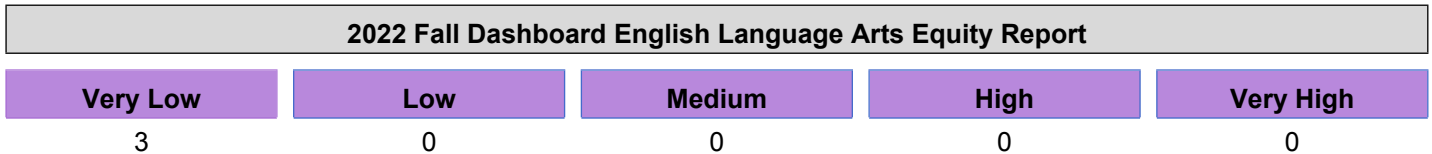
Academic Performance English Language Arts

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](#).

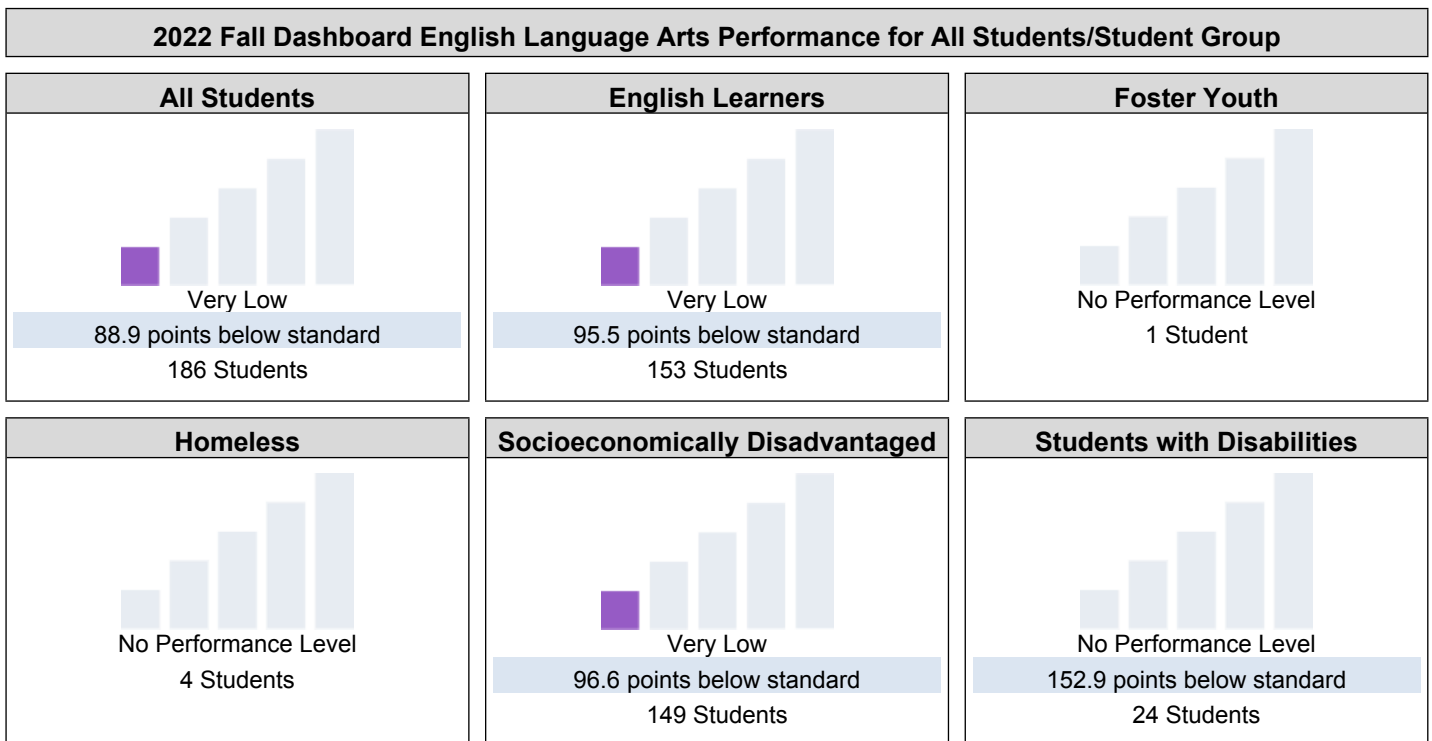
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



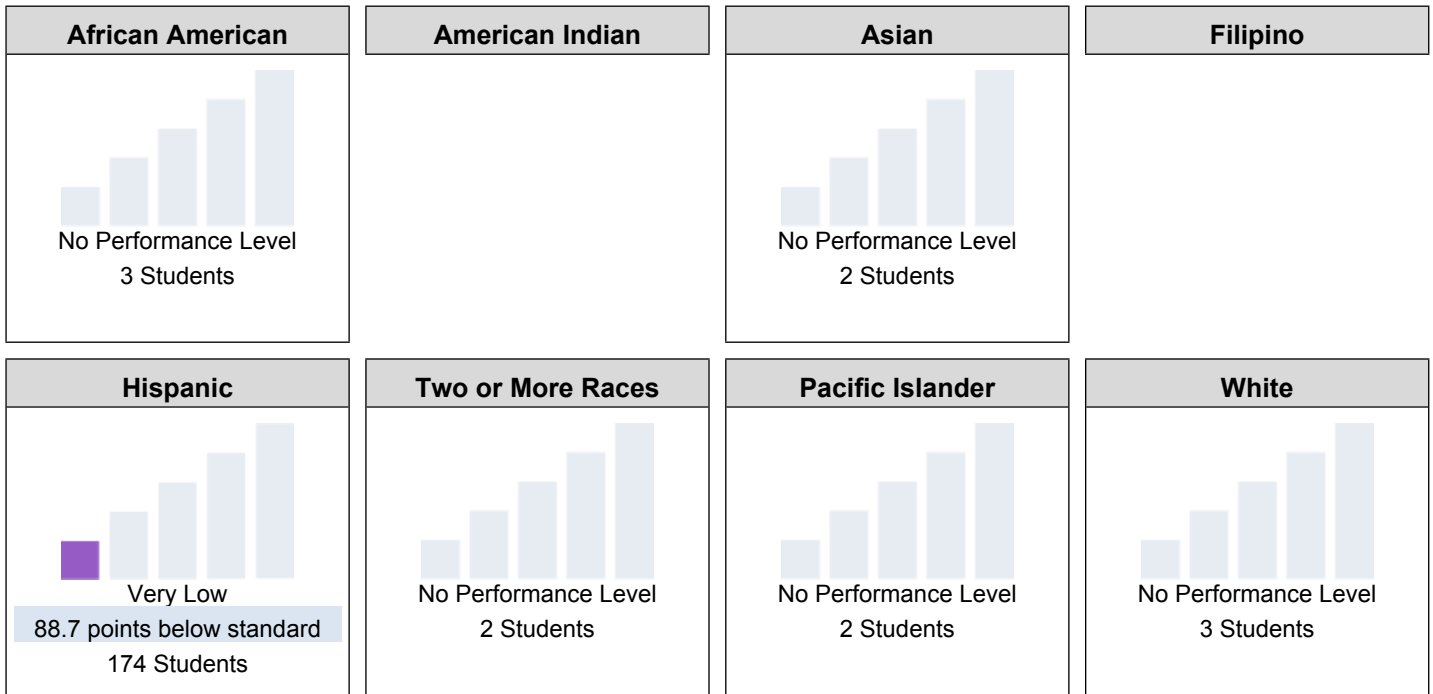
This section provides number of student groups in each level.



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
141.4 points below standard 80 Students	45.3 points below standard 73 Students	92.1 points below standard 23 Students

Conclusions based on this data:

- As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

This Academic Performance for English Language Arts data is inconclusive as Santa Rosa City Schools Dashboard Performance Data has been set to Orange based on not having taken SBAC during the 2017/2018 school year due to wildfire.
This California Dashboard data has further been frozen due to Shelter in Place because of COVID 19 during the 2019/2020 school year.
The California Dashboard has not been updated for the 2020-2021 school year.
- The 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners indicated that Current English Learners are 123.5 points below standard, Reclassified English Learners are 24.8 points below standard, and English Only Students are 46 points below standard.
There is no comparison for this data as the SBAC was not taken during the 2017/2018 school year due to wildfire and the California Dashboard data has further been frozen due to Shelter in Place because of COVID 19 during the 2019/2020 school year.
The California Dashboard has not been updated for the 2020-2021 school year.

