# School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| **Monroe Elementary** | 39686766042709 | 10/21/2024 | 11/12/2024 |

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Monroe's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds.  The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP) and as the Comprehensive School Improvement (CSI) plan.

# Educational Partner Involvement

How, when, and with whom did your 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 staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Monroe's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 26, 2024
- October 21, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Monthly Coffee Hour on August 23, 2024
- English Language Advisory Committee on August 23, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Leadership Meeting on April 7th, 2023
- Leadership Meeting on August 23, 2024

# Resource Inequities (CSI and ATSI Only)

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

**Differentiated Assistance:**  Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Monroe, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---|---|---|---|---|---|---|
| English Learner | 102.7 points below standard (red) | 125.9 points below standard (red) | X | X | X | N/A |
| Foster Youth | population too small, no indicator | population too small, mo indicator | X | X | N/A | N/A |
| Homeless Youth | X | X | population too small, no indicator | X | X | N/A |
| Students with Disabilities | 142.4 points below standard (red) | 157.1 points below standard (orange) | 10.4% suspended at least one day (red) | X | N/A | N/A |
| American Indian/ Alaskan Native | populatiom too small, no indicator | population too small, no indicator | population too small, no indicator | population too small, no indicator | N/A | N/A |

Monroe has identified a lack of teacher training as the cause for student inequities.  Many of the site based staff have not received professional development or coaching on professional learning communities, PBIS, or Restorative Practices. Staff are not all fully credentialed and require additional support for classroom management and student achieve at high levels. Due to the lack of training for teachers and support staff, student are not receiving high qulity first instruction causing them to perform below grade level. Differentiation and Interventions are not being performed at high levels which makes them moderately effective resulting in inequities for students.

# Comprehensive Needs Assessment

## Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, District CSI support team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

| Student Group | ELA | Math | Suspension Rate | Absenteeism Rate (ELEM) | Graduation Rate (HS) | College Career (HS) |
|---|---|---|---|---|---|---|
| All Students | 81.9 points below standard (red) | 110.5 points below standard (orange) | 6.3% suspended at least one day (red) | 32.2% chronically absent (red) | | |
| Foster Youth | | | | | | |
| English Learner | 102.7 points below standard (red) | 125.9 points below standard (red) | 4.7% suspended at least one day (red) | 36.7% chronically absent (red) | | |
| Long Term English Learner | | | | | | |
| Homeless Youth | | | | | | |
| Socioeconomically Disadvantaged | 83.8 points below standard (orange) | 110.9 points below standard (orange) | 6.4% suspended at least one day (red) | 33.8% chronically absent (red) | | |
| Student with Disabilities | 142.4 points below standard (red) | 157.1 points below standard (orange) | 10.4% suspended at least one day (red) | 32.3% chronically absent (red) | | |
| African American | 117 points below standard (orange) | 133.2 points below standard (orange) | 26% suspended at least one day (red) | 40.4% chronically absent (red) | | |
| American Indian/ Alaskan Native | | | | | | |
| Asian | | | 4.3% suspended at least one day (orange) | 17.6% chronically absent (orange) | | |
| Filipino | | | | | | |
| Hispanic | 84.8 points below standard (red) | 112.8 points below standard (red) | 3.5 suspended at least one day (orange) | 32% chronically absent (red) | | |

| | | | | | |
|---|---|---|---|---|---|
| **Two or More Races** | | | | | |
| **Pacific Islander/ Native Hawaiian** | | | | | |
| **White** | | | | | |

No major gaps were observed between student groups on the CA Dashboard Indicators for Monroe School.

Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- Partner with Language Development Office to support improved English Language Development Designated and Integrated Instruction
- Supplemental resources and program focused on interventions and acceleration of learning
- Teacher PD and Support for highs quality first instruction
- Additional staff to support the implementation of initiatives and interventions, allocation of resources, and additional student support services

# Goals, Strategies/Activities, and Expenditures

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

## Goal 1.1

| Goal # | Description |
|---|---|
| Goal 1.1 | * ELA:<br>By EOY 2025, per I-Ready Diagnostic ELA Results Report, the total number of students performing 2 or more grade levels below will decrease by 25 students.<br><br>By EOY 2025, per I-Ready Diagnostic ELA Results Report, the total number of students performing grade level will increase by 25 students.<br><br>* EL:<br>By EOY 2025 per ELPAC Summative Results; the number of students reclassifying as Fluent English Proficient will maintain at 25 students per year.<br><br>* Math:<br>By EOY 2025, per I-Ready Diagnostic Math Results Report, the total number of students performing 2 or more grade levels below will decrease by 25 students.<br><br>By EOY 2025, per I-Ready Diagnostic Math Results Report, the total number of students performing at grade level will increase by 30 students. |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Number of students performing 2 or more grade levels below | ELA 138 students Math 158 students | ELA 116 students Math 135 students |
| Number of students performing at grade level | ELA 122 students Math 112 students | ELA 141 students Math 136 students |

| | | | | |
|---|---|---|---|---|
| Number of students reclassifying as Fluent English Proficient | | 25 RFEP Students | | 25 RFEP Students |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 1.1.1 | Career & Technical Education<br><br>Monroe participates in the MESA, STEM, PLTW and Skills USA Robotics elective 7/8 programs offered by the District. Students are engaged in hands on learning that supports students academically as well as their ability to work together in teams.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.1 Career & Technical Education:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |
| 1.1.2 | College Readiness<br><br>Monroe school counselors will provide ongoing support with Xello in the classroom.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.2 College Readiness:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| | | | | |
|---|---|---|---|---|
| 1.1.3 | A-G High School Courses<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.3 A-G High School Courses:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 1.1.4 | Bilingual Instructional Support<br><br>Bilingual Assist (1.0 FTE Centralized Funding) - Bilingual aide will work in collaboration with the classroom teachers to move students towards reclassification. Bilingual Assist will work in small groups on targeted EL interventions based on student needs. Our EL population is increasing and the demands for<br>equity for all students is a priority. (no cost - district allocation)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.4 Bilingual Instructional Support<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | English Learners | $[Enter amount here] | [Specify the funding source(s)] |

| 1.1.5 | English Learner Professional Development<br><br>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.  CRLP California Reading & Literature Project training Focusing on English language development to prepare all students to meet or exceed academic content standards in the subject areas.<br>CRLP's effectiveness stems from its core values and the evolution of elements that serve them:<br>Literacy: Literacy is a civil right.<br>Equity: All students deserve high quality responsive, culturally affirming literacy instruction.<br>Leadership: Teacher leadership fosters agency for courageous and informed decision-making.<br>Community: Inclusive and collaborative educational communities advance collective expertise.<br>Inquiry: Curiosity and questioning create a cycle of learning, knowing, and understanding.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.  (centralized funded)<br><br>LCAP 1.5 English Learner Professional Development:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | English Learners | $[Enter amount here] | [Specify the funding source(s)] |

| 1.1.6 | English Learner Programs and Supports<br><br>Monroe will purchase books (for the school library to support English language development).<br><br>Title I Funding Allocation:<br>Books & Reference: $1,000<br><br>LCAP 1.6 English Learner Programs and Supports:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | English Learners | $1,000 | 3010 - Title I |

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $14,000 | 3010 - Title I |
|---|---|---|---|---|
| | Administration and Program Specialist provide teachers with professional learning and supports focusing on the coaching cycle with: demo lessons (including lesson planning), co-teaching in the classroom, planning and reflective conversations, implementation of ELD, ELPAC Data review and training, academic conferences, data analysis, PLC process, attending conferences/ training (e.g., PLC, RTI, AVID, CFA's).  Additional teacher compensation release to support professional development in AVID, CORE Curriculum ELA/Math coaching support. AVID & Core professional development to be implemented during PLC meetings (1.5 hours) and additional afterschool coaching cycles provided by Program Specialist and administration (1 hr.). Data will be the focus to drive the instruction with individual and grade levels, a pre-assessment to determine areas of student deficiencies with specific priority standard. Based on the California Dashboard we need to work on ELA. Our K-3 have been taking the LETRS training to address this are with our socially and disadvantage students (English learners, African American students, and resource students). Teachers and Program Specialist co-plan and co-teach lessons while assessing effectiveness.  The team follows up with a debrief session to reflect on lessons. Teachers need more support with curriculum and strategies with distance learning where students struggle academically. Identifying student area needs with a pre-test and post-test will be collected every 4 to 5 weeks. Data will drive the instruction where teachers, Program Specialist co-plan and co-teach the lesson to analyze, debrief and reflect on student growth. This information to be shared during staff, ELAC, Parent Coffee Connection and SSC meetings.

(Guiding coalition team) Four teachers, Program Specialist and Administration Team will continue in leading a professional learning culture focused on improving student outcomes. The team will learn ways to develop a focus on learning and will examine practices that improve school culture, enhance teacher efficacy and establish school wide supports for student learning. We know that school leadership matters. But it's not just any leadership that matters. Teams will learn to focus their limited time and resources on the most impactful leadership actions for creating equitable school systems and improved student learning. This is a PLC program through Solution Tree with coaching support. Four full-days and three half-days are paid by the school site for professional development throughout the 24-25 school year: Tentative dates: July, August, September, October, November, January, March, April. A cohort model to work with another school, as well as coaching support between sessions. All the sessions will be held from 8:30 am - 3:30 pm at or at the school site for coaching support.  Five extra days for July 29 September 19 & 20, times will be from 8:00-3:00 with an hour break for lunch. | | $8,500

$12,000

$10,000

$23,602 | 3010 - Title I

3010 - Title I

3010 - Title I

3010 - Title I |

Learning Outcomes:
Learn the essential elements of a guaranteed and viable curriculum for all.
Use a protocol that facilitates deep learning of the state standards to determine essential standards.
Utilize a process for categorizing the standards.
Learn the importance of SMART goals.
Learn a process for unpacking the standards for consistent clarity of the standards expectations breaking the standards into learning targets.
Understand how to create and use proficiency scales.

Title I Funding Allocation:
Consultant: $ 12,000
Teacher Additional Compensation: $23,602
Program Specialist Additional Compensation:  $8,500
Substitute Teacher: 70 days x $200= $14,000
Teacher Substitute Pay Calculation: 20 teachers X 2 days/hours X $250 rate of pay for sub. = $10,000

LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support:
No additional site LCFF is being allocated for this strategy.

Comprehensive School Improvement (CSI):
No site CSI funds have been allocated for this strategy.

*In the event substitutes are not available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation.)

| 1.1.8 | School Site Administrators Leadership Professional Development<br><br>Administrators', teachers, supporting staff, and Program Specialist will attend conferences, training, workshops in the following areas: PBIS, AVID, PLC, SIPPS, MESA, STEAM, SKILLS USA, SST/ CARE, CABE, UCLA, MTSS, attendance, Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and re-engage student participation, set-up and usage of instructional technologies.<br><br>Collaboration with supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement.<br><br>Focusing on:<br>Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently.<br><br>Monroe will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training.<br><br>Title 1 Allocation:<br>No additional Title 1 funding is allocated for this strategy.<br><br>LCAP 1.8 School Site Administrators Leadership Professional Development:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|

| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation<br><br>Monroe will use a Guiding Coalition Team of teachers and administration to continue in leading the work around a professional learning culture focused on improving student outcomes. The team will learn ways to develop a focus on learning and will examine practices that improve school culture, enhance teacher efficacy and establish school wide supports for student learning. We know that school leadership matters. But it's not just any leadership that matters. Teams will learn to focus their limited time and resources on the most impactful leadership actions for creating equitable school systems and improved student learning. This is a PLC program through Solution Tree with coaching support. Four full-days and three half-days are paid by the school site for professional development throughout the 24-25 school year. A cohort model to work with another school, as well as coaching support between sessions. All the sessions will be held from 8:30 am - 3:30 pm at or at the school site for coaching support. Teachers will utilize a process for categorizing the standards, learn the importance of SMART goals, learn a process for unpacking the standards for consistent clarity of the standards expectations breaking the standards into learning targets and understand how to create and use proficiency scales. School counselors will be providing ongoing support during academic conferences, professional learning communities.<br><br>Title I Funding Allocation:<br>Consultants: $12,000<br>Substitute Teachers 20 teachers X 2 days X $250 rate of pay for sub. = $10,000<br>Additional compensation to school counselors 30 hours at $60 = $1,800<br><br>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $12,000<br><br>$1,800<br><br>$10,000 | 3010 - Title I<br><br>3010 - Title I<br><br>3010 - Title I |
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| 1.1.10 | Data Analysis and Evaluation<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.10 Data Analysis and Evaluation:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 1.1.11 | Access to Foundational & Outdoor Learning Spaces<br><br>To enhance the physical education activities with all grade level teachers, need to have access PE equipment to actively engage all students. The following items are need it on daily basis: jump ropes, soccer ball, yoga mats, etc.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces:<br>Physical Education supplies: $4,000<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $4,000 | 0100 - LCFF/S&C (site) |

| 1.1.12 | Acceleration of Learning<br><br>Students will be provided additional instructional materials that enhances the core curriculum in ELA and Math. Instructional materials will be used to provide teachers access to various instructional technology and classroom supplies such as laminators, printers, and poster makers, etc.  In addition, students will have access to materials and supplies that enhance and improve access to the district provided curriculum and supports such as headphones, mice, and other resources.  Teachers will have access to materials for providing hard copies to students as well as materials to create hands-on learning experiences designed to enhance and accelerate student learning.<br><br>Title I Funding Allocation:<br>Instructional Materials: $5,986<br><br>LCAP 1.12 Acceleration of Learning<br>Equipment: $18,307<br><br>Comprehensive School Improvement (CSI):<br>Equipment: $21,608 | All Students, English Learners, Low Income, Foster Youth, Students with Disabilities | $18,307<br><br>$5,986<br><br>$21,608 | 0100 - LCFF/S&C (site)<br><br>3010 - Title I<br><br>3182 - CSI 2023/24 |
| 1.1.13 | Literacy and Library Supports<br><br>A Library Media Assist (0.625 FTE - 0.325 FTE Centralized Funded, 0.0625 FTE Site Funded) will be proving assisting with Accelerated Reading as well as, maintain the school library open for students to check out books and read to the students. Accelerated Reader will be used to encourage students to read at their level and enhancing their reading skills. Teachers will use data to monitor students reading progress. Students will take their AR test weekly.<br><br>Title I Funding Allocation:<br>No additional site Title I funding allocated for this strategy.<br><br>LCAP 1.13 Literacy and Library Supports:<br>Library Media Assistant Salary and Benefits (0.0625 FTE): $1,685<br>AR/STAR subscription/ license agreement $7,000<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $1,685<br><br>$7,000 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |