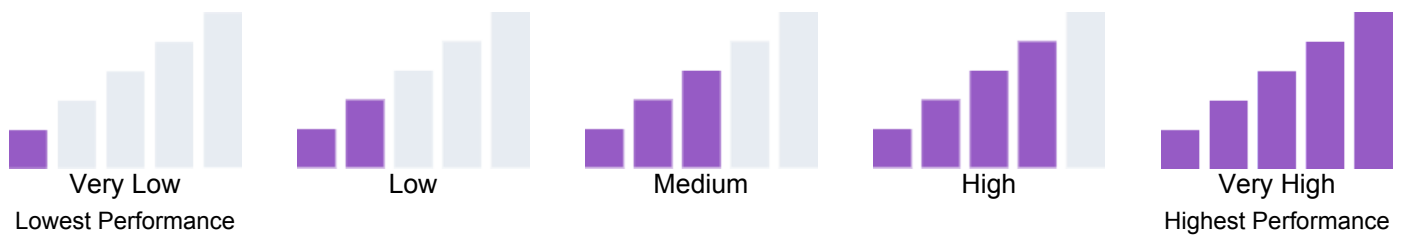
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3. This data indicates that Monroe students need increased opportunities to gain ELA skills to allow them to meet grade level standards.

School and Student Performance Data

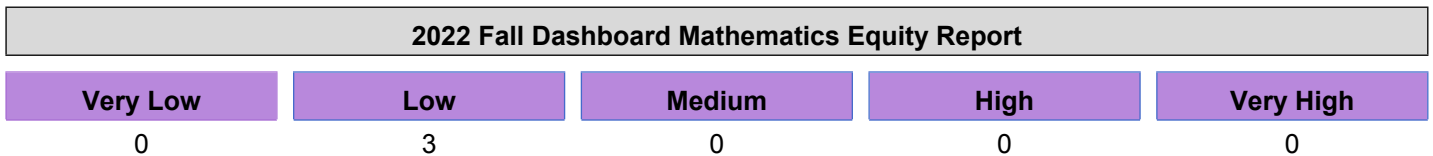
Academic Performance Mathematics

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](#).

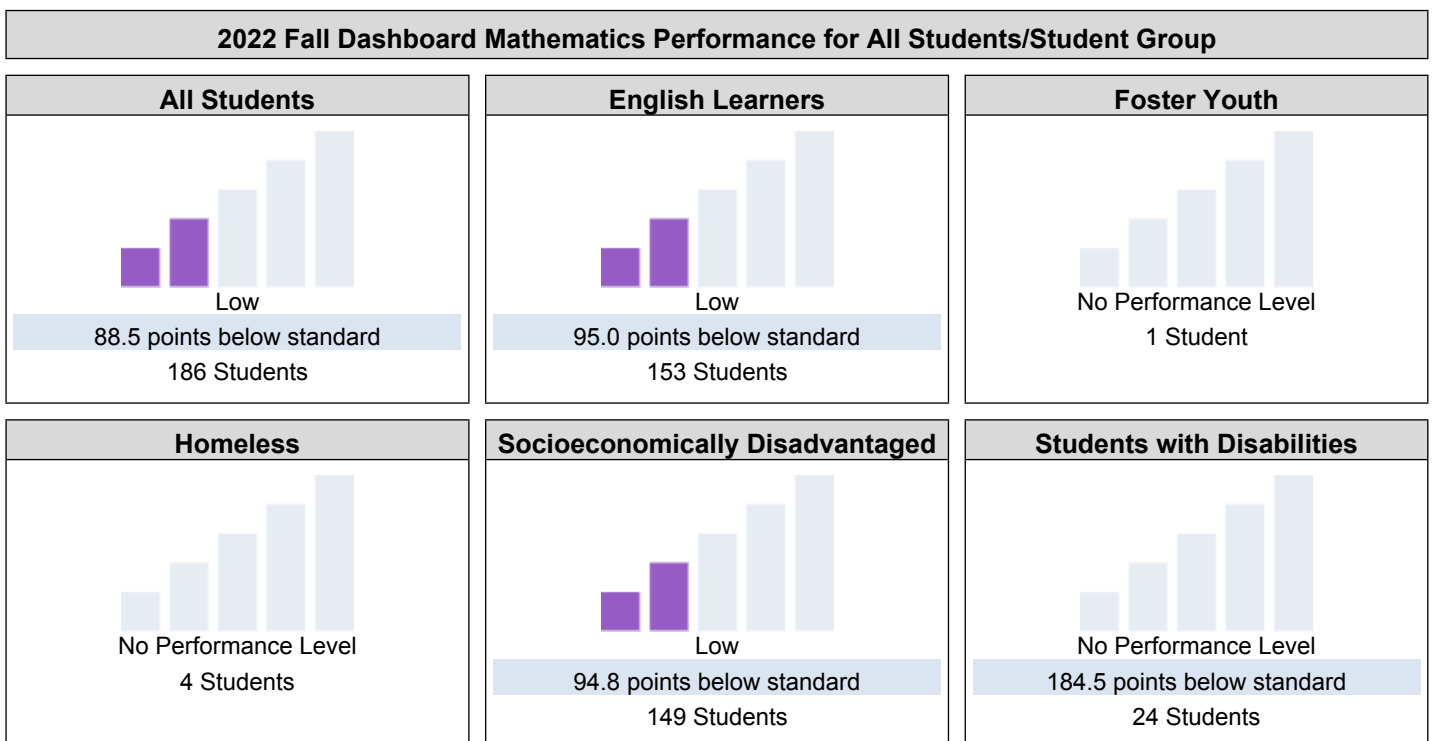
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



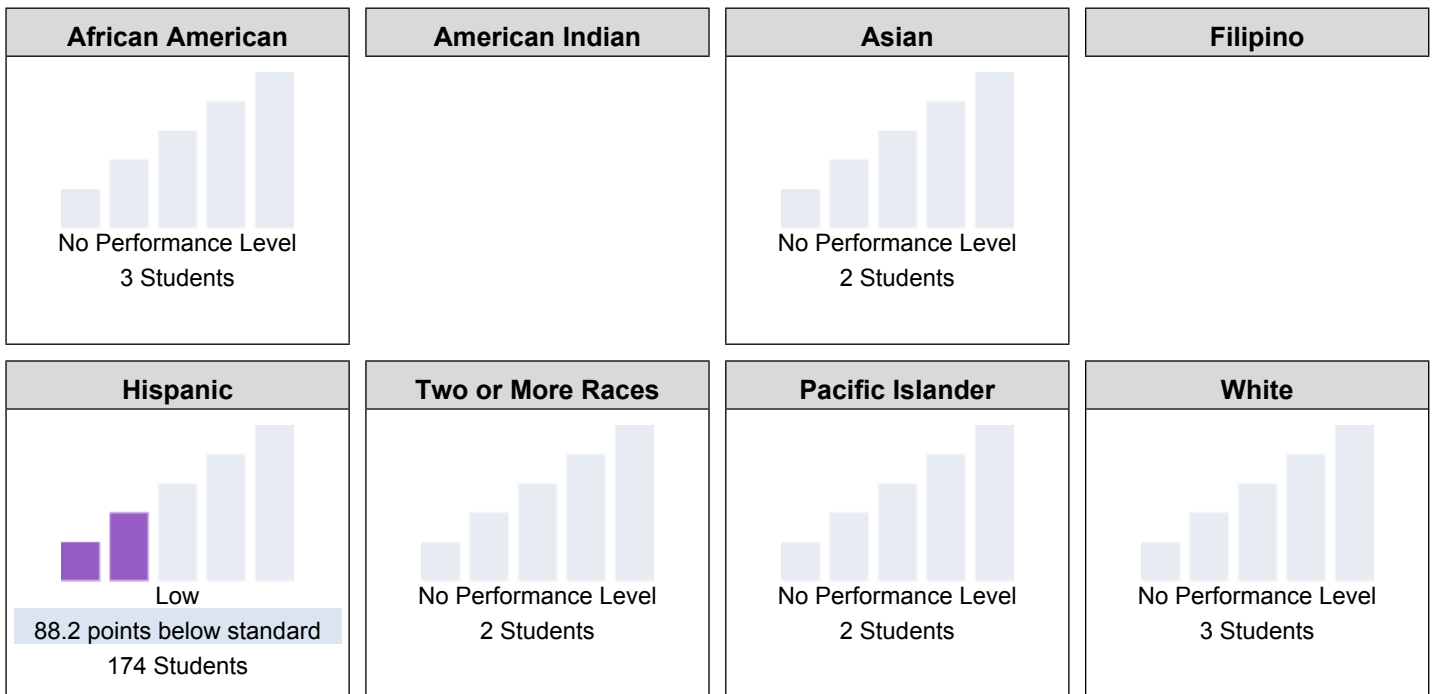
This section provides number of student groups in each level.



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 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 mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
132.5 points below standard 80 Students	53.9 points below standard 73 Students	80.8 points below standard 23 Students

Conclusions based on this data:

1. As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

 This Academic Performance for Mathematics data is inconclusive as Santa Rosa City Schools Dashboard Performance Data has been set to Orange based on not having taken SBAC during the 2017/2018 school year due to wildfire.
 This California Dashboard data has further been frozen due to Shelter in Place because of COVID 19 during the 2019/2020 school year.
 The California Dashboard has not been updated for the 2020-2021 school year.

2. The 2019 Fall Dashboard Mathematics Data Comparisons for English Learners indicated that Current English Learners are 120.5 points below standard, Reclassified English Learners are 41.6 points below standard, and English Only Students are 66.3 points below standard.
 There is no comparison for this data as the SBAC was not taken during the 2017/2018 school year due to wildfire and the California Dashboard data has further been frozen due to Shelter in Place because of COVID 19 during the 2019/2020 school year.
 The California Dashboard has not been updated for the 2020-2021 school year.

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3. This data indicates that Monroe students need increased opportunities to gain math skills to allow them to meet grade level standards.

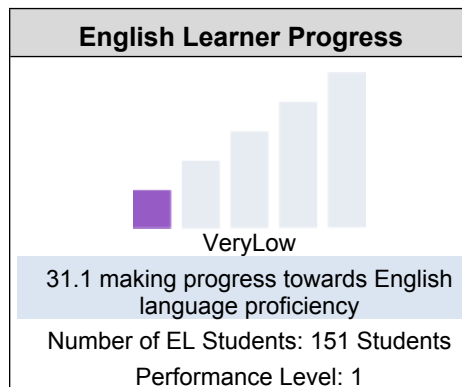
School and Student Performance Data

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
29.1%	39.7%	0.7%	30.5%

Conclusions based on this data:

- As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

This Academic Performance for Mathematics data is inconclusive as Santa Rosa City Schools Dashboard Performance Data has been set to Orange based on not having taken SBAC during the 2017/2018 school year due to wildfire.
This California Dashboard data has further been frozen due to Shelter in Place because of COVID 19 during the 2019/2020 school year.
The California Dashboard has not been updated for the 2020-2021 school year.
- During the 2018/2019 school year, 71% of students tested scored at a Level 3 or 4, Moderately Developed or Well Developed and 29% of students testes scores at a Level 1 or 2, Beginning Stage or Somewhat Developed.
- Based on the number of English Learners at the site, students must continue to be offered high quality Designated ELD sessions as well as exposure to Integrated ELD strategies.

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. Data is frozen from 18-19 due to Covid-19 school closures in spring 19-20.

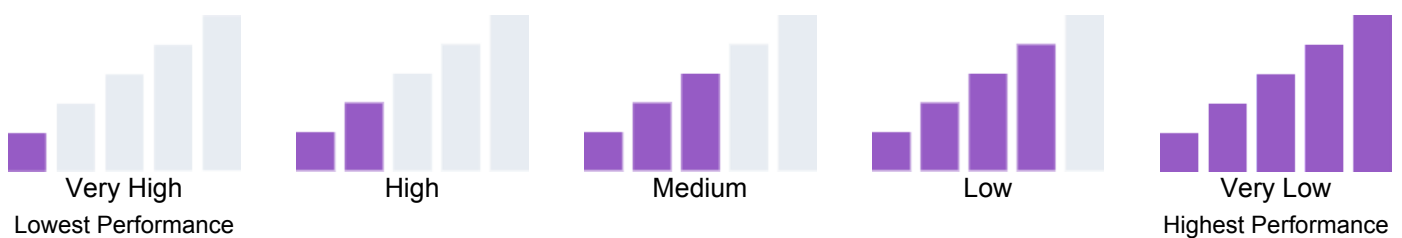
School and Student Performance Data

Academic Engagement Chronic Absenteeism

Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

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).

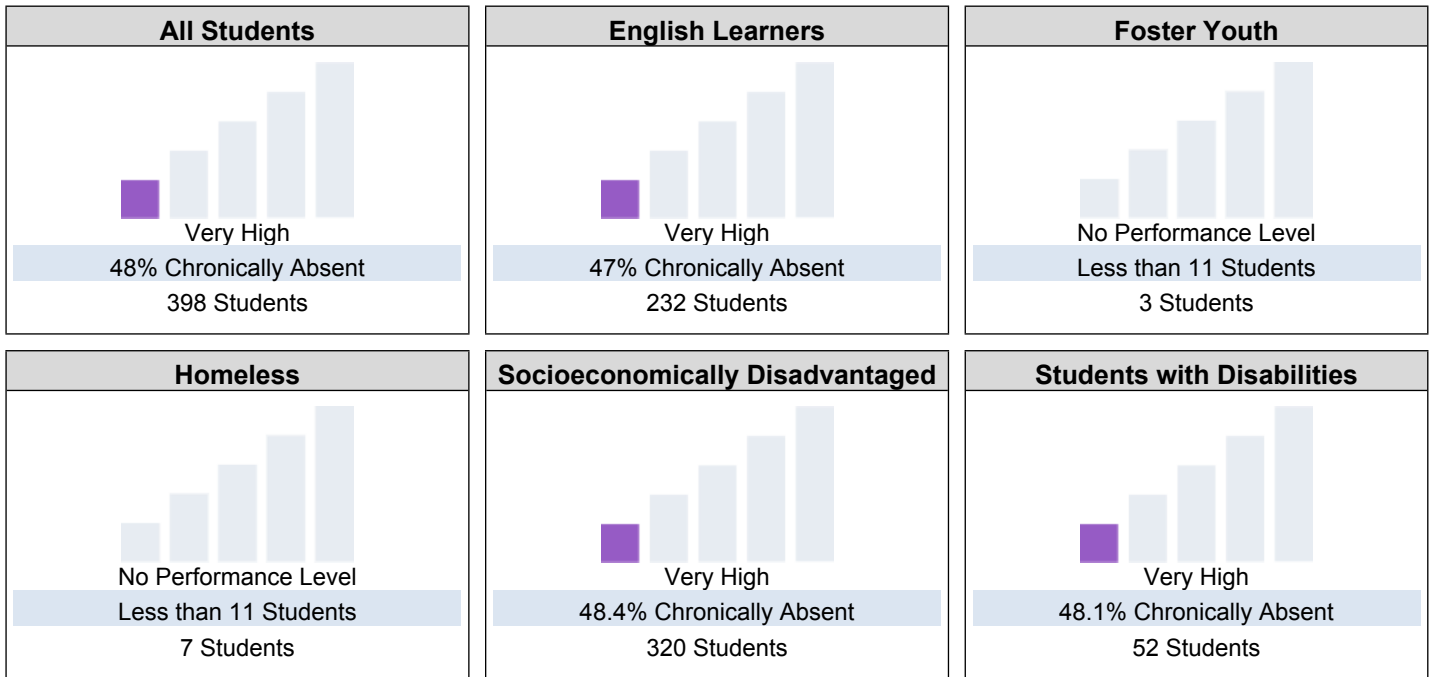


This section provides number of student groups in each level.