| 1.1.14 | Advancement Via Individual Determination (AVID)<br><br>Advancement Via Individual Determination Program (AVID) program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. Students receive resources and supports to increase reading and writing proficiency across all content areas to supplement core instruction.  AVID WICOR (writing, inquiry, collaboration, organization and rigor) and Focus Note-Taking strategies (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Focused / Cornell Notes, etc.) are implemented to support student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fishbowl, etc.) and achievement. PLC Leadership analyze and calibrate once a month writing & CAT meeting CFA data samples for K-8th grade to analyze student growth.  Students receive resources and supports to increase reading and writing proficiency across all content areas to supplement core instruction. AVID WICOR and Focus Note-Taking strategies are implemented to support student collaboration and achievement.<br><br>AVID Learning Walks / writing sample Data (Leadership monitor Data once a month) - Learning Walks focus on Teacher Practices / Costa's Levels of Questioning data, AVID Tool assessment checklist completed by teacher. Students are provided with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, binders, agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).<br><br>Title I Funding Allocation:<br>Instructional Materials - $10,000<br><br>LCAP 1.14 Advancement Via Individual Determination (AVID):<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $10,000 | 3010 - Title I |

| 1.1.15 | Recapturing Learning Loss<br><br>Comprehensive School Improvement will focus on professional learning supporting staff on high quality instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.  Virtual/ In person Training.  Professional Development conferences both for teachers and administration team such as: UCLA conference, CALSA, AVID, PBIS, PLUS.  Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement. Focusing on: Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently. Teachers will be able to conduct In-Depth Root Cause Analysis and Need Assessment to reflect on teaching practice and provide high quality first instructional to all students. Monroe will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training that meets the needs of students who are struggling with academic achievement, attendance, social-emotional support and high-quality instructional strategies. A2Z targeted support with lesson study which includes co-plan, coteach, observe demo lessons, and coaching. The focus is on enhancing teacher practice by focusing on improving math outcomes for all students both math and writing.<br><br>Title I Funding Allocation:<br>Webinar/Workshops:  $689 registration x 40 staff: $27,560<br>Conferences: $20,000<br><br>LCAP 1.15 Recapturing Learning Loss:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>Teacher Additional Compensation:  20 staff X 10 hours X $60 = $ 12,000<br>Classified Additional Compensation: 10 staff X 7 hours X $60 = $4,200<br>Consultants: $120,000 | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $4,200<br><br>$12,000<br><br><br>$27,560<br><br>$20,000<br><br>$120,000 | 3182 - CSI 2023/24<br><br>3182 - CSI 2023/24<br><br><br>3010 - Title I<br><br>3010 - Title I<br><br>3182 - CSI 2023/24 |

| 1.1.16 | Outdoor Education/Science Camp<br><br>Monroe students will attend Science Camp.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.16 Outdoor Education/Science Camp:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |

# Annual Review

**SPSA Year Reviewed: 2023-2024**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

This school year the team continue to focus the use of CORE curriculum, AVID strategies, SIPPS, PLC collaboration, data analysis, and Leadership meetings. Teachers used the district adopted curriculum, met during their PLC and analyzed student assessment data. Academic conferences were held where smart goals and strategies were discussed among teachers, counselors, program specialists, and administration. In addition we established a guiding coalition team and have attended the PLC Coaching academy. With the guidance of our PLC coach and guiding coalition team we reviewed our school mission and vision, norms, collective commitments. Regular SIPPS intervention in grades K-3 provided targeted reading intervention, particularly in phonemic awareness and phonics. AVID proved to be an effective program at helping achieve the goals. WICOR strategies, AVID binders, and focused notes were key contributors to student achievement. Students were provided with necessary supplies to aid in their success. Members of the AVID site team attended summer institute and brought back knowledge to disseminate with the Leadership Team. This team met monthly and focused on writing across K-8. AVID walkthroughs helped maintain the schoolwide consistency of the program.

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

This school year we were able to implement the AVID strategies outline in the SPSA. Our AVID elective teacher received the ongoing support from the program specialist. Also this school year we did not get an instructional coach. The coach was centralized. Allocated money for substitutes to release teachers for professional development during the school day as well as the allocated money for teachers to collaborate during the academic conferences and other release days to collaborate with their grade level teams.

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

No major changes are needed to the goal. Changes to how the strategies are implemented will have an impact on student achievement in the future. Monroe School Site Council made the following recommendations for Campus Goal 1 continue with Math- Technology for ELA and Math. Continue with Teacher Pay Teacher supplemental activities in ELA and Math. Continue with Scholastic News- Social Studies and Science supplemental articles. Add Newsela for ELA, Social Studies, and Science. Strategy/Activity 1 Continue with the same strategy/activity 1 for goal 1. We will not purchase SIPPS or the Program Specialist ($118,309 - 35% Title I, $39,438 - 65% LCFF), Library Media Salary - $23,310 - LCFF. Additional compensation X 50.00 per hour x 20= $1,00-Title 1. Substitutes will be used to provide teachers the opportunities to attend academic conferences and professional development with instructional coach, program specialist, counselors, and administration. Substitute Pay Calculations (Object Code 11700) 4 substitutes X 16 full time days X $184= $11,776 (Allocating $12,000 - Title I).

## Goal 2.1

| Goal # | Description |
|---|---|
| Goal 2.1 | School Goal for Suspension: (Must be a SMART Goal)<br>By June 30, 2025, maintain suspensions at 6% or below for all students.<br><br>School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)<br>By June 30, 2025, reduce chronic absenteeism for students to 18% of the population. |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percent of student receiving suspension | 1% of students | 1% of students |
| Chronic Truancy Rate | 46.6% of students | 18% of students |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 2.1.1 | Educational Equity, Diversity, and Inclusion<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.1 Educational Equity, Diversity, and Inclusion:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.2 | Ethnic Studies Program<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.2 Ethnic Studies Program:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.3 | Equity and Inclusion Training and Workshops<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.3 Equity and Inclusion Training and Workshops:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.4 | Cultural Relevance, Outreach, and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.4 Cultural Relevance, Outreach, and Support:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 2.1.5 | Positive Behavior Interventions and Support (PBIS)<br><br>Provide students with social and emotional supportive resources that positively impacts student learning through programs that will help decrease referrals and suspensions this includes PBIS school wide expectations lessons, Classroom circle weekly ongoing PD training for staff, Restorative Justice, PLUS program<br><br>School Counseling curriculum (SEL curriculum etc.) Structured student engagement activities during recess and lunch provided by Administration, supporting staff, campus security, noon duties to help decrease chronic absenteeism and suspensions. Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being. Monroe will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):<br>Consultants:  $5,858<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, All Students, English Learners | $5,858 | 0100 - LCFF/S&C (site) |
|---|---|---|---|---|
| 2.1.6 | Student Assistance Program Support (SAP)<br><br>Positive Behavior Interventions and Support (PBIS) Counselors and supporting staff will provide ongoing support to teachers and families with the student assistance program SAP.  (Centralized funded) The district pays for teacher substitutes to provide time to classroom teachers and provide teachers with MTSS.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.6 Student Assistance Program Support (SAP):<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy | Low Income, Students with Disabilities, Foster Youth, All Students, English Learners | $[Enter amount here] | [Specify the funding source(s)] |

| 2.1.7 | Behavior Support Services<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.7 Behavior Support Services:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 2.1.8 | New Teacher Training and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.8 New Teacher Training and Support:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.9 | Social Service Supports for Families in Transition<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.9 Social Service Supports for Families in Transition:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.10 | Central Enrollment Direct Services to Families<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.10 Central Enrollment Direct Services to Families:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| | | | | |
|---|---|---|---|---|
| 2.1.11 | Student Attendance and Truancy:<br><br>Weekly attendance team meetings will be with the admin team, counselors, CWA, community assistant, and program specialist.  The purpose of this team is to review chronic absenteeism data. We will monitor our data using the biweekly attendance report from district and disseminate the data to every grade level. We have different prizes for students that are improving their attendance.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.11 Student Attendance and Truancy:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.12 | Health and Wellness Services and Supports:<br><br>Counselor support services are provided to k-8 classes: group and individual session, tobacco prevention, behavior intervention plans, classroom observations based on referrals from MTSS, social and emotional, career readiness, and social emotional room. Counselors will be provided additional compensation to for planning time related to classroom presentations to students.<br><br>Title I Funding Allocation:<br>Additional counselors' compensation: $60 x 40 hours = $2,400<br><br>LCAP 2.12 Health and Wellness Services and Supports:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, All Students, English Learners | $2,400 | 3010 - Title I |

| 2.1.13 | Mental Health Resources and Supports for Students<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.13 Mental Health Resources and Supports for Students:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 2.1.14 | Social Emotional and Restorative Practices and Responsive Schools<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 2.1.15 | School Connectedness:<br>Monroe Elementary will partner with outside community providers to support the school and parents in promoting a safe, healthy, rigorous learning environment for our students.<br>-Stockton Unified School District Police Department<br>-Montezuma Fire Department<br>-Stockton Ports<br>-Stockton Kings<br>-University of the Pacific<br>-Stockton Heat Hockey Team<br>-San Joaquin Delta College (book drive/ donation)<br>-San Joaquin Public Health<br>-CAPC<br>-San Joaquin County Behavioral Health<br>-San Joaquin Sheriff Department<br>-Rotary Read In<br>-Kaiser Educational Theatre<br>-Operation School Bell through the Assistance League of Stockton<br>-Second Harvest<br>-Evangelist Church<br>-PG&E<br>-Big Smiles<br>Partnerships support Monroe's school climate and provides parent education, visiting classrooms to share stories, model reading and the love of reading, presents anti-bullying presentations, provide dental service and modeling to students.<br>Monroe will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.15 School Connectedness:<br>Non-Instructional materials: $1,000<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students | $1,000 | 0100 - LCFF/S&C (site) |
|---|---|---|---|---|

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 2.1.17 | Additional School Site Support<br><br>Program Specialist (1.0 FTE Centralized Funding) provides student support with monitoring data; observes, trains, coaches and monitors tutors which provide one to one tutoring for our tier 3 students 1st to 3rd grade. Program Specialist maintains student progress data on IReady and is part of the RTI (Response to Intervention) team, academic conferences and CARE Team provide monitors data growth in classroom as well as trains the bilingual aide to implement in class preview- review supplemental strategies with EL level 1 & 2 students, supports teachers with co-teaching AVID strategies. Supports ELA & math curriculum to organize small group instruction for all students in 4th-6th grade. AVID coordinator and monitors the CCI data certification of school site, Program Specialist provides supplemental professional development to teachers in reading, Math, EL strategies.  Program Specialist is part of the PBIS Team, which monitors student attendance, helps create a positive learning environment for students. The specialist is also part of the CARE Team to monitor Tier 3 students that need intervention with Step-Up program, provides parent education in ELA & Math to support their child at home with Common Core Standards and understanding the purpose of ELPAC, SBAC and IReady testing. Program specialist will provide ongoing instructional support through co-teaching, co-planning, or demo lessons in the classroom. (no cost - district allocation) District will fund the position after the beginning of the school year.<br><br>School Counselor (1 FTE school counselor - 0.375 FTE - site 0.625 FTE district funded) for 5th-8th grade and .30 School Counselor for K-4th gr. to support students with PBIS, Restorative Justice meetings, provide in class support with SEL curriculum, support teachers with data during collaboration with the following list:<br>Student Council.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.17 Additional School Site Support:<br>Counselor Salary and Benefits (0.375 FTE): $40,245<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $40,245 | 0100 - LCFF/S&C (site) |

| 2.1.18 | Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 2.1.19 | Technology and Innovation Support<br><br>Increased and /or unduplicated pupil access to learning resources through the use of paper copies. Teachers will use various equipment such as laminator, Duplo, poster maker, copiers, maintenance agreements will be utilized to ensure various equipment are accessible, available, and usable to print rich environment.<br><br>Title I Funding Allocation:<br>No additional site Title 1 funding has been allocated for this strategy.<br><br>LCAP 2.19 Technology and Innovation Support:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | All Students | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.20 | Instructional Technology<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.20 Instructional Technology:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 2.1.21 | Instruction and Teacher Staffing<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.21 Instruction and Teacher Staffing:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 2.1.22 | Recruit, Hire, Retain High Qualified Staff<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.23 | School Facilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.23 School Facilities:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 2.1.24 | Student and Campus Safety<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.24 Student and Campus Safety:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

This school year we continued with the implementation of PBIS school wide expectations during our morning announcements on the blacktop. This has been done by the Administration Team as well as the Counselors and Program Specialist. Additionally, we had multiple assemblies where we reviewed the school routines and procedures. Also, the admin team attended a PBIS conference and established a PBIS committee. Thus far, we have had 45 students suspended out of 519 which is 8% of our population. (Meets SMART goal)

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

The 23/24 school year we did not work with ALEVO to do structure activities due to ALEVO not being a vendor for the school district. However, we have once a month structures activities to decrease the number of suspensions. Also, we have applied for a community grant to focus on social emotional as well as the whole child. This grant will provide support to structure activities during lunch recess. Due to the inconsistency of being fully staff for yard duty supervision we have had multiple incidents on the playground during lunch recess. We also have provided CPI training to teachers and classified staff. Also, de-escalation PD to noon duties and CSA.

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

The 23/24 school year we have applied for the community grant. If approved this will provide extra support during lunch recess and other unstructured activities to reduce the number of suspensions. Also, we will continue with more weekly structures activities run by CSA and noon duties during lunch recess to help decrease the number of discipline referrals.

# Goal 3.1

| Goal # | Description |
|--------|-------------|
| Goal 3.1 | School Goal for Meaningful Partnerships: (Must be a SMART Goal)<br>By June 30, 2025, we will have at least 4 forums  per life level. Focusing on issues within our school site. |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

|  |
|--|
|  |

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|------------------------|------------------|
| Percent of Parents participating in school events and partnerships | 10% of parents | 20% of parents |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 3.1.1 | Student Engagement and Leadership Opportunities<br><br>Peer Leadership Uniting Students (PLUS) - Monroe has a PLUS team to promote leadership, inclusion, and positive school climate. The activities promote awareness and varied perspectives and how our action impact our social and emotional well-being. PLUS, students plan and led school wide activities such as whiteout, tobacco, red ribbon week suicide prevention, kindness week, antibullying. The effectiveness of this strategy is monitor by the school climate survey.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.1 Student Engagement and Leadership Opportunities:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 3.1.2 | Youth Engagement Activities and Athletic Programs<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.2 Youth Engagement Activities and Athletic Programs:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 3.1.3 | Arts Programming<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.3 Arts Programming:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 3.1.4 | Expanded Learning and Enrichment Opportunities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.4Expanded Learning and Enrichment Opportunities:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

# Annual Review

**SPSA Year Reviewed: 2023-2024**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

Implemented student incentive programs and schoolwide activities to improve positive school climate culture: Attendance Raffles, Prowl tickets raffles School Climate Survey, Check-in/Check-out with Counselors, Restorative Circles, Schoolwide lesson plan and PBIS assembly, SEL curriculum, No one Eats Alone Day, Red Ribbon Unity Day, SST meetings, CARE meeting, Provided schoolwide parent workshops during Parent Coffee Hour.