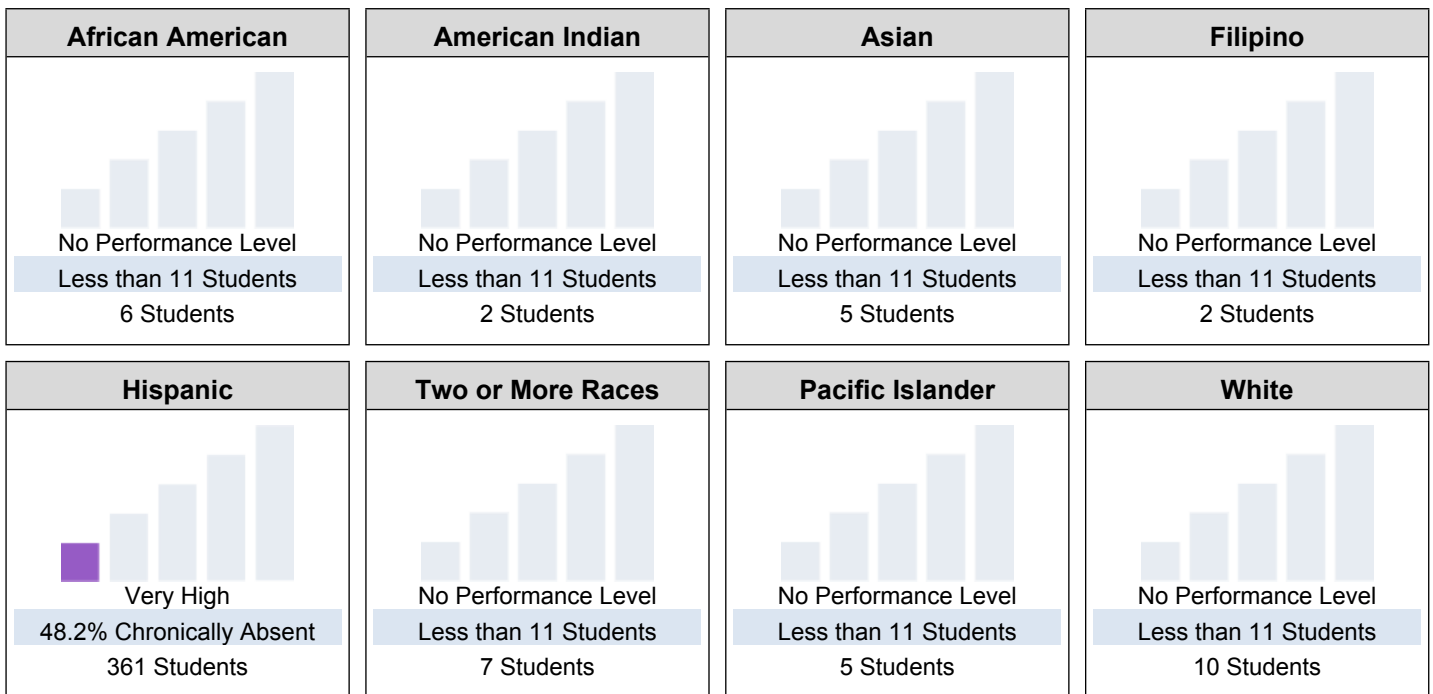
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

- As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

This Academic Engagement for Chronic Absenteeism data is inconclusive as Santa Rosa City Schools Dashboard Performance Data has been locked at the 2018/2019 levels due to Shelter in Place because of COVID 19 during the 2019/2020 school year.

This data has not been updated with Chronic Absenteeism data from the 2019/2020 school year.

The California Dashboard has not been updated for the 2020-2021 school year.

Between the 2017/2018 and 2018/2019 school years, Chronic Absenteeism for:

All Students group increased by 1.1%. (This is equivalent to the State Average Increase last year of 1.1%).

English Learners declined by 0.7%. (This is significantly less than the State Average that saw an increase last year of 1.4%).

All other groups had fewer than 11 Students and percent change was not calculated.

Between the 2017/2018 and 2018/2019 school years, Chronic Absenteeism for:

All Hispanic students increased by 1.7%. (This is greater than the State Average Increase last year of 1.4% for Hispanic students)

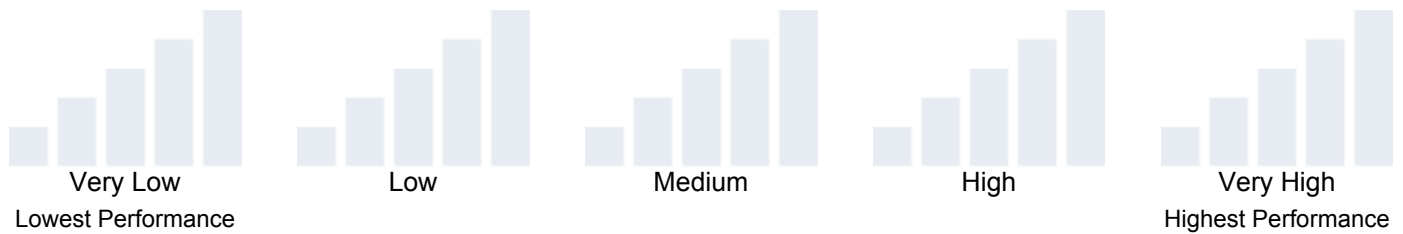
All other groups had fewer than 11 Students and percent change was not calculated.

2. The 2018/2019 data shows that Students with Disabilities had the highest rates of Chronic Absenteeism at 24.1%, with Hispanic Students following at 13.4% Chronically Absent during that school year. The 2017/2018 data shows that Students with Disabilities had the highest rates of Chronic Absenteeism at 16.7%, with Socioeconomically Disadvantages student following at 12.6% Chronically Absent during that school year. The 2017/2018 data shows that when disaggregated by Ethnicity, White students had the highest Chronically Absent rate at 23.5%, followed by Hispanic students at 11.7%. That same student group does not have data for the 2018/2019 school year as there were fewer than 11 students in that category therefore the Chronic Absenteeism rate was not calculated.

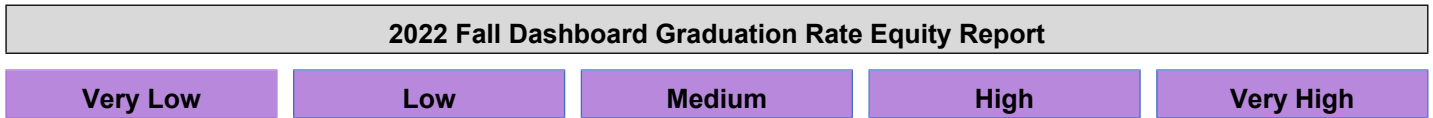
School and Student Performance Data

Academic Engagement Graduation Rate

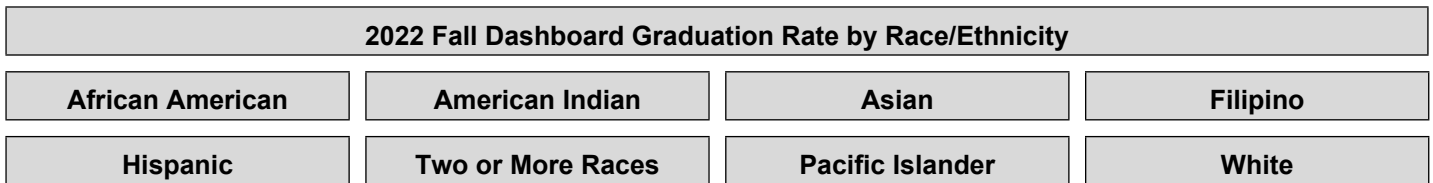
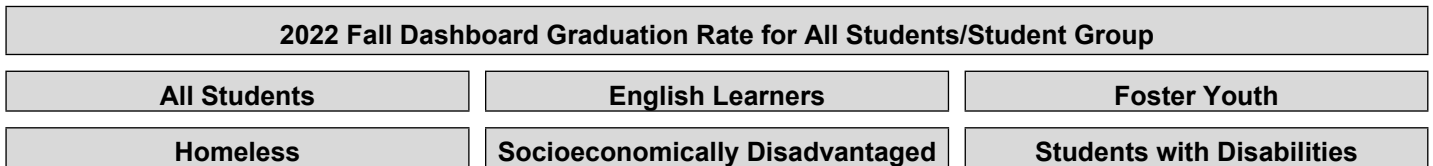
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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](#).



This section provides number of student groups in each level.



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



Conclusions based on this data:

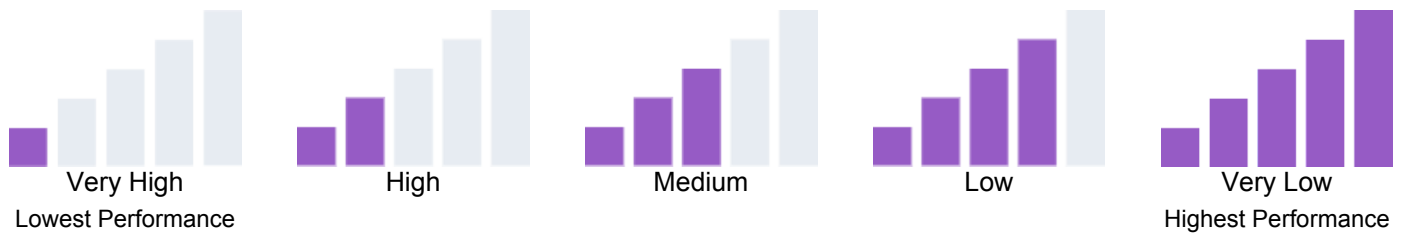
- 1.