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

Monroe community and the Administration Team provided parent trainings during the 23-24 school year. The Community Assistant, Program Specialist, CWA person, and Administration Team will continue to provide parent workshops in the areas of social, emotional development, attendance, literacy and Math. We will continue to do virtual and in person workshops for reach out as many parents.

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.

For the 24/25 school year we will provide more parent/teacher conferences during school hours. This will be done as group to set goals with the students and provide different resources/tools to help parents at home to help their kids. Also, we provided more opportunities for after-school tutoring for all students with a focus on reading. Parent have been asking for workshops for parents to learn how to support their child/ren at home with their homework. Parents also voiced an interest in better communication from teachers about homework, student academic progress (not just waiting for progress reports and report cards to contact parents about students struggling academically) as well as communication from Administration on several different portals to make sure parents are able to stay informed and attend workshops and trainings through phone calls, school website, flyers, and ClassDojo, etc. Parents have been asking for more sports activities during school

hours or after school.

# Goal 4.1

| Goal # | Description |
|---|---|
| Goal 4.1 | School Goal for Meaningful Partnerships: (Must be a SMART Goal)<br>By June 30, 2025, parent/community participation and other meaningful partnerships will increase by 10%. |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Percent of Parents participating in school events and partnerships | 10% of parents | 20% of parents |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 4.1.1 | Family and Community Communication, Empowerment, and Engagement<br><br>Community Assistant  (.625 FTE) provides parents with support and resources that empowers them to be engaged in their student's learning such as parent/ teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTA, etc.), parent trainings (e.g. Positive Parenting classes, ESL, community resources, etc.), communication, after school academic focused activities (e.g. Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.), etc.<br><br>Monroe will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support.<br><br>Parents will be engaged in monthly coffee hours and ELAC meetings to support the school goals and provide parents with information and supports to help their students at home. This includes things like AVID nights and other family engagement opportunities.<br><br>Title I Funding Allocation:<br>Community Assistant Salary and Benefits (0.625 FTE): $54,252<br>Community Assistant Additional Compensation:  Split between compensation and conferences $10,000<br>Meeting Expenses: $1,500 Title I Parent<br>Non-instructional Materials:  $1,930 Title I Parent<br><br><br>LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $10,000<br><br>$1,500<br><br>$1,930<br><br>$54,252 | 3010 - Title I<br><br>3010 - Title I - Parent<br><br>3010 - Title I - Parent<br><br>3010 - Title I |

| | | | | |
|---|---|---|---|---|
| 4.1.2 | District Strategic Planning and Communication<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.2 District Strategic Planning and Communication:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 4.1.3 | Community Schools Supports and Resources<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.1 Community Schools Supports and Resources:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 4.1.4 | Parent Advisory Committee Supports and Resources<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.4 Parent Advisory Committee Supports and Resources:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 5.1

| Goal # | Description |
|---|---|
| Goal 5.1 | |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| [Add metric/indicator here] | [Add baseline here] | [Add expected outcome here] |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 5.1.1 | Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| | | | | |
|---|---|---|---|---|
| 5.1.2 | Developing Student Individual Transition Plans<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.2 Developing Student Individual Transition Plans:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 5.1.3 | Accelerate Learning for all SPED Students<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.3 Accelerate Learning for all SPED Students:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 5.1.4 | Culturally Responsive Professional Development<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.4 Culturally Responsive Professional Development:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 5.1.5 | Meaningful Student Experiences and Opportunities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.5 Meaningful Student Experiences and Opportunities:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 5.1.6 | Recruit, Hire and Retain Student Support Personnel<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 5.1.7 | Parent and Family Supports and Resources<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.7 Parent and Family Supports and Resources:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 5.1.8 | Enhancing School Engagement and Attendance for Students with Disabilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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.

## Goal 6.1

| Goal # | Description |
|---|---|
| Goal 6.1 | |

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| [Add metric/indicator here] | [Add baseline here] | [Add expected outcome here] |

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

## Strategies/Activities Table

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures | Funding Source(s) |
|---|---|---|---|---|
| 6.1.1 | Student Achievement Plan<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.1 Student Achievement Plan:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

| 6.1.2 | Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA):<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 6.1.3 | Educator Gap Equity Plan<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.3 Educator Gap Equity Plan:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 6.1.4 | BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy<br><br>Purchase culturally responsive books for the school library that portrays diverse and positive representations of African American life. We will choose books by authors by African American authors and include non-fiction books about African American history, culture, and achievements.<br><br>Title I Funding Allocation:<br>Books and Reference Materials: 1,000<br><br>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | African American | $1,000 | 3010 - Title I |

| 6.1.5 | BSAP Community Partnerships<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.5 BSAP Community Partnerships:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
|---|---|---|---|---|
| 6.1.6 | Development of an African American Studies Course<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.6 Development of an African American Studies Course:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 6.1.7 | BSAP School Climate & Wellness Personnel Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.7 BSAP School Climate & Wellness Personnel Support:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |
| 6.1.8 | BSAP Community -Based Safety Pilots<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.8 BSAP Community-Based Safety Pilots:<br>No additional site LCFF is being allocated for this strategy.<br><br>Comprehensive School Improvement (CSI):<br>No site CSI funds have been allocated for this strategy. | [Identify either All Students or one or more specific student groups] | $[Enter amount here] | [Specify the funding source(s)] |

# Annual Review

**SPSA Year Reviewed: 2023-2024**
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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.

# Budget Summary

Complete the Budget Summary Table Below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary Table

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the ConApp | $227,530.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $157,808.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $463,433.00 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.
**Note: 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 | $224,100.00 |
| 3010 - Title I - Parent | $3,430.00 |
| 3182 - CSI 2023/24 | $157,808.00 |

Subtotal of additional federal funds included for this school: $385,338.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| 0100 - LCFF/S&C (site) | $78,095.00 |

Subtotal of state or local funds included for this school: $78,095.00

Total of federal, state, and/or local funds for this school: $463,433.00

# Addendums

# 2024-25 School Plan for Student Achievement
# Recommendations and Assurances

Site Name: _____

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

_____
Date of Meeting

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

      English Learner Advisory Committee       _____
                                                                Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on _____.
                                                              Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

_____     _____
                   Committee                                Date of Meeting

Attested:

_____   _____   _____
  Typed Name of School Principal          Signature of School Principal            Date

# Monroe Elementary

Explore the performance of Monroe Elementary under California's Accountability System.
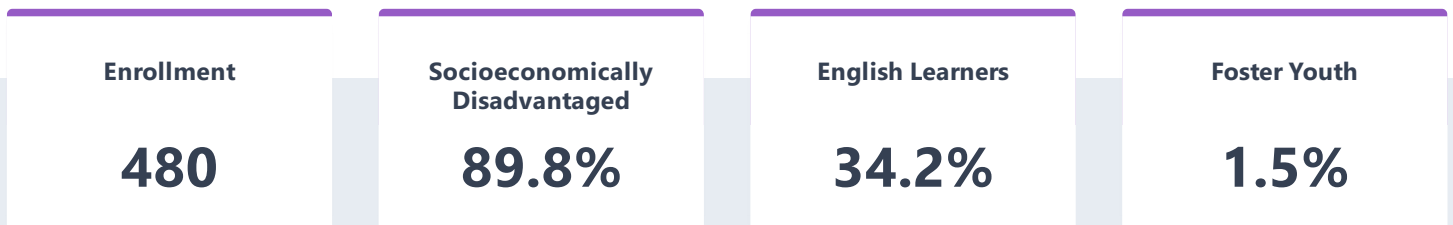
## Chronic Absenteeism
Red

## Suspension Rate
Red

## English Learner Progress
Green

## English Language Arts
Red

## Mathematics
Orange
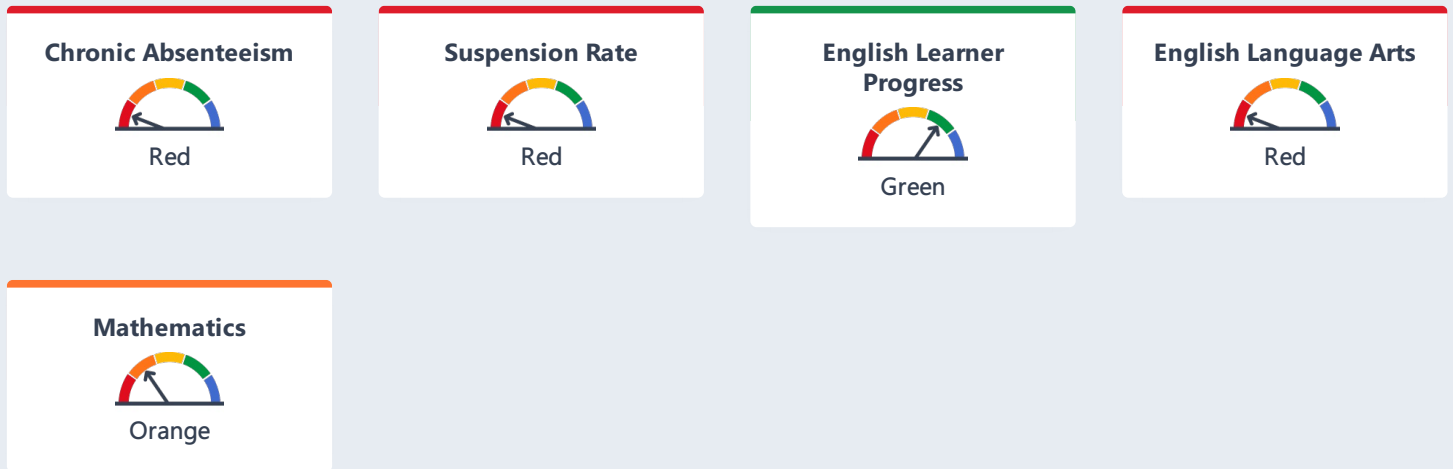
## School Details

**NAME**
Monroe Elementary

**ADDRESS**
2236 East 11th Street
Stockton, CA 95206-3607

**WEBSITE**
N/A

**GRADES SERVED**
K-8

**CHARTER**
No

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No

# Student Population

Explore information about this school's student population.

**Enrollment**
480

**Socioeconomically Disadvantaged**
89.8%

**English Learners**
34.2%

**Foster Youth**
1.5%

# Academic Performance

View Student Assessment Results and other aspects of school performance.

## English Language Arts



**Red**

81.9 points below standard

**Maintained 0.9 Points**

### EQUITY REPORT
Number of Student Groups in Each Level

| 3 | 2 | 1 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |

LEARN MORE

## Mathematics



**Orange**

110.5 points below standard

**Increased 5.3 Points ▲**

### EQUITY REPORT
Number of Student Groups in Each Level

| 2 | 3 | 1 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |

LEARN MORE

## English Learner Progress



**Green**

58.1% making progress

**Increased 4.4% ▲**

LEARN MORE

# Academic Engagement

See information that shows how well schools are engaging students in their learning.

## Chronic Absenteeism



**Red**

32.2% chronically absent

**Increased 2.1% ▲**

### EQUITY REPORT
Number of Student Groups in Each Level

| 5 | 1 | 0 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |

LEARN MORE

# Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

**LEARN MORE**

**Suspension Rate**

Red

6.3% suspended at least one day

Increased 2.6% ▲

**EQUITY REPORT**
Number of Student Groups in Each Level

| 4 | 2 | 0 |
|---|---|---|
| Red | Orange | Yellow |

| 0 | 0 |
|---|---|
| Green | Blue |

# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

Explore 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.

**All Students**

Red

81.9 points below standard

Maintained 0.9 Points

Number of Students: 311

## Student Group Details

### All Student Groups by Performance Level

**12 Total Student Groups**

**Red**

English Learners

Hispanic

Students with Disabilities

**Orange**

African American

Socioeconomically Disadvantaged

**Yellow**

Asian

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

White

## American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

## Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

## Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

## White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

## English Learners

Red

102.7 points below standard

Declined 9.9 Points ▼

Number of Students: 130

## Hispanic

Red

84.8 points below standard

Maintained -0.8 Points

Number of Students: 223

## Students with Disabilities

Red

142.4 points below standard

Declined 13.8 Points ▼

Number of Students: 38

## African American

Orange

117 points below standard

Increased 4.8 Points ▲

Number of Students: 31

## Socioeconomically Disadvantaged

Orange

83.8 points below standard

Increased 4.9 Points ▲

Number of Students: 279

## Asian

Yellow

37.1 points below standard

Increased 26.9 Points ▲

Number of Students: 38

## Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

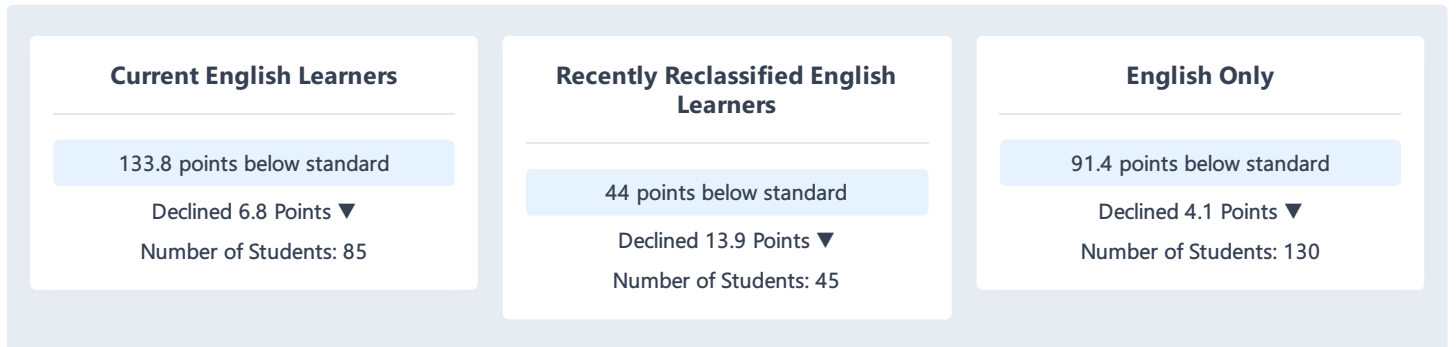|  | 2022 | 2023 |
|---|---|---|
| All Students | 82.8 points below standard | 81.9 points below standard |

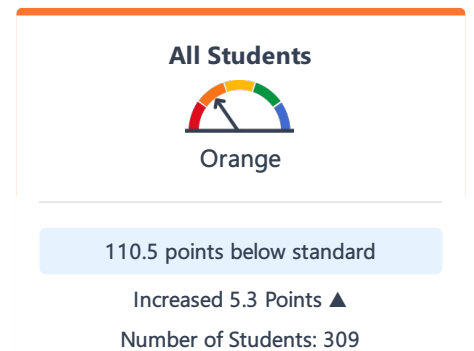## English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