School and Student Performance Data

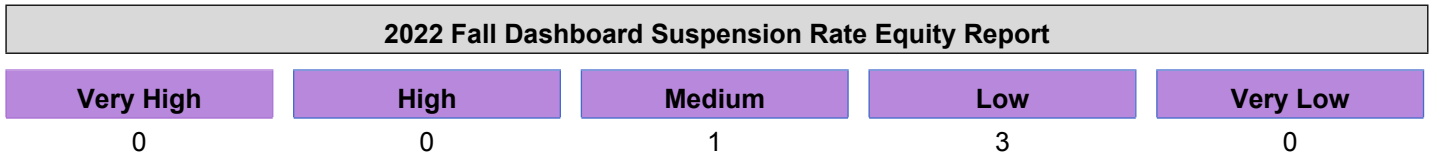
Conditions & Climate Suspension Rate

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](#).

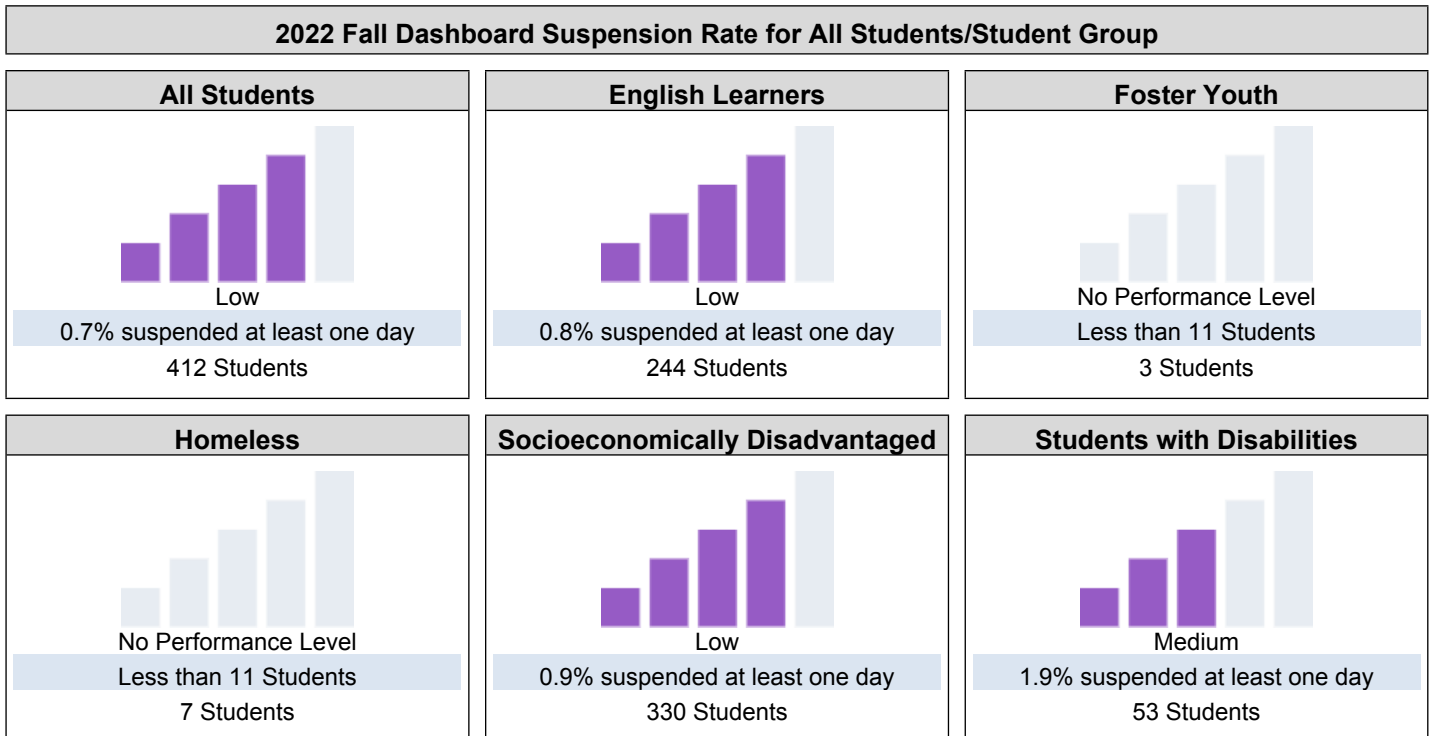
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



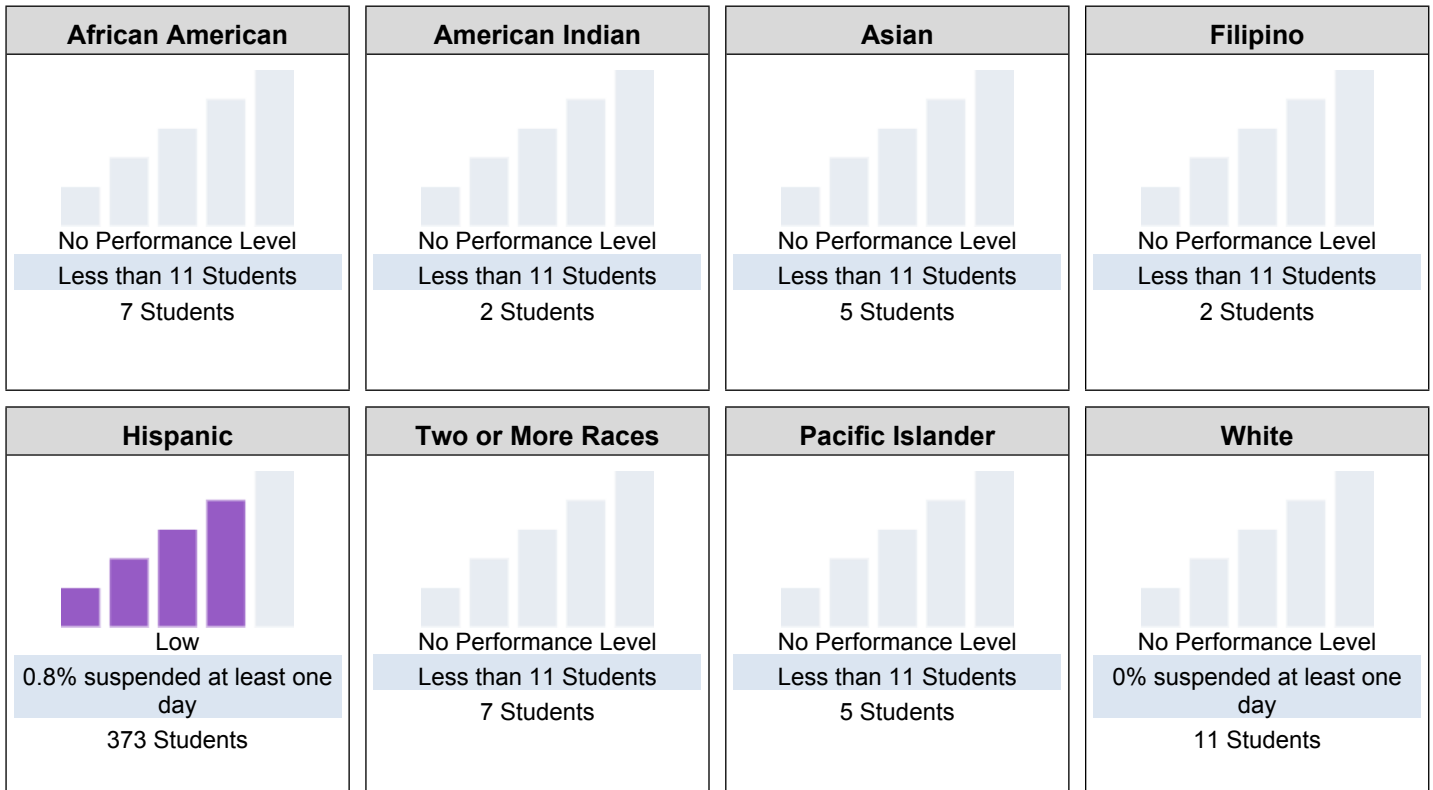
This section provides number of student groups in each level.