### Current English Learners

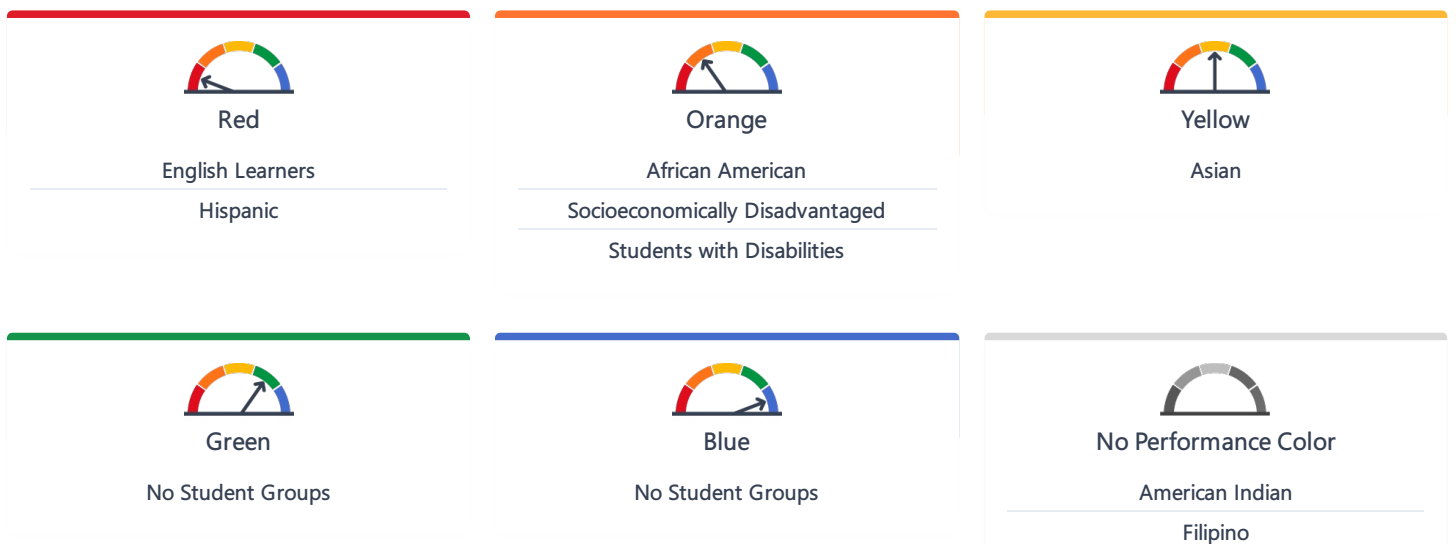133.8 points below standard

Declined 6.8 Points ▼

Number of Students: 85

### Recently Reclassified English Learners

44 points below standard

Declined 13.9 Points ▼

Number of Students: 45

### English Only

91.4 points below standard

Declined 4.1 Points ▼

Number of Students: 130

## Mathematics

## All Students

Explore 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.

**All Students**

Orange

110.5 points below standard

Increased 5.3 Points ▲

Number of Students: 309

## Student Group Details

### All Student Groups by Performance Level

**12 Total Student Groups**

Red

English Learners

Hispanic

Orange

African American

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

Asian

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Filipino

● ○ ○ ○ ○ ○

### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

### Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

### English Learners

Red

125.9 points below standard

Declined 7 Points ▼

Number of Students: 128

### Hispanic

Red

112.8 points below standard

Maintained 1.5 Points

Number of Students: 221

### African American

Orange

133.2 points below standard

Increased 33.6 Points ▲

Number of Students: 31

### Socioeconomically Disadvantaged

Orange

110.9 points below standard

Increased 11.5 Points ▲

Number of Students: 277

### Students with Disabilities

Orange

157.1 points below standard

Increased 7.4 Points ▲

Number of Students: 37

### Asian

Yellow

87.3 points below standard

Increased 6.6 Points ▲

Number of Students: 38

## Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

|  | 2022 | 2023 |
| --- | --- | --- |
| All Students | 115.7 points below standard | 110.5 points below standard |

## Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

### Current English Learners

152.7 points below standard

Declined 12.3 Points ▼

Number of Students: 83

### Recently Reclassified English Learners

76.3 points below standard

Increased 3 Points ▲

Number of Students: 45

### English Only

117.4 points below standard

Increased 9.7 Points ▲

Number of Students: 130
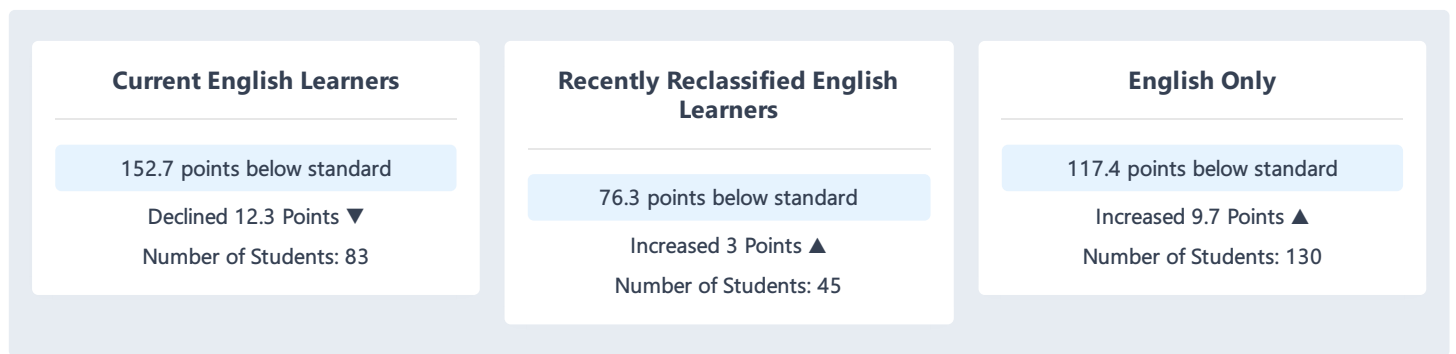
## English Learner Progress Indicator

## All English Learner Students

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

LEARN MORE
**English Learner Progress**

Green

**58.1% making progress towards English language proficiency**

Increased 4.4% ▲

Number of EL Students: 129
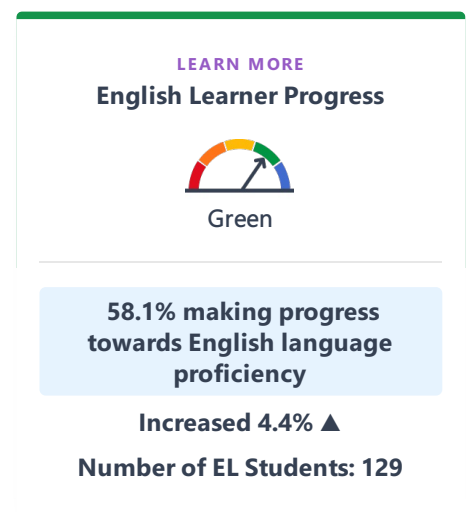
## Student English Language Acquisition Results
### Summative ELPAC

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.

# Academic Engagement

View data about academic participation.

## Chronic Absenteeism

## All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042709&year=2022-23

**All Students**

Red

32.2% chronically absent

Increased 2.1% ▲
Number of Students: 506

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

African American

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

**Orange**

Asian

**Yellow**

No Student Groups

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

White

## American Indian

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 7

## Filipino

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 2

## Foster Youth

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 8

## Homeless

No Performance Color

---

80% chronically absent

Increased 50% ▲

Number of Students: 15

## Two or More Races

No Performance Color

---

Less than 11 students - data not displayed for privacy

Number of Students: 10

## White

No Performance Color

---

61.5% chronically absent

Increased 21.5% ▲

Number of Students: 13

## African American

Red

---

40.4% chronically absent

Increased 6.6% ▲

Number of Students: 47

## English Learners

Red

---

26.7% chronically absent

Increased 0.9% ▲

Number of Students: 187

## Hispanic

Red

---

32% chronically absent

Maintained 0.1%

Number of Students: 359

## Socioeconomically Disadvantaged

Red

---

33.8% chronically absent

Increased 2.9% ▲

Number of Students: 455

## Students with Disabilities

Red

---

32.3% chronically absent

Increased 4.4% ▲

Number of Students: 62

## Asian

Orange

---

17.6% chronically absent

Increased 0.5% ▲

Number of Students: 68

# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

## All Students

Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.

**All Students**

Red

6.3% suspended at least one day

Increased 2.6% ▲

Number of Students: 524

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

**Red**

African American

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

**Orange**

Asian

Hispanic

**Yellow**

No Student Groups

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

American Indian

Filipino

Foster Youth

Homeless

Two or More Races

White

### American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### Homeless

No Performance Color

6.3% suspended at least one day

Increased 6.3% ▲

Number of Students: 16

### Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

### White

No Performance Color

7.1% suspended at least one day

Increased 0.5% ▲

Number of Students: 14

### African American

Red

26% suspended at least one day

Increased 14.2% ▲

Number of Students: 50

### English Learners

Red

4.7% suspended at least one day

Increased 2.7% ▲

Number of Students: 190

### Socioeconomically Disadvantaged

Red

6.4% suspended at least one day

Increased 2.8% ▲

Number of Students: 470

### Students with Disabilities

Red

10.4% suspended at least one day

Increased 2.5% ▲

Number of Students: 67

### Asian

Orange

4.3% suspended at least one day

Increased 4.3% ▲

Number of Students: 70

### Hispanic

Orange

3.5% suspended at least one day

Increased 0.4% ▲

Number of Students: 371

## Suspension Rate By Year

Percentage of students who were suspended.

| | 2022 | 2023 |
|---|---|---|
| Suspension Rate | 3.7% | 6.3% |

# Monroe Data Review

April 2024

# Summary

**Accountability**
- Current ESSA Status is CSI for the most current year (slide 10)
- State Indicators improved from prior year were Math and ELPI (slide 10)
- Chronic Absenteeism decreased last year from prior year, ending 2022-23 at 32.2% (slides 13)

**Demographics**
- Demographics are majority **Hispanic** at 71.5% of the student population (slide 5)
- 34.2% of students were English Learners in the latest school year available (2022-23) (slide 6)

**State Assessments**
- Percent of students meeting or exceeding standards on **ELA** increased .55% from prior year to 18.27% (slide 14)
- Percent of students meeting or exceeding standards on **Math** increased 1.6% from prior year to 9.31% (slide 16)
- Number of **students tested with ELPAC** decreased from 2022 to 2023 by 1 students to 164 (slide 18)
- Percent of students scoring at **Level 4** decreased by 2% (slide 18)

**Local Assessments**
- i-Ready (starting on slide 21): At the end of 2022-23, **Reading on grade level** increased to 31% and **Math** increased to 27%
- i-Ready Lessons: Students have spent on average 21 minutes in reading and 25 minutes in math for i-Ready lessons (slide 33)
- **Engagement in curriculum** (Benchmark, Ready Math) is low across the grade levels (starting on slide 28)

# Demographics

# Enrollment

**Monroe**

| Census Day Enrollment | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 573 | 578 | 541 | 504 | 480 |

**SUSD**

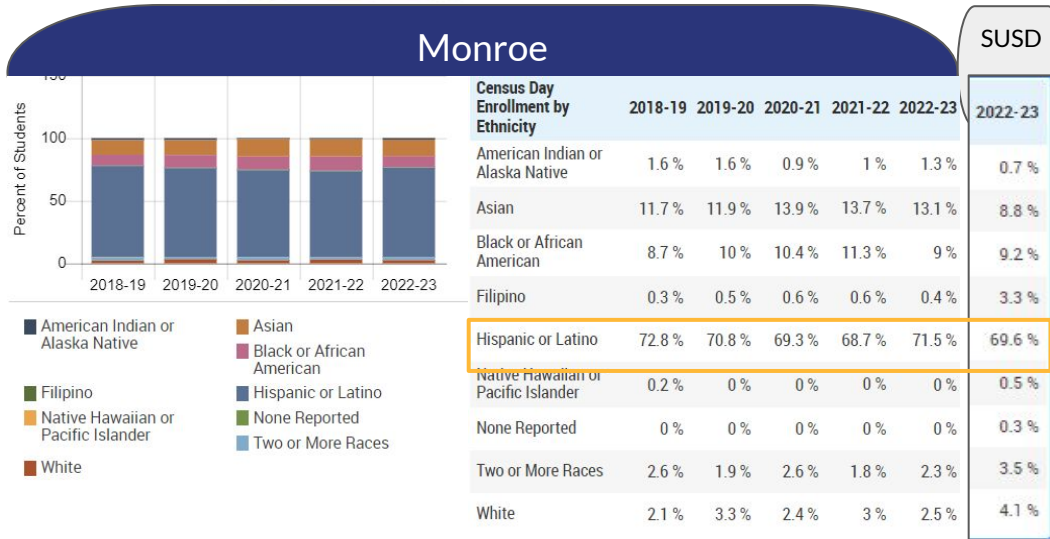| Census Day Enrollment | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 41,634 | 41,679 | 40,627 | 39,803 | 39,169 |
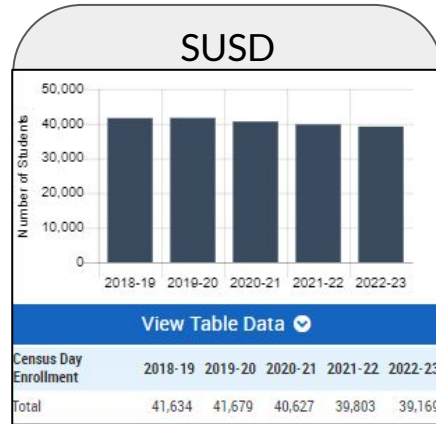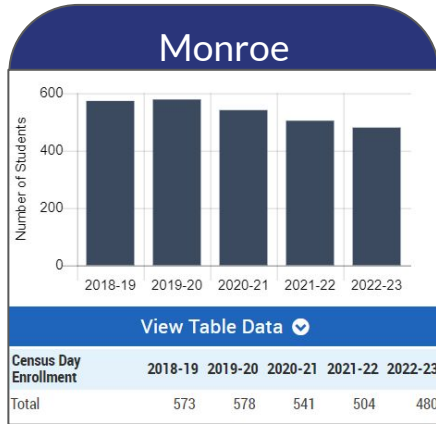
- Monroe's enrollment declined by 24 students from 2021-22 to 2022-23
- Monroe's **stability rate** (percent of students who start and end the school year at the school) is 85.1%, 2% below the district at 87%

Sources:  Enrollment: EdData, Monroe
Stability Rate: DataQuest

# Demographics

## Monroe

| Census Day Enrollment by Ethnicity | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | SUSD 2022-23 |
|---|---|---|---|---|---|---|
| American Indian or Alaska Native | 1.6 % | 1.6 % | 0.9 % | 1 % | 1.3 % | 0.7 % |
| Asian | 11.7 % | 11.9 % | 13.9 % | 13.7 % | 13.1 % | 8.8 % |
| Black or African American | 8.7 % | 10 % | 10.4 % | 11.3 % | 9 % | 9.2 % |
| Filipino | 0.3 % | 0.5 % | 0.6 % | 0.6 % | 0.4 % | 3.3 % |
| Hispanic or Latino | 72.8 % | 70.8 % | 69.3 % | 68.7 % | 71.5 % | 69.6 % |
| Native Hawaiian or Pacific Islander | 0.2 % | 0 % | 0 % | 0 % | 0 % | 0.5 % |
| None Reported | 0 % | 0 % | 0 % | 0 % | 0 % | 0.3 % |
| Two or More Races | 2.6 % | 1.9 % | 2.6 % | 1.8 % | 2.3 % | 3.5 % |
| White | 2.1 % | 3.3 % | 2.4 % | 3 % | 2.5 % | 4.1 % |

Legend:
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- None Reported
- Two or More Races
- White

- Monroe's population is majority **Hispanic**, with 71.5% of the student population followed by 13.1% Asian and 9% Black or African American

Sources:     EdData, Monroe

# English Learners

## Monroe



| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 34 % | 31 % | 29.9 % | 34.5 % | 34.2 % |

| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 195 | 179 | 162 | 174 | 164 |

## SUSD



| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 22.8 % | 22.8 % | 21.7 % | 24.1 % | 24.4 % |

- **Monroe** averaged 33% English Learners over the last 5 years
- Most current data is **34.2%** of the student population are English Learners
- The percent of English Learners is **higher** than the district (between 21% and 25% over the last 5 years)

Sources:    EdData, Monroe

# English Learners' Language

## Monroe

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Other | 0.3 % | 0.2 % | 0.2 % | 0.4 % | 0 % |
| Arabic | 0.2 % | 0.5 % | 0.4 % | 0.4 % | |
| Hmong | 2.4 % | 1.9 % | 2 % | 2.4 % | 1.9 % |
| Khmer (Cambodian) | | 0.2 % | 0.2 % | 0.4 % | 0.4 % |
| Lao | 0.2 % | 0.2 % | 0.2 % | | 0.2 % |
| Spanish | 30.7 % | 28 % | 27 % | 30.8 % | 31.5 % |
| Vietnamese | 0.2 % | | | 0.2 % | 0.2 % |

## SUSD

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Other | 1.2 % | 1.3 % | 1.2 % | 1.4 % | 1.4 % |
| Arabic | 0.3 % | 0.2 % | 0.2 % | 0.3 % | 0.3 % |
| Filipino (Pilipino or Tagalog) | 0.3 % | 0.3 % | 0.3 % | 0.3 % | |
| Hmong | 0.6 % | 0.5 % | 0.5 % | 0.5 % | 0.5 % |
| Khmer (Cambodian) | 0.5 % | 0.5 % | 0.4 % | 0.4 % | 0.4 % |
| Punjabi | | | | | 0.2 % |
| Spanish | 19.9 % | 20.1 % | 19.1 % | 21.2 % | 21.7 % |

- **Spanish** is the majority language of English Learners
- This is in line with the district as the top language for ELs

Sources:     EdData, Monroe

# Current ELs and RFEPs by Grade Level

| 15 | 24 | 20 | 25 | 20 | 29 | 32 | 25 | 34 | | 224 |
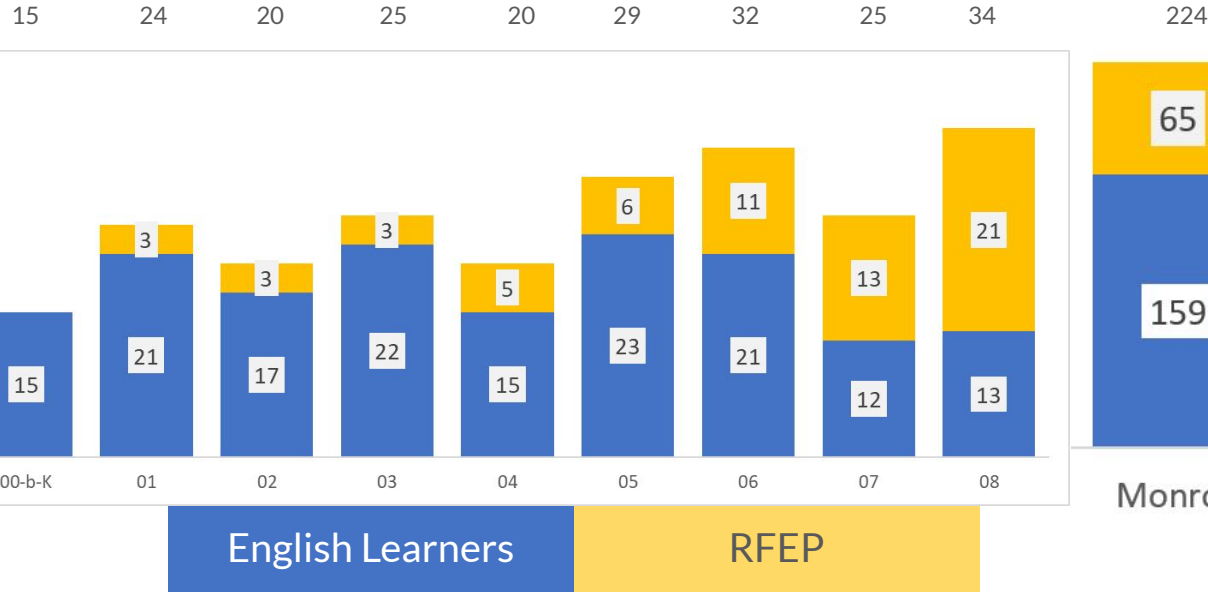
- Monroe has 159 **English Learners** and 65 **RFEP** students*
- **5th grade** has the highest number of English Learners at 23
- Average of 18 ELs per grade level

*Source: Synergy, local data as of 4/14/24*

# State Assistance & Indicators

# 2023 ESSA Support

- Monroe's current status is **CSI** with 3 Red areas:
  - ELA
  - Absenteeism
  - Suspension
- Monroe **improved Math** from Red to Orange
- Monroe **improved ELPI** from Yellow to Green

| Year | Status | Area | Current Indicator | Previous Indicator |
|---|---|---|---|---|
| **Current (2023)** | **CSI** | ELA | 1 - Red | 1 - Red |
| 2022 | ATSI | Math | 2 - Orange | 1 - Red |
| 2021 | No Status | Absenteeism | 1 - Red | 1 - Red |
| 2020 | No Status | Suspension | 1 - Red | 2 - Orange |
| 2019 | No Status | ELPI | 4 - Green | 3 - Yellow |
| 2018 | CSI | | | |

*Note: These are the color indicators on the California School Dashboard*

Source: ESSA 2023, visually on 2023 Indicator Dashboard

# California School Dashboard

**Stockton Unified**

| | |
|---|---|
| **Chronic Absenteeism** — Yellow | **Suspension Rate** — Orange |

| | | | |
|---|---|---|---|
| **English Learner Progress** — Orange | **English Language Arts** — Orange | **Mathematics** — Orange |

**Monroe**

| | | | | |
|---|---|---|---|---|
| **Chronic Absenteeism** — Red | **Suspension Rate** — Red | **English Learner Progress** — Green | **English Language Arts** — Red | **Mathematics** — Orange |
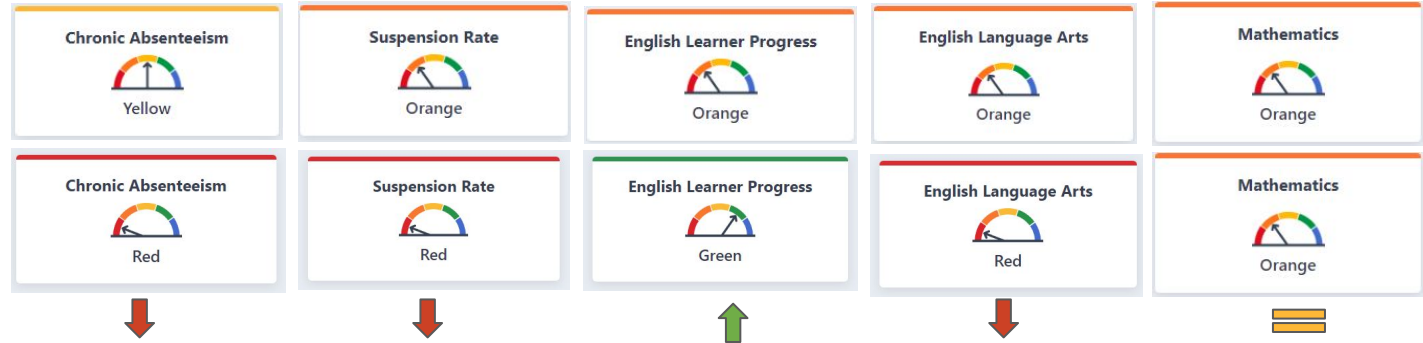
- Chronic Absenteeism, Suspension, and ELA were lower than the district
- ELPI was 2 levels above the district
- Math was equal to the district

Source: *California School Dashboard*

⬆ Higher than the district        ⬇ Lower than the district        ⬌ Same as the district

# Chronic Absenteeism
## *Historical*

### Monroe



| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 14.5 % | N/A | 19.3 % | 30.1 % | 32.2 % |

| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 92 | N/A | 108 | 163 | 163 |

### SUSD



| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 18.4 % | N/A | 23.3 % | 42.6 % | 37 % |
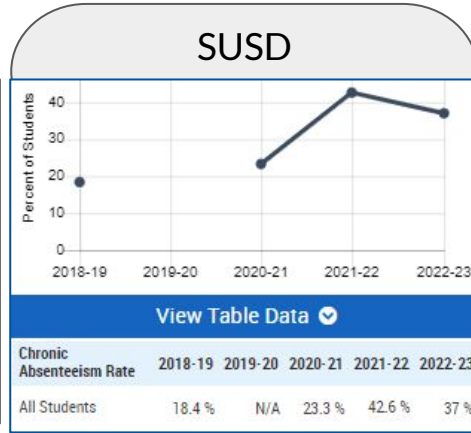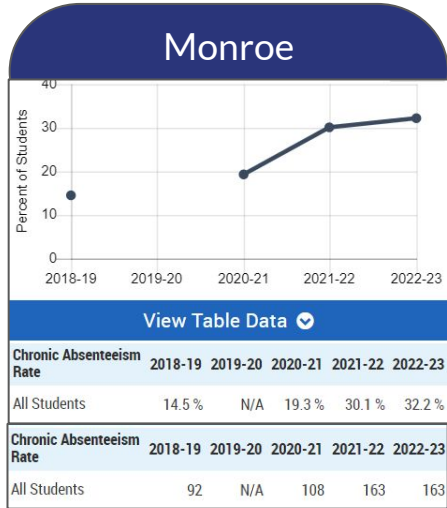
- Last year, Monroe **increased** the percent of Chronic Absenteeism from 30.1% to 32.2%
- This was lower than the district's absenteeism rate at 37%

Sources:    EdData, Monroe

**Chronic Absenteeism**

Red
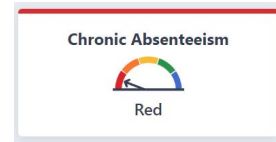
# Chronic Absenteeism
## *Current Year*

**Monroe Chronic Absenteeism through March**

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)
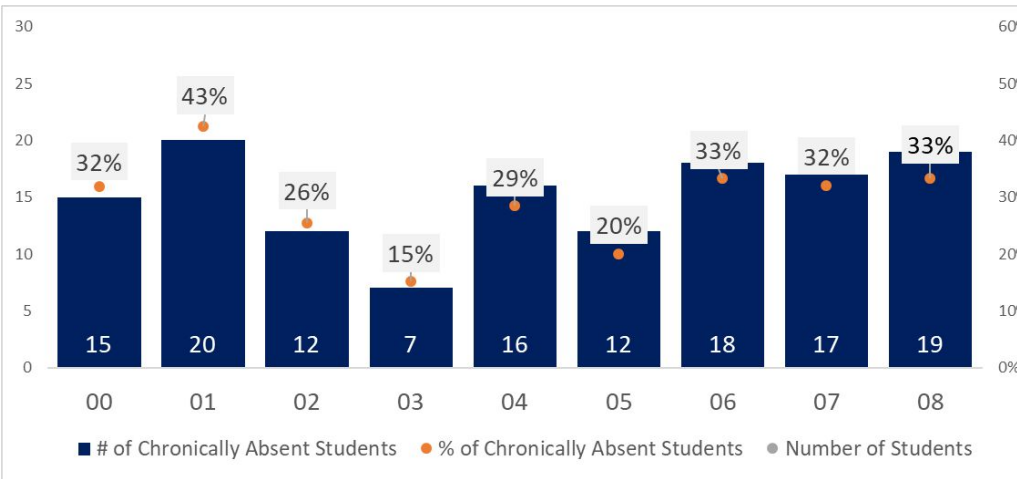
**Days** Absent
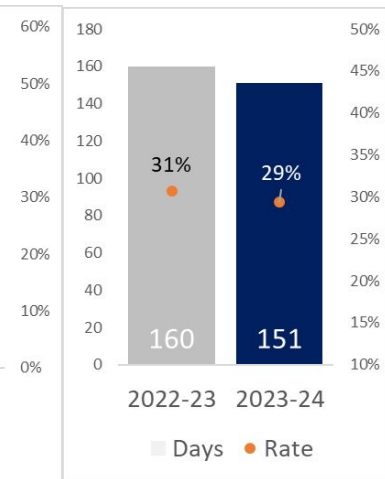


- The number of days absent decreased from 160 to 151 and percent of days decreased by 2% (through March)
- 1st grade had the highest percent absent at 43%, 20 students

Chronic Absenteeism

Red

Source: *Synergy, local data provided by Student Support services, March*

# CAASPP ELA
## *2 years*

### 2021-2022
Percent of students within each achievement level

22.86% Standard Nearly Met (Level 2)

14.29% Standard Met (Level 3)

3.43% Standard Exceeded (Level 4)

**17.72%** Met or Exceeded *Standard for ELA*

59.43% Standard Not Met (Level 1)

### 2022-2023
Percent of students within each achievement level

27.55% Standard Nearly Met (Level 2)

14.86% Standard Met (Level 3)

3.41% Standard Exceeded (Level 4)

**18.27%** Met or Exceeded *Standard for ELA*

54.18% Standard Not Met (Level 1)

### 2022-2023

Percent Met or Exceeded Standards by Grade Level

| Bar data (Grade) | Level 4 | Level 3 | Level 2 | Level 1 |
|---|---|---|---|---|
| Grade 3 | 7% | 11% | 31% | 51% |
| Grade 4 | 0% | 5% | 20% | 75% |
| Grade 5 | 7% | 19% | 14% | 61% |
| Grade 6 | 0% | 18% | 32% | 50% |
| Grade 7 | 2% | 16% | 32% | 51% |
| Grade 8 | 6% | 21% | 40% | 34% |
| All Grades | 3.4% | 14.9% | 27.6% | 54.2% |