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 by Race/Ethnicity



Conclusions based on this data:

- As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

This Conditions & Climate Suspension Rate data is inconclusive as Santa Rosa City Schools Dashboard Performance Data has been locked at the 2018/2019 levels due to Shelter in Place because of COVID 19 during the 2019/2020 school year. This data has not been updated with Suspension Rate data from the 2019/2020 school year. The California Dashboard has not been updated for the 2020-2021 school year.

- For the 2017/2018 school year, the Suspension rate for 2019 Fall Dashboard Suspension Rate for All Students/Student Group:
 All Students Increases by 1.4%.
 English Learners Increased by 1.6%.
 Socioeconomically Disadvantaged Increased 1.7%.
 Students with Disabilities Increased 7%.

For the 2018/2019 school year, the Suspension rate for 2019 Fall Dashboard Suspension Rate for All Students/Student Group:
 All Students Declined Significantly by 3.1%.
 English Learners Declined Significantly by 3.7%.
 Socioeconomically Disadvantaged Declined Significantly by 3.2%.
 Students with Disabilities Declined Significantly by 5%.

This data shows a significant decrease in Suspension Rates from the 2017/2018 school year to the 2018/2019.

- For the 2017/2018 school year,
 All Students = 4.5% suspended at least once
 Students with Disabilities = 12.2% suspended at least once
 Hispanic = 4.2% suspended at least once

Socioeconomically Disadvantaged = 4.7% suspended at least once
English Learners = 4.4% suspended at least once

For the 2018/2019 school year,

All Students = 1.4% suspended at least once

Students with Disabilities = 7.3% suspended at least once

Hispanic = 1.2% suspended at least once

Socioeconomically Disadvantaged = 1.5% suspended at least once

English Learners = 0.7% suspended at least once

This data shows a significant decrease in Suspension Rates from the 2017/2018 school year to the 2018/2019.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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	51	41		0	41		0	41		0.0	100.0	
Grade 4	77	53		0	53		0	53		0.0	100.0	
Grade 5	54	56		0	52		0	52		0.0	92.9	
Grade 6	52	59		0	58		0	58		0.0	98.3	
All Grades	234	209		0	204		0	204		0.0	97.6	

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		2341.			7.32			7.32			31.71			53.66	
Grade 4		2360.			0.00			9.43			18.87			71.70	
Grade 5		2417.			3.85			9.62			21.15			65.38	
Grade 6		2445.			5.17			17.24			24.14			53.45	
All Grades	N/A	N/A	N/A		3.92			11.27			23.53			61.27	

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		7.32			53.66			39.02	
Grade 4		1.89			52.83			45.28	
Grade 5		1.92			65.38			32.69	
Grade 6		3.45			41.38			55.17	
All Grades		3.43			52.94			43.63	

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		4.88			36.59			58.54	
Grade 4		0.00			30.19			69.81	
Grade 5		5.77			30.77			63.46	
Grade 6		5.17			43.10			51.72	
All Grades		3.92			35.29			60.78	

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		4.88			63.41			31.71	
Grade 4		5.66			62.26			32.08	
Grade 5		3.85			75.00			21.15	
Grade 6		12.07			60.34			27.59	
All Grades		6.86			65.20			27.94	

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		4.88			46.34			48.78	
Grade 4		1.89			50.94			47.17	
Grade 5		3.85			51.92			44.23	
Grade 6		8.62			51.72			39.66	
All Grades		4.90			50.49			44.61	

Conclusions based on this data:

1. As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

2022-23 CAASPP data is expected to be released in June, 2023 per CDE. These data tables have been populated with all available data and prepped so the 2022-23 data is imported as soon as the data becomes available.

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	51	41		0	41		0	41		0.0	100.0	
Grade 4	77	53		0	53		0	53		0.0	100.0	
Grade 5	54	56		0	52		0	52		0.0	92.9	
Grade 6	52	59		0	58		0	58		0.0	98.3	
All Grades	234	209		0	204		0	204		0.0	97.6	

* 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		2380.			4.88			24.39			24.39			46.34	
Grade 4		2396.			0.00			11.32			30.19			58.49	
Grade 5		2403.			3.85			9.62			15.38			71.15	
Grade 6		2452.			3.45			20.69			20.69			55.17	
All Grades	N/A	N/A	N/A		2.94			16.18			22.55			58.33	

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		19.51			31.71			48.78	
Grade 4		0.00			43.40			56.60	
Grade 5		1.92			28.85			69.23	
Grade 6		8.62			31.03			60.34	
All Grades		6.86			33.82			59.31	

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		2.44			48.78			48.78	
Grade 4		0.00			43.40			56.60	
Grade 5		5.77			32.69			61.54	
Grade 6		3.45			44.83			51.72	
All Grades		2.94			42.16			54.90	

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		14.63			48.78			36.59	
Grade 4		1.89			52.83			45.28	
Grade 5		1.92			40.38			57.69	
Grade 6		3.45			56.90			39.66	
All Grades		4.90			50.00			45.10	

Conclusions based on this data:

1. As of 5/9/2023, this data had not been populated by Document Tracking. SRCS State and Federal is aware. Site asked to wait for this data to be input through those channels.

School and Student Performance Data

2022 Fall Dashboard Summary Data Points

The tables below are a summary of the 2022 Fall Dashboard data by student group.

Demographic Percentages								
The total number of students enrolled on Fall Census Day in the local educational agency or school as reported in the California Longitudinal Pupil Achievement Data System (CALPADS).								
Total Enrollment	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
373	66.0	11.5	58.2	1.1	0.8	91.7	2.4	1.3

Chronic Absenteeism Percentages								
The Chronic Absenteeism state indicator shows how many students were absent for 10 percent or more of the total instructional school days each student was expected to attend. Note that this indicator is not reported for high schools. However, chronic absenteeism rates for all grade levels (K through grade twelve) can be accessed through the California Department of Education (CDE) DataQuest web page at https://dq.cde.ca.gov/dataquest/ .								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
48% Chronically Absent	48.4% Chronically Absent	48.1% Chronically Absent	47% Chronically Absent	Less than 11 Students	Less than 11 Students	48.2% Chronically Absent	Less than 11 Students	Less than 11 Students

Suspension Percentages								
The Suspension Rate state indicator shows the percentage of students who were suspended for at least one cumulative day in a given school year.								
All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
0.7% suspended at least one day	0.9% suspended at least one day	1.9% suspended at least one day	0.8% suspended at least one day	Less than 11 Students	Less than 11 Students	0.8% suspended at least one day	0% suspended at least one day	Less than 11 Students

Math Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for mathematics. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
88.5 points below standard	94.8 points below standard	184.5 points below standard	95.0 points below standard			88.2 points below standard		

ELA Percentages

This measure of the Academic Performance state indicator reports student progress on the statewide assessment for English Language Arts/Literacy. It uses the Smarter Balanced Summative Assessments and California Alternate Assessments, and it is calculated based on the average "Distance from Standard" for all students in grades 3 through 8 and/or grade 11.

All Students	Socioeconomically Disadvantaged	Students with Disabilities	English Learners	Homeless	Foster Youth	Hispanic	White	African American
88.9 points below standard	96.6 points below standard	152.9 points below standard	95.5 points below standard			88.7 points below standard		

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Goal 1

SRCS educators will provide student-centered teaching and learning opportunities that lead to equitable outcomes for students' personal and academic success by:

- increasing programs and services that maximize student learning and agency
- fostering literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness
- supporting Multilingual Learners and Differently Abled Learners
- providing resources and educational opportunities to families equitably

Identified Need

Increase students Reading Comprehension and Writing.
Increase students ability to demonstrate understanding of DOK levels 3 and 4.
Increase student Mathematical abilities and reasoning skills.

Annual Measurable Outcomes

Metric/Indicator

Let's Go Learn (LGL)

Baseline/Actual Outcome

Beginning of the Year (BOY) Assessment 2020/2021 for DORA and ADAM.