■ Standard Not Met (Level 1)   ■ Standard Nearly Met (Level 2)   ■ Standard Met (Level 3)   ■ Standard Exceeded (Level 4)
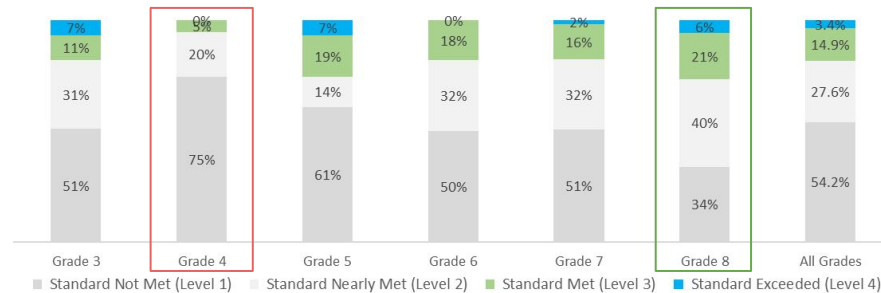
| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Standard Not Met (Level 1) | 51% | 75% | 61% | 50% | 51% | 34% | 54.2% |
| Standard Nearly Met (Level 2) | 31% | 20% | 14% | 32% | 32% | 40% | 27.6% |
| Standard Met (Level 3) | 11% | 5% | 19% | 18% | 16% | 21% | 14.9% |
| Standard Exceeded (Level 4) | 7% | 0% | 7% | 0% | 2% | 6% | 3.4% |
| Number of Students With Scores | 45 | 59 | 59 | 50 | 57 | 53 | 323 |

CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

| Grade | 2022 | 2023 |
|---|---|---|
| Grade 3 | 14% | 18% |
| Grade 4 | 14% | 5% |
| Grade 5 | 24% | 25% |
| Grade 6 | 19% | 18% |
| Grade 7 | 12% | 18% |
| Grade 8 | 25% | 26% |
| All Grades | 18% | 18% |

■ 2022   ■ 2023
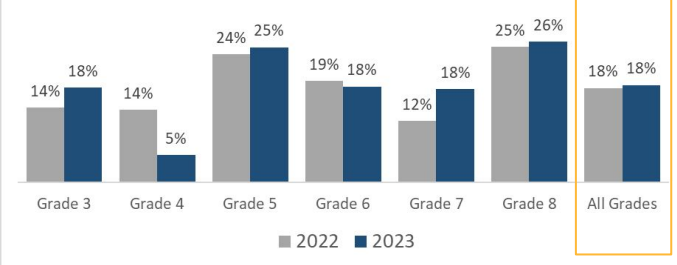
- **18.27%** of students met or exceeded ELA standards (9.5% lower than the district at 27.78%)
- This was a .55% increase from the prior year
- **8th grade** had the highest percent met or exceeded standards (26%)
- **4th grade** had the lowest percent met or exceeded standards (5%)

**English Language Arts**

Red

Source: Smarter Balanced Results, Monroe

# CAASPP ELA 2022-2023
## By Area

| CAASPP ELA Areas | Reading | Writing | Listening | Research / Inquiry |
|---|---|---|---|---|
| Above Standard | 4% | 4% | 7% | 6% |
| Near Standard | 55% | 43% | 64% | 61% |
| Below Standard | 41% | 53% | 28% | 33% |
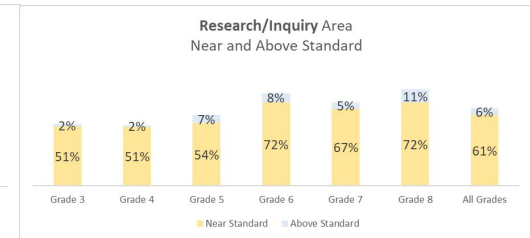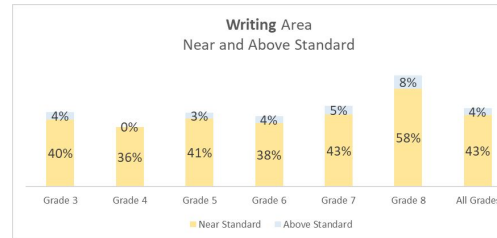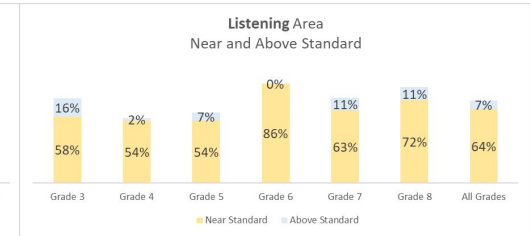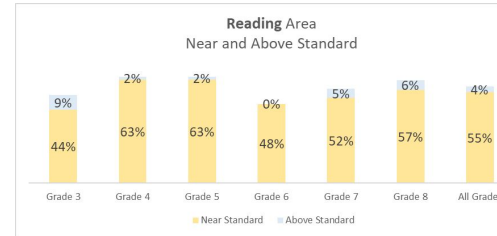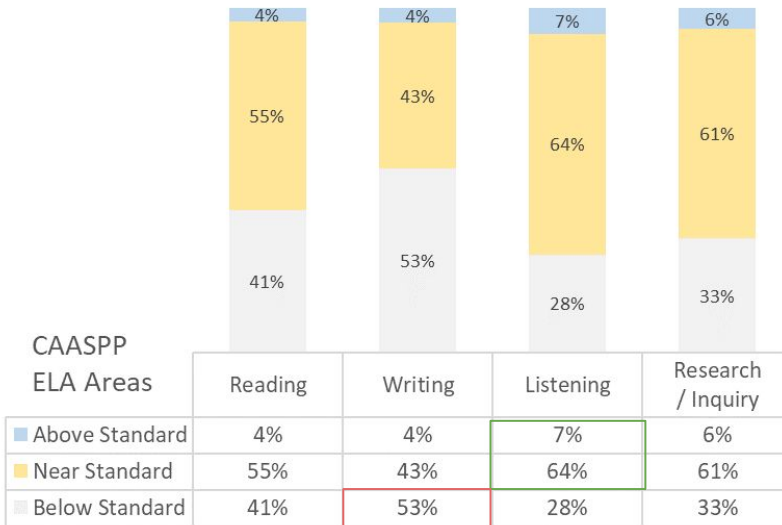
- **Writing** was the lowest area on CAASPP, with 53% of students below standard
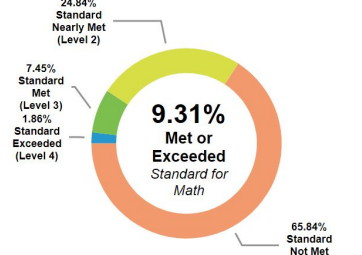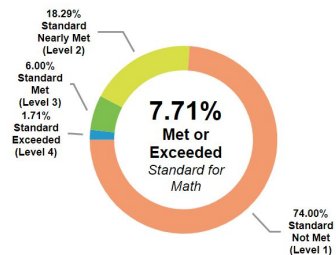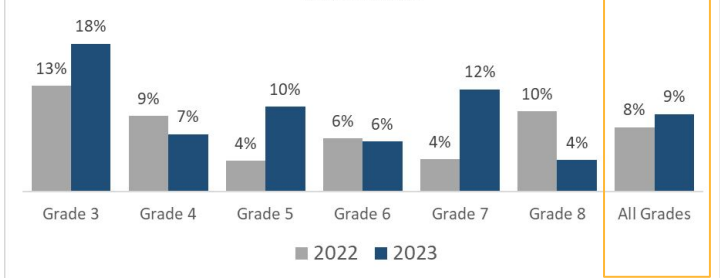- **Listening** was the highest with 71% near or above standard

English Language Arts

Red

# CAASPP Math
## *2 years*

### 2021-2022
Percent of students within each achievement level



18.29% Standard Nearly Met (Level 2)
6.00% Standard Met (Level 3)
1.71% Standard Exceeded (Level 4)

**7.71% Met or Exceeded** *Standard for Math*

74.00% Standard Not Met (Level 1)

### 2022-2023
Percent of students within each achievement level



24.84% Standard Nearly Met (Level 2)
7.45% Standard Met (Level 3)
1.86% Standard Exceeded (Level 4)

**9.31% Met or Exceeded** *Standard for Math*

65.84% Standard Not Met (Level 1)

### 2022-2023
Percent Met or Exceeded Standards by Grade Level
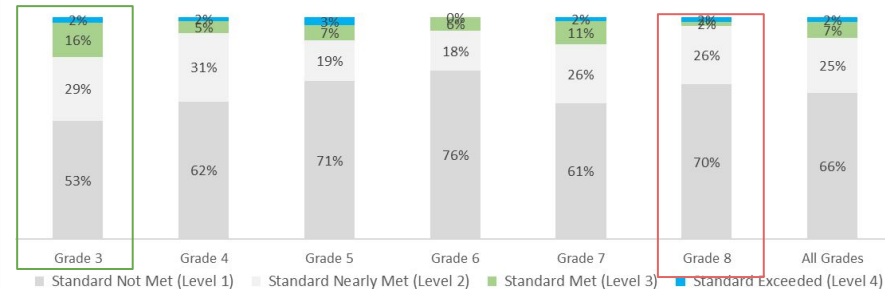


| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Standard Not Met (Level 1) | 53% | 62% | 71% | 76% | 61% | 70% | 66% |
| Standard Nearly Met (Level 2) | 29% | 31% | 19% | 18% | 26% | 26% | 25% |
| Standard Met (Level 3) | 16% | 5% | 7% | 6% | 11% | 2% | 7% |
| Standard Exceeded (Level 4) | 2% | 2% | 3% | 0% | 2% | 2% | 2% |
| Number of Students With Scores | 45 | 58 | 59 | 50 | 57 | 53 | 322 |

CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022



- **9.31%** of students met or exceeded Math standards (7.45% lower than the district at 16.76%)
- This was an increase of 1.6% from prior year
- **3rd grade** was the highest at 18% met or exceeded standards
- **8th grade** was the lowest at 4% met or exceeded standards

**Mathematics**

Orange

Source: Smarter Balanced Results, Monroe

# CAASPP Math 2022-2023
*By Area*
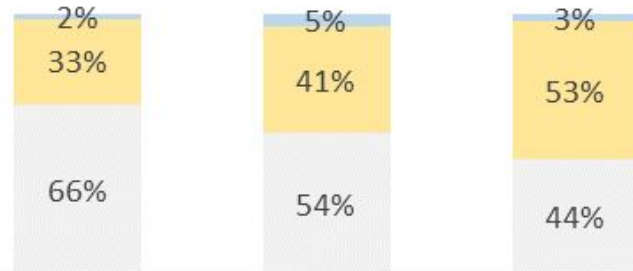
| | Concepts & Procedures | Problem Solving | Communicate Reasoning |
|---|---|---|---|
| Above Standard | 2% | 5% | 3% |
| Near Standard | 33% | 41% | 53% |
| Below Standard | 66% | 54% | 44% |



- **Concepts & Procedures** was the lowest math area in CAASPP at 66% of students below grade level
- **Communicate Reasoning** was the highest area at 56% of students near or above grade level
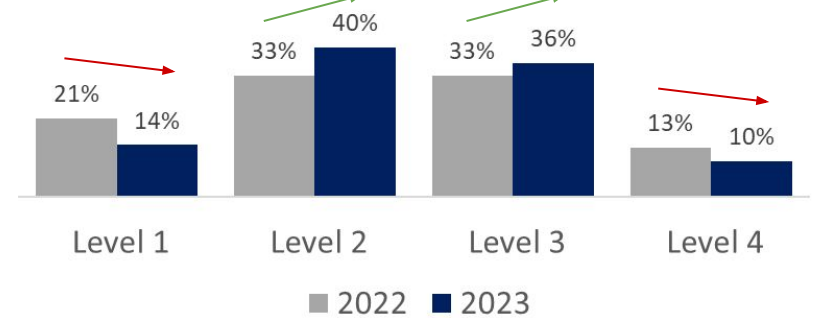
Mathematics

Orange
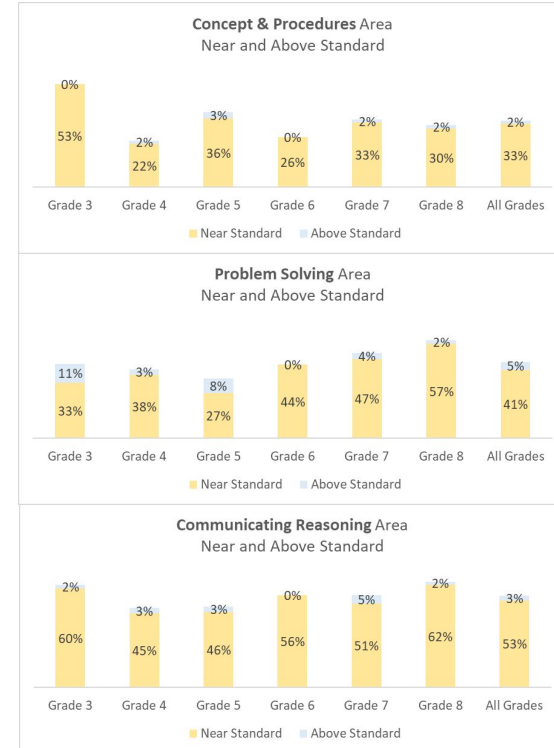
# ELPAC
# 2 Years Overview

Number of Students Tested With ELPAC 2022 and 2023
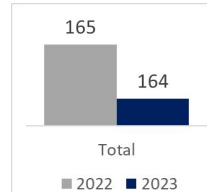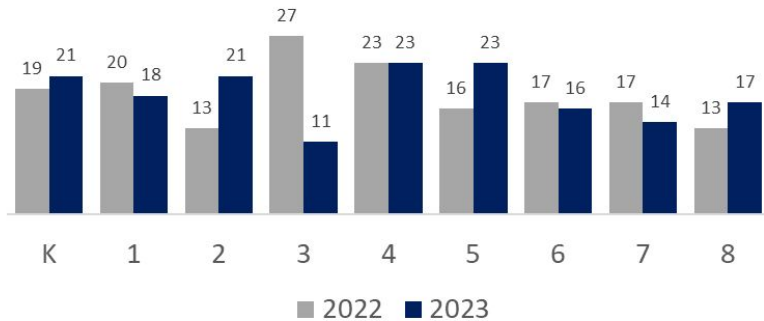
Percent of ELPAC Levels 2022 and 2023

- Number of students taking the ELPAC **decreased by 1** from 165 to 164
- The number of students increased the most in 2nd (+8)
- Percent of students scoring level 4 decreased by 3%