Expected Outcome

Students will demonstrate growth on End of Year LGL Assessments

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Personnel

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity:

Benchmark Assessments at the Beginning, Middle, and End of Year - LGL (DORA and ADAM)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18838.66	0500 - Supplemental 2111 - Instructional Assistant IA part time – (.75 FTE) IA part time – (.5375FTE)
14022.29	0500 - Supplemental 3000 - Classified Hourly Benefits IA part time – (.75 FTE) IA part time – (.5375FTE)
17310.33	3010 - Title I 3000 – Certificated FTE Benefits Temporary TOSA/Intervention Teacher (1.0 FTE)

64266.42	3010 - Title I 1000-1999: Certificated Personnel Salaries Temporary TOSA/Intervention Teacher (1.0 FTE)
9,929.54	0500 - Supplemental 3000 – Certificated FTE Benefits Temporary TOSA/Intervention Teacher (1.0 FTE)
29,556.80	0500 - Supplemental 1000-1999: Certificated Personnel Salaries Temporary TOSA/Intervention Teacher (1.0 FTE)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher Extended Day & Classified Overtime

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity:
Benchmark Assessments at the Beginning, Middle, and End of Year - LGL (DORA and ADAM)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
175.00	3010 - Title I 1112 - Teacher Extended Day Tutoring/Intervention/Enrichment - Before and/or After School Teacher Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events

51.91	3010 - Title I 3000 - Certificated Hourly Benefits Tutoring/Intervention/Enrichment - Before and/or After School Teacher Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events
2200.00	0500 - Supplemental 1112 - Teacher Extended Day Tutoring/Intervention/Enrichment - Before and/or After School Teacher Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events
0.00	0500 - Supplemental 2113 - Classified Overtime (Instructional Aides) Tutoring/Intervention/Enrichment - Before and/or After School Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events
0.00	0500 - Supplemental 3000 - Classified Hourly Benefits Tutoring/Intervention/Enrichment - Before and/or After School Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events
660.00	0500 - Supplemental 3000 - Certificated Hourly Benefits Tutoring/Intervention/Enrichment - Before and/or After School Teacher Extended Day for Tier 1, Tier 2, and SST Team Parent/Guardian/Family/Student/Community Events

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Release Time

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity:
Benchmark Assessments at the Beginning, Middle, and End of Year - LGL (DORA and ADAM)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

0500 - Supplemental
1122 - Teacher Release Time
Collaboration to enhance student learning, data analysis and collection, intervention for MTSS, EL Collaboration, SST, Intervention.

1190.00

0500 - Supplemental
3000 - Benefits / Driven Costs
Collaboration to enhance student learning, data analysis and collection, intervention for MTSS, EL Collaboration, SST, Intervention.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Materials, Supplies, Enrichment Opportunities

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity:
Benchmark Assessments at the Beginning, Middle, and End of Year - LGL (DORA and ADAM)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
43,255.08	0500 - Supplemental 4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Instructional Materials (as needed) Materials/Supplies (Consumables) Scholastic Magazines SBAC Booklets (or other standardized testing support material) Furniture (as needed - Student and Staff) Includes classroom budgets, ink, etc.
5500	0500 - Supplemental 4200 - Books - Other than Textbooks Instructional Materials (as needed - class library, school library, etc.) Materials/Supplies (Consumables)
1500	0500 - Supplemental 4200 - Books - Other than Textbooks 0500 - Supplemental 4200 - Books - Other than Textbooks Classroom Libraries etc. Other books for student use

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology & Software

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity:
Benchmark Assessments at the Beginning, Middle, and End of Year - LGL (DORA and ADAM)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2692.74	3010 - Title I 5817 - Online Computing Services / Software Licenses Accelerated Reader Reflex LGL Other Software to support student learning Online Computing Services / Software Licenses
0	0500 - Supplemental 4412 - Hardware (under \$5,000) Other technology as needed to enhance students learning (Desktop Computers and Monitors, Chromebooks, iPads, TV's, Projectors, Projector Bulbs, Document Cameras, Storage Units, Cords, Microphones, Headphones, Smart Boards, Mice etc.)
11000.00	3010 - Title I 4412 - Hardware (under \$5,000) Other technology as needed to enhance students learning (Desktop Computers and Monitors, Chromebooks, iPads, TV's, Projectors, Projector Bulbs, Document Cameras, Storage Units, Cords, Microphones, Headphones, Smart Boards, Mice etc.)

9800.00

3010 - Title I

4412 - Hardware (under \$5,000)

Other technology as needed to enhance students learning (Desktop Computers and Monitors, Chromebooks, iPads, TV's, Projectors, Projector Bulbs, Document Cameras, Storage Units, Cords, Microphones, Headphones, Smart Boards, Mice etc.)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

On 2/1/2022, 3/1/2022, and 4/5/2022 the SSC evaluated the overall effectiveness of the 2021-2022 Title 1, Goal 1 Activities. The "James Monroe School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation" document was used to ensure that the strategies/activities were effectively being implemented - this document is attached to the 2022-2023 SPSA under "attachments."

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

The main differences were found in:

Goal 1 Activity 1 - Personnel - due to lack of qualified applicants, IA positions were unfilled. SSC met and approved all adjustments to Title I Activities as well as Supplemental Funds.

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.

Changes in Goal 1 from 2021-2022 to 2022-2023 school year include:

Activity 1 - Addition of Temporary TOSA/Intervention Teacher (1.0 FTE) funded with both Title 1 and Supplemental Funds, Elimination of 0.5 FTE IA position number 2927, Reduction in Teacher Extended Day for After School Tutoring

Other changes in numbering of Activities to account for:

Elimination of One Activity - Former Activity 5 Books - Other than textbooks

These changes are designed to increase student access to targeted intervention and support strategies during the school day, thereby reaching a broader audience of students and assuring increased equity of access.

Our metrics have shifted from using CA dashboard to using CDE DataQuest data, local data, and our annual outcomes for 21-22 will come from local data.

Changes can be found in the 2022-2023 SPSA under Goal 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Goal 2

SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged by:

- engaging our students' families and our larger community
- developing lasting partnerships with our community (Attach Parent Engagement dollars here)
- embracing cultural, linguistic and familial wealth
- attending to health and well-being through trauma informed care
- fostering positive, inclusive school cultures
- promoting engagement and inclusion

Identified Need

Increase the engagement and relationships of students, staff and families, improve school culture, and decrease chronic absenteeism/tardiness.

Annual Measurable Outcomes

Metric/Indicator

Youth Truth Survey 2021/2022

Baseline/Actual Outcome

As per the 2021-2022 Youth Truth Survey:

Expected Outcome

Rate at or above the SRCS average in these categories.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	As per 2020/2021 Youth Truth Survey: Students rated this site below the SRCS average in Engagement as well as Relationships. Parents rated this site below the SRCS average in Culture and Resources.	
Panorama Survey 2021-2022	Students Expressed Social-Emotional Needs through their responses.	Support student Social-Emotional Needs.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent/Guardian/Family Engagement and Education Opportunities, School Counselor, and Student Engagement

Monitoring Effectiveness

How will this activity be monitored during the year?

The following data will be used to monitor this activity:

Attendance at School Events including Back to School Night and Open House as well as other Family Engagement Events.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200.00

3010 - Title I

	<p>4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings Parent/Guardian/Family Participation School related nights & events such as but not limited to KA/K Orientation, Back to School Night, Open House, Curriculum Nights, Social Events, Coffee with Principal, PFO, ELAC Materials/Supplies (Consumables) Instructional materials (non-consumables) Snacks/Refreshments</p>
97.00	<p>3010 - Title I 4316 – Food – Ind-District Meetings Parent/Guardian/Family Participation School related nights & events such as but not limited to KA/K Orientation, Back to School Night, Open House, Curriculum Nights, Social Events, Coffee with Principal, PFO, ELAC Snacks/Refreshments</p>
0	<p>0500 - Supplemental 5901 - Postage Postage</p>
1100.00	<p>3010 - Title I 4412 - Hardware (under \$5,000) iPads for Parent Use.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Extended Learning Beyond the Classroom including enrichment opportunities such as field trips

Monitoring Effectiveness

How will this activity be monitored during the year?

The Following data will be used to monitor this activity:
Youth Truth data from students
Data and student products from extended learning/trip content

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5755.20

0500 - Supplemental
5832 - Field Trip Transportation
Field trips and special events to reinforce / support curricular objectives and social emotional wellbeing
Including but not limited to 6th Grade End of Year Field trip and Outdoor Ed, class and grade level field trips

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Multi Tiered System of Supports (MTSS)

Monitoring Effectiveness

How will this activity be monitored during the year?

The Following data will be used to monitor this activity:
Youth Truth data from students
Data and student products from extended learning/trip content

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5700.00

0500 - Supplemental
5800 – Other Services (Consultants; Field Trip Admissions, etc)
Poetry Consultant
Field Trip Admission
Including but not limited to 6th Grade End of Year Field trip and
Outdoor Ed,
etc.

9740.00

0500 - Supplemental
4300 – Materials/Supplies (Consumables, snacks for parent meetings)
School Counselor - Counseling Materials/Supplies (resources, materials, & incentives as needed, etc)
Restorative Resources - Restorative Materials/Supplies (resources, materials, & incentives as needed, etc)
Students Engagement - Student Engagement Materials/Supplies (resources, materials, & incentives as needed, etc)
Site Based Therapist (SBT) - Site Based Therapist Materials/Supplies (resources, materials, & incentives as needed, etc)
School Psychologist - School Psychologist Materials/Supplies (resources, materials, & incentives as needed, etc)
Speech Pathologist - Speech Pathologist Materials/Supplies (resources, materials, & incentives as needed, etc)
Noon Duty Supervisors - Noon Duty Supervisor Materials/Supplies (resources, materials, & incentives as needed, etc)
PBIS (Toolbox, other PBIS and MTSS resources, materials, & incentives as needed, etc.)
Materials/Supplies (Consumables)
May include but not limited to: resources, materials, incentives, prizes, award certificates, homework folders, postcards/cards, Read Across America Day, Red Ribbon Week, Book Vending machine (Purchase costs including Trays, Gold Coins, Books, etc.), Peace Pole, Mural, etc.

	Materials/Supplies for Playgrounds / Play Structures, Playground Programs and Improvements, Recess Supplies
5000	0500 - Supplemental 5800 – Other Services (Consultants; Field Trip Admissions, etc) Athletics - Officials 01-0500-0-1500-4200-5814-108-E228 Game Officials, School Sponsored, Combined Athletics Sports Programs to enhance student wellness Coaching, Refereeing, League & Tournament Fees etc. Including 2 Coach Stipends at \$1500, 1 Coach Stipend for each season.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

On 2/1/2022, 3/1/2022, and 4/5/2022 the SSC evaluated the overall effectiveness of the 2021-2022 Title 1, Goal 2 Activities. The "James Monroe School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation" document was used to ensure that the strategies/activities were effectively being implemented - this document is attached to the 2022-2023 SPSA under "attachments."

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

The main differences found in Activity 2 were due to increases in COVID 19 restrictions that required most parent meetings and events for the 2021-2022 school year to be held virtually. These same COVID restrictions also limited student field trips for the 2021-2022 school year. SSC met and approved all adjustments to Title I Activities.

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.

Changes in Goal 2 from 2021-2022 to 2022-2023 school year include reductions in allocations to Activity 2 and Activity 3 in order to add expenditures to Goal 1 Activity 1 - Temporary TOSA/Intervention Teacher (1.0 FTE).

Our metrics have shifted from using CA dashboard to using CDE DataQuest, local data, and our annual outcomes for 2022-2023 will come from local data.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

- SRCS values and supports growth-minded professionals and positive learning environments by:
- providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Goal 3

- SRCS values and supports growth-minded professionals and positive learning environments by:
- providing educators with current tools and training to support pedagogical leadership and innovation
 - providing safe and clean schools
 - providing flexible learning environments conducive to teaching and learning

Identified Need

To increase professional development for staff.

Annual Measurable Outcomes

Metric/Indicator

Youth Truth survey data from Staff

Baseline/Actual Outcome

Youth Truth survey data from Staff - Professional Development and Support rated "the degree to which staff receive meaningful feedback, have opportunities to grow professionally and feel supported in their work" at a 3.70 is in the 43rd percentile. This is above the SRCS average rating for this category which is below the 25th percentile.

Expected Outcome

Staff ratings on Professional Development will be a reflection of the SRCS offerings. Staff will continue to rate PD and Support above the SRCS average by Percentile rank.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Monitoring Effectiveness

How will this activity be monitored during the year?

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

On 2/1/2022, 3/1/2022, and 4/5/2022 the SSC evaluated the overall effectiveness of the 2021-2022 Title 1, Goal 3 Activities. The "James Monroe School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation" document was used to ensure that the strategies/activities were effectively being implemented - this document is attached to the 2022-2023 SPSA under "attachments."

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

The main differences found in Goal 3 were found in:

Activity 2 - Staff Travel and Conferences and Activity 4 - Consultants and/or Trainers - These changes were due to increases in COVID 19 restrictions that severely reduced staffs interest in travel and conference attendance. These changes were also due to SRCS District Level PD offerings filling staff needs.

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.

Due to changes in SRCS District Level LCAP Expenditures and Programing, SPSA funds will not be allocated to this goal.

Specifically, LCAP funded TOSA's will work with teachers to assist in their development as professional, and SRCS will continue to offer PD session that all staff can attend.

Goal 3 Activity 3 - Books Other than Textbooks is being eliminated at the request of the site teaching staff who report to having sufficient PD resources available to them.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$107,331.85
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$263,540.97

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
3010 - Title I	\$106,693.40

Subtotal of additional federal funds included for this school: \$106,693.40

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

State or Local Programs	Allocation (\$)
0500 - Supplemental	\$156,847.57

Subtotal of state or local funds included for this school: \$156,847.57

Total of federal, state, and/or local funds for this school: \$263,540.97

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0500 - Supplemental	157,542.37	694.80
3010 - Title I	95,693.40	-11,000.00

Expenditures by Funding Source

Funding Source	Amount
0500 - Supplemental	156,847.57
3010 - Title I	106,693.40

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	93,823.22
1112 - Teacher Extended Day	2,375.00
1122 - Teacher Release Time	4,000.00
2111 - Instructional Assistant	18,838.66
2113 - Classified Overtime (Instructional Aides)	0.00
3000 - Benefits / Driven Costs	1,190.00
3000 - Certificated Hourly Benefits	711.91

3000 - Classified Hourly Benefits	14,022.29
3000 – Certificated FTE Benefits	27,239.87
4200 - Books - Other than Textbooks	7,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	43,455.08
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	9,740.00
4316 – Food – Ind-District Meetings	97.00
4412 - Hardware (under \$5,000)	21,900.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	10,700.00
5817 - Online Computing Services / Software Licenses	2,692.74
5832 - Field Trip Transportation	5,755.20
5901 - Postage	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0500 - Supplemental	29,556.80
1112 - Teacher Extended Day	0500 - Supplemental	2,200.00
1122 - Teacher Release Time	0500 - Supplemental	4,000.00
2111 - Instructional Assistant	0500 - Supplemental	18,838.66
2113 - Classified Overtime (Instructional Aides)	0500 - Supplemental	0.00
3000 - Benefits / Driven Costs	0500 - Supplemental	1,190.00
3000 - Certificated Hourly Benefits	0500 - Supplemental	660.00
3000 - Classified Hourly Benefits	0500 - Supplemental	14,022.29

3000 – Certificated FTE Benefits	0500 - Supplemental	9,929.54
4200 - Books - Other than Textbooks	0500 - Supplemental	7,000.00
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	0500 - Supplemental	43,255.08
4300 – Materials/Supplies (Consumables, snacks for parent meetings)	0500 - Supplemental	9,740.00
4412 - Hardware (under \$5,000)	0500 - Supplemental	0.00
5800 – Other Services (Consultants; Field Trip Admissions, etc)	0500 - Supplemental	10,700.00
5832 - Field Trip Transportation	0500 - Supplemental	5,755.20
5901 - Postage	0500 - Supplemental	0.00
1000-1999: Certificated Personnel Salaries	3010 - Title I	64,266.42
1112 - Teacher Extended Day	3010 - Title I	175.00
3000 - Certificated Hourly Benefits	3010 - Title I	51.91
3000 – Certificated FTE Benefits	3010 - Title I	17,310.33
4300 - Materials / Supplies / Light Refreshments for Parent Mtgs / Trainings	3010 - Title I	200.00
4316 – Food – Ind-District Meetings	3010 - Title I	97.00
4412 - Hardware (under \$5,000)	3010 - Title I	21,900.00
5817 - Online Computing Services / Software Licenses	3010 - Title I	2,692.74

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	235,948.77
Goal 2	27,592.20

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

Name of Members	Role
Katheryne Stoural	Principal
Meryl Blomseth	Classroom Teacher
Ledlie Allen	Classroom Teacher
Cynthia Cousland	Classroom Teacher
Emi Beck	Other School Staff
Cassandra Quintanilla-Grayer	Parent or Community Member
Itzel Gaudino	Parent or Community Member
Maria Devore	Parent or Community Member

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

Heidy Ramirez

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/2022.

Attested:

K. Stoural

Principal, Katheryne Stoural on 5/17/2022

Norma Bracco

SSC Chairperson, Norma Bracco on 5/17/2022

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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).

The 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. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA-and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:

- A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
 - 1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 - 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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