**English Learner Progress**

Green

Source: ELPAC Results, Monroe

# ELPAC 2022-2023
## *Overall Results*



ELPAC 2022-2023 **Overall** Language Performance Levels



ELPAC 2022-2023 **Oral** Language Performance Levels



ELPAC 2022-2023 **Written** Language Performance Levels
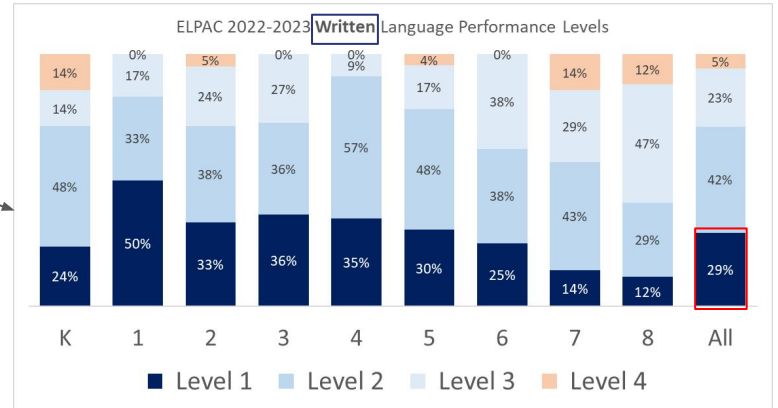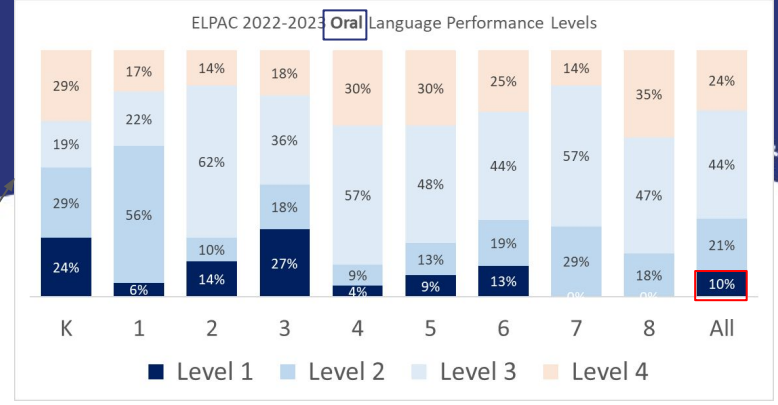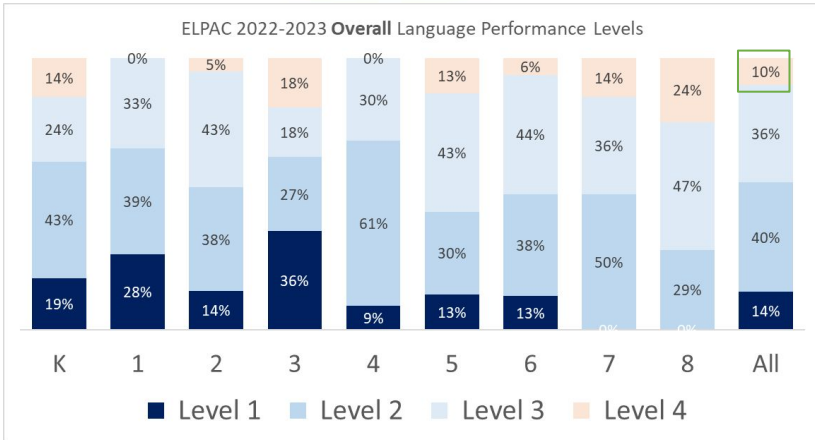
| PL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---|---|---|---|---|---|---|---|---|---|---|
| Level 1 | 4 | 5 | 3 | 4 | 2 | 3 | 2 | 0 | 0 | 23 |
| Level 2 | 9 | 7 | 8 | 3 | 14 | 7 | 6 | 7 | 5 | 66 |
| Level 3 | 5 | 6 | 9 | 2 | 7 | 10 | 7 | 5 | 8 | 59 |
| Level 4 | 3 | 0 | 1 | 2 | 0 | 3 | 1 | 2 | 4 | 16 |
| Total | 21 | 18 | 21 | 11 | 23 | 23 | 16 | 14 | 17 | 164 |

- **164 students** took the ELPAC in 2022-2023
- 10% of students received a 4 (considered "proficient")
- 29% of students received a 1 in **Written** Language versus 10% received a 1 in **Oral** Language

**English Learner Progress**

Green

Source: ELPAC Results, Monroe

# i-Ready

# i-Ready Reading

## % on Grade Level Diagnostic 3

|  | 2021-22 | 2022-23 |
|---|---|---|
| District K-8 | 34% | 37% |
| Monroe | 25% | 31% |

## % on Grade Level Diagnostic 2

|  | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| District K-8 | 24% | 26% | 26% |
| Monroe | 18% | 18% | 18% |

## Diagnostic 3 - End of Year

- Monroe increased the percent of students on grade level by 6% with 31% of students on grade level at the end of last year
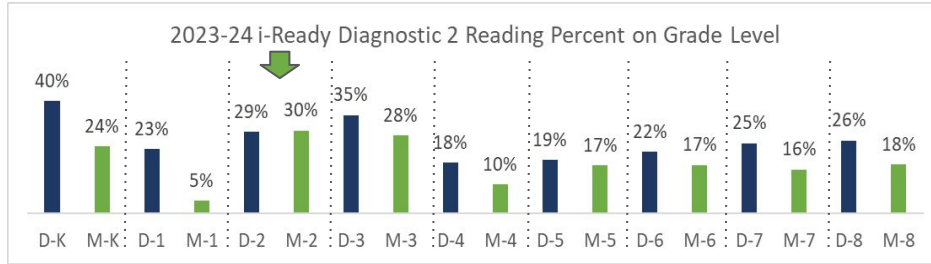
## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter 2023-24), 18% of students were on grade level, the same as prior year

Source: 2023-24 i-Ready Dashboard

# i-Ready Diagnostic 2 Reading
## *On Grade Level*

### 2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 40% | 24% | 23% | 5% | 29% | 30% | 35% | 28% | 18% | 10% | 19% | 17% | 22% | 17% | 25% | 16% | 26% | 18% |
| D-K | M-K | D-1 | M-1 | D-2 | M-2 | D-3 | M-3 | D-4 | M-4 | D-5 | M-5 | D-6 | M-6 | D-7 | M-7 | D-8 | M-8 |

### Percent on Grade Level Versus Prior Year Diagnostic 2

| D-K | M-K | D-1 | M-1 | D-2 | M-2 | D-3 | M-3 | D-4 | M-4 | D-5 | M-5 | D-6 | M-6 | D-7 | M-7 | D-8 | M-8 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| -1% | 0% | 2% | -2% | 2% | 8% | 2% | 2% | -3% | -2% | -1% | 3% | 1% | 0% | 1% | -2% | 0% | -9% |
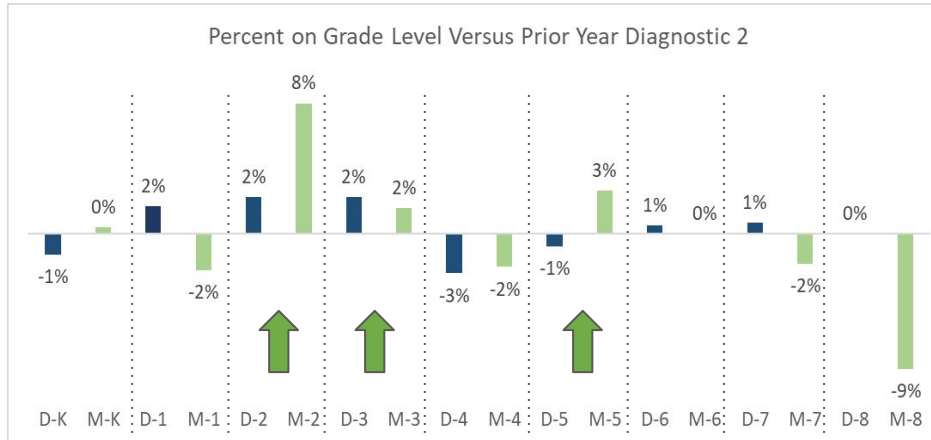
## Strengths

- 2nd grade had a higher percent on grade level than the district
- 2nd grade, 3rd grade, and 5th grade increased the percent of students on grade level

## Opportunities

- 8th grade decreased the percent of students on grade level by 9%
- 1st grade had the lowest percent on grade level at 5%

*D = District*
*M = Monroe*

Source: 2023-24 i-Ready Dashboard

# i-Ready Reading Domains
*Percent on Grade Level*

## Strengths

- The percent of students on grade level in Phonics and Literature increased versus prior year

## Opportunities

- Vocabulary, Literature, and Informational Text had the highest gap of percent on grade level to the district



Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

D PA 84% 84% | M PA 83% 82% | D PH 58% 59% | M PH 53% 55% | D HFW 75% 76% | M HFW 75% 72% | D VOCAB 24% 24% | M VOCAB 18% 17% | D LIT 29% 30% | M LIT 22% 23% | D INFO TEXT 27% 26% | M INFO TEXT 21% 19%

2022-23    2023-24



Percent Difference from District

PA -1.9% | PH -3.8% | HFW -3.4% | VOCAB -6.7% | LIT -6.8% | INFO TEXT -6.5%
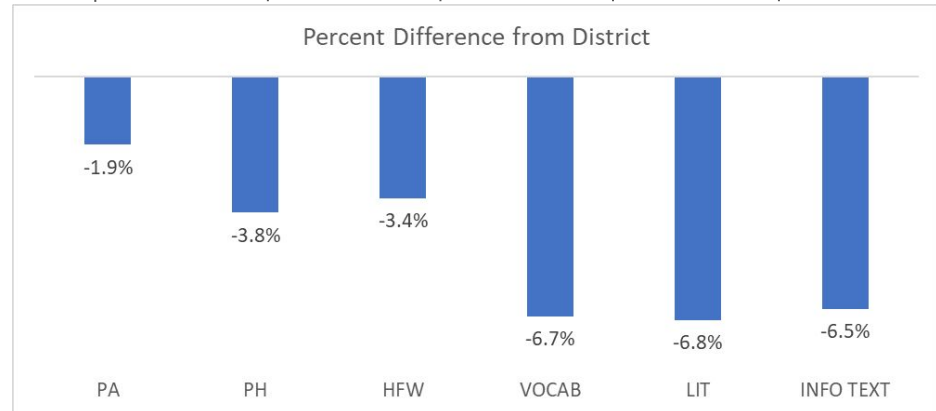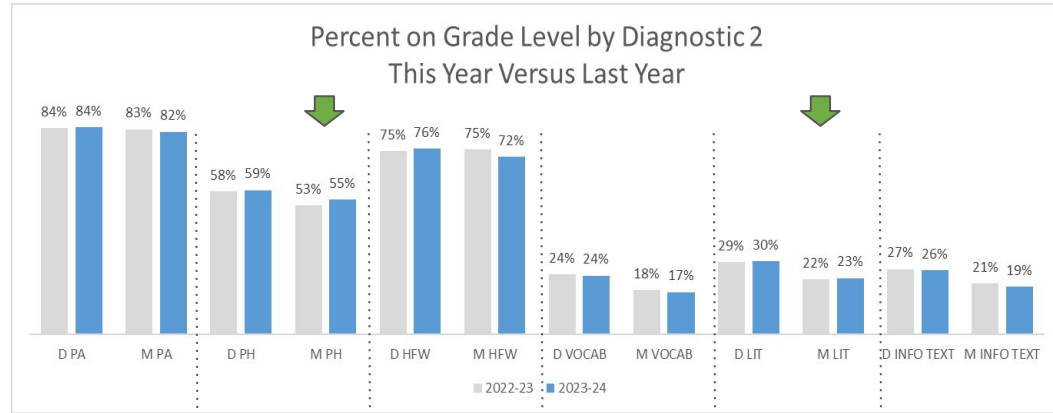
D = District
M = Monroe
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT = Literature
INFO TEXT = Informational Text

Source: 2023-24 i-Ready Dashboard

# i-Ready Math

### % on Grade Level Diagnostic 3

| | 2021-22 | 2022-23 |
|---|---|---|
| District K-8 | 30% | 32% |
| Monroe | 22% | 27% |

### % on Grade Level Diagnostic 2

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| District K-8 | 16% | 18% | 17% |
| Monroe | 11% | 12% | 13% |
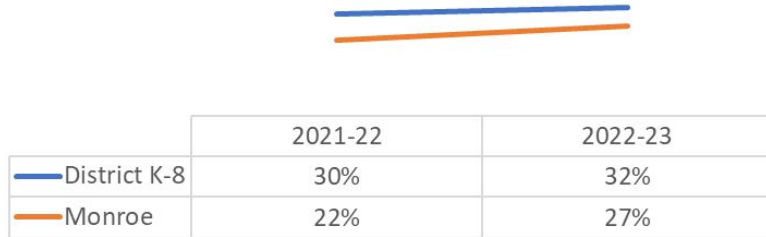
## Diagnostic 3 - End of Year

- At the end of 2022-2023, Monroe increased the percent of students on grade level by 5% to 27%

## Diagnostic 2 - Most Current

- For the most recent diagnostic, 13% of students were on grade level, increasing 1% from prior year

Source: 2023-24 i-Ready Dashboard

# i-Ready Diagnostic 2 Math
## *On Grade Level*

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level



Percent on Grade Level Versus Prior Year Diagnostic 2
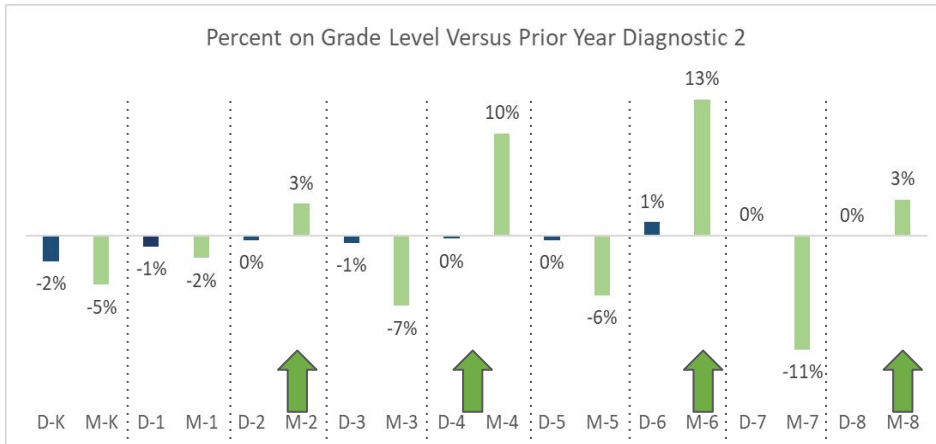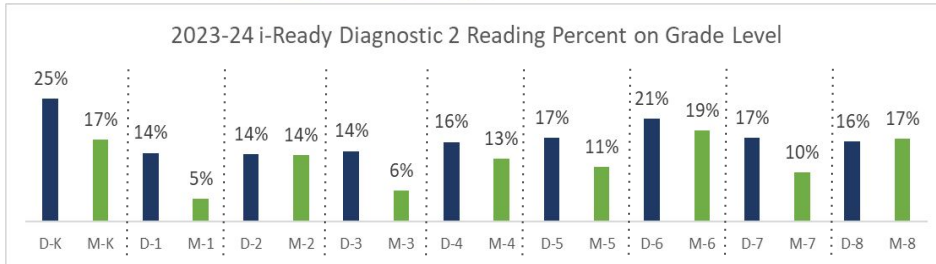
## Strengths

- 2nd, 4th, 6th, and 8th increased the percent of students on grade level versus the prior year

## Opportunities

- 7th grade had the largest decline for percent on grade level at -11%

*D = District*
*M = Monroe*

Source: 2023-24 i-Ready Dashboard

# i-Ready Math Domains
*Percent on Grade Level*

**Strengths**

- Numbers & Operations and Measurements & Data had the highest percent of students on grade level at 19%
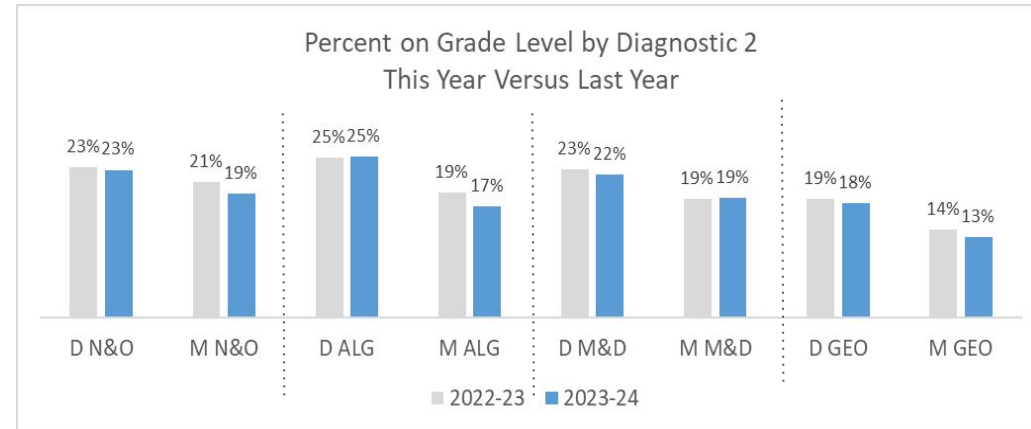
**Opportunities**

- Algebra had the largest gap to the district and a 2% decrease in percent of students on grade level

Source: 2023-24 i-Ready Dashboard



Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

| | 2022-23 | 2023-24 |
|---|---|---|
| D N&O | 23% | 23% |
| M N&O | 21% | 19% |
| D ALG | 25% | 25% |
| M ALG | 19% | 17% |
| D M&D | 23% | 22% |
| M M&D | 19% | 19% |
| D GEO | 19% | 18% |
| M GEO | 14% | 13% |



Percent Difference from District
2024

| N&O | ALG | M&D | GEO |
|---|---|---|---|
| -4% | -8% | -4% | -5% |
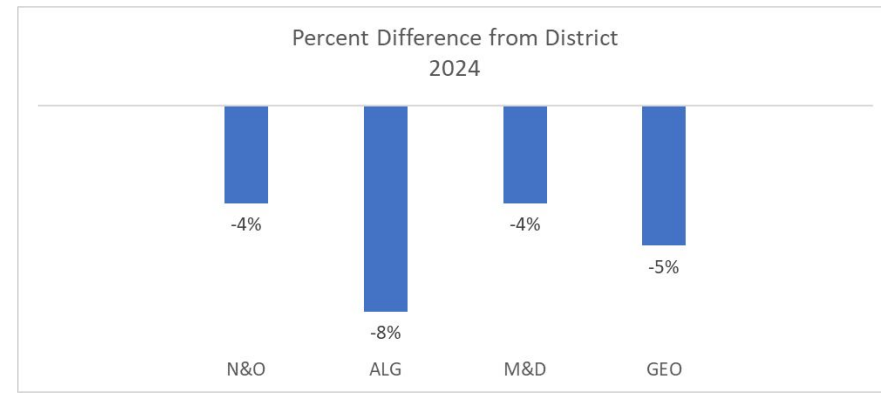
D = District
M = Monroe
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

# Curriculum Engagement and Results

Benchmark

# Benchmark Engagement
## *K-6 ELA Curriculum*

### Monroe
### Percent of Benchmark Unit Assessments Administered
### 2023-2024



Legend: (1) All  (2) Some  (3) None
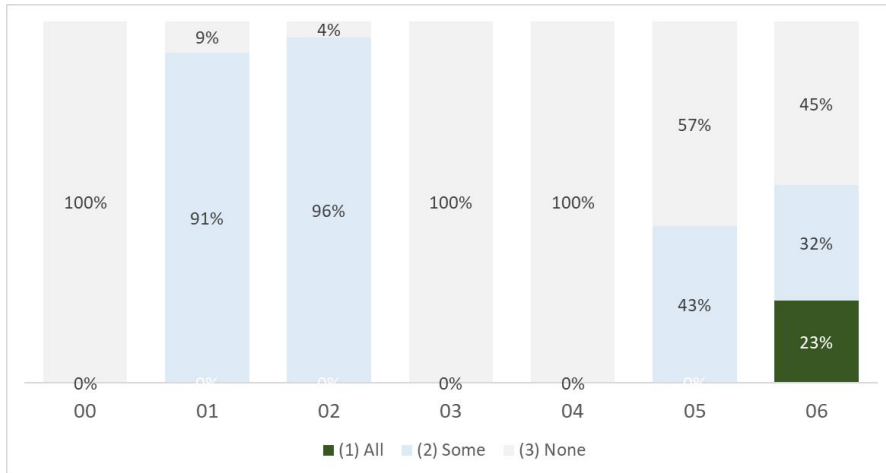
- At this point in the year, 6 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low:**
➔ **High Engagement**
  ○ None
➔ **Some Engagement**
  ○ 1st, 2nd, 5th, 6th
➔ No Engagement
  ○ Kinder, 3rd, 4th

*Data included is for online administered assessments

# Benchmark Standards Performance
## *Overall*

### Monroe

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---|---|---|---|---|---|
| School | 53 | 70 | 51 | 56 | 39 |
| Grade 1 | 45 | 67 | 49 | 58 | 22 |
| Grade 2 | 65 | 76 | 68 | 63 | 64 |
| Grade 4 | 100 | 100 | - | 100 | - |
| Grade 5 | 52 | 61 | 50 | 49 | 30 |
| Grade 6 | 49 | 63 | 44 | 51 | 38 |

### SUSD

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---|---|---|---|---|---|
| District | 52 | 64 | 43 | 50 | 46 |
| Grade k | 74 | 83 | 55 | 66 | - |
| Grade 1 | 57 | 72 | 56 | 67 | 50 |
| Grade 2 | 53 | 61 | 52 | 51 | 43 |
| Grade 3 | 47 | 59 | 41 | 45 | 50 |
| Grade 4 | 51 | 60 | 40 | 47 | 40 |
| Grade 5 | 48 | 58 | 43 | 45 | 45 |
| Grade 6 | 55 | 61 | 42 | 53 | 48 |

**Percent Difference From District**

| | |
|---|---|
| Language | 1 |
| Reading Foundational Skills | 6 |
| Reading Informational Text | 8 |
| Reading Literature | 6 |
| Writing | -7 |
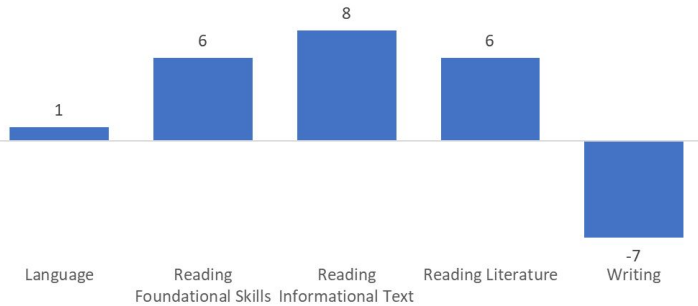
- **Reading Foundational Skills** was the highest percent correct at 70%, above the district at 64%
- **Writing** was the lowest percent correct at 39%, 7% below the district

# Curriculum Engagement and Results

Ready Math

# Ready Math Engagement

## Monroe
### Percent of Ready Math Unit Assessments Administered
### 2023-2024
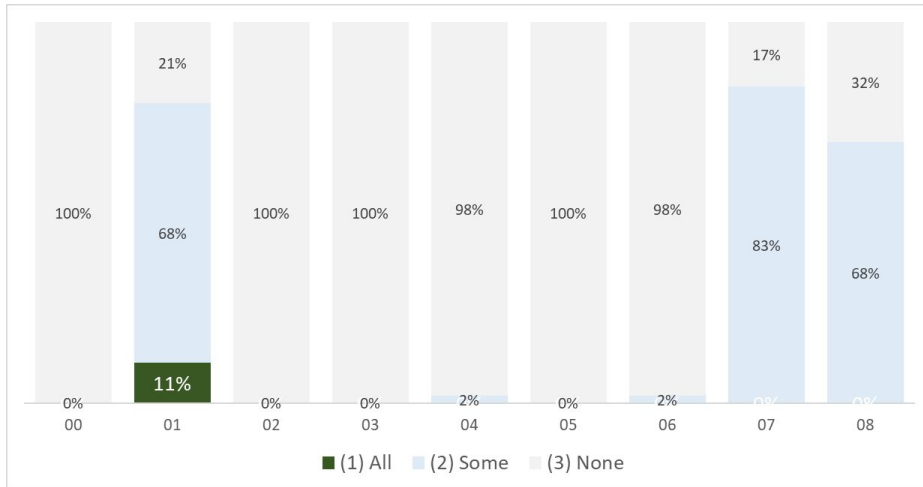


- Engagement in the Ready Math Unit Assessments is **low:**
- ➔ **High Engagement**
  - ○ None
- ➔ **Some Engagement**
  - ○ 1st, 7th, 8th
- ➔ **No Engagement**
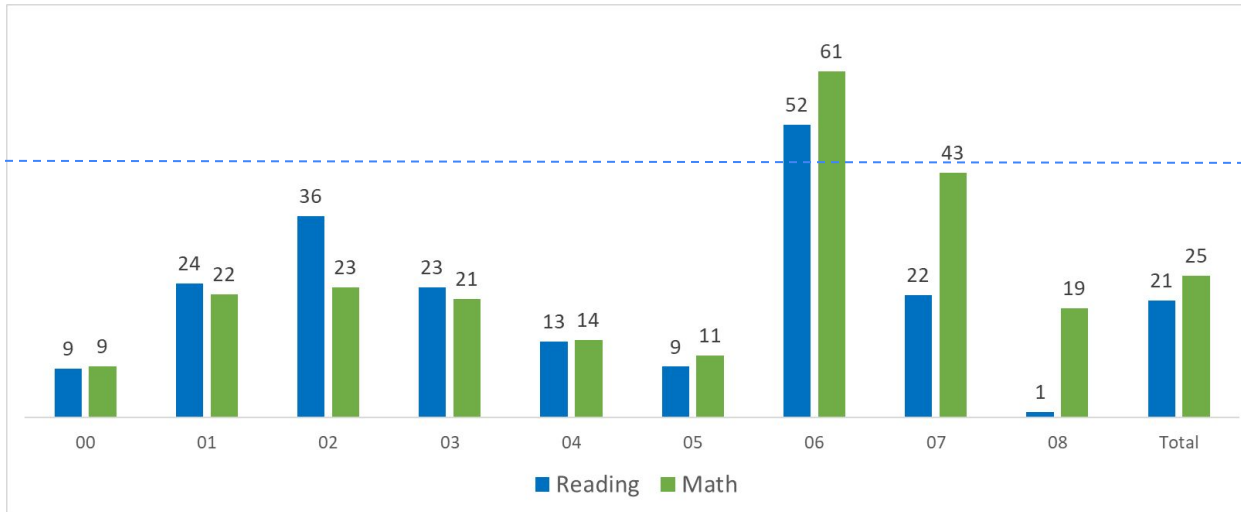  - ○ Kinder, 2nd, 3rd, 4th, 5th, 6th

# i-Ready Lessons

# Average Minutes - i-Ready Lessons



**\*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)**

- **Overall,** the average year-to-date minutes 21 for reading and 25 for math
- 6th grade had the highest average at 113 total minutes (52 for reading, 61 for math)

# i-Ready Pathway Data- Avg Minutes
## *Reading*
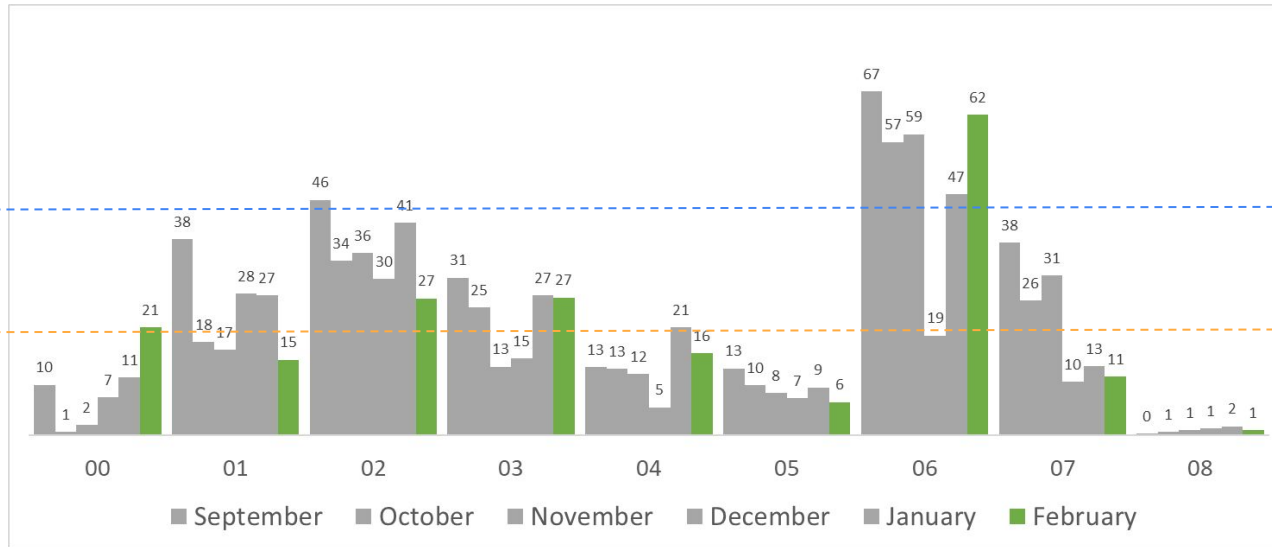
*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Monroe, **21 minutes** were spent on average in i-Ready **Reading (orange line)**
- 6th grade met the recommended weekly minutes

# i-Ready Pathway Data- % Correct
## *Reading*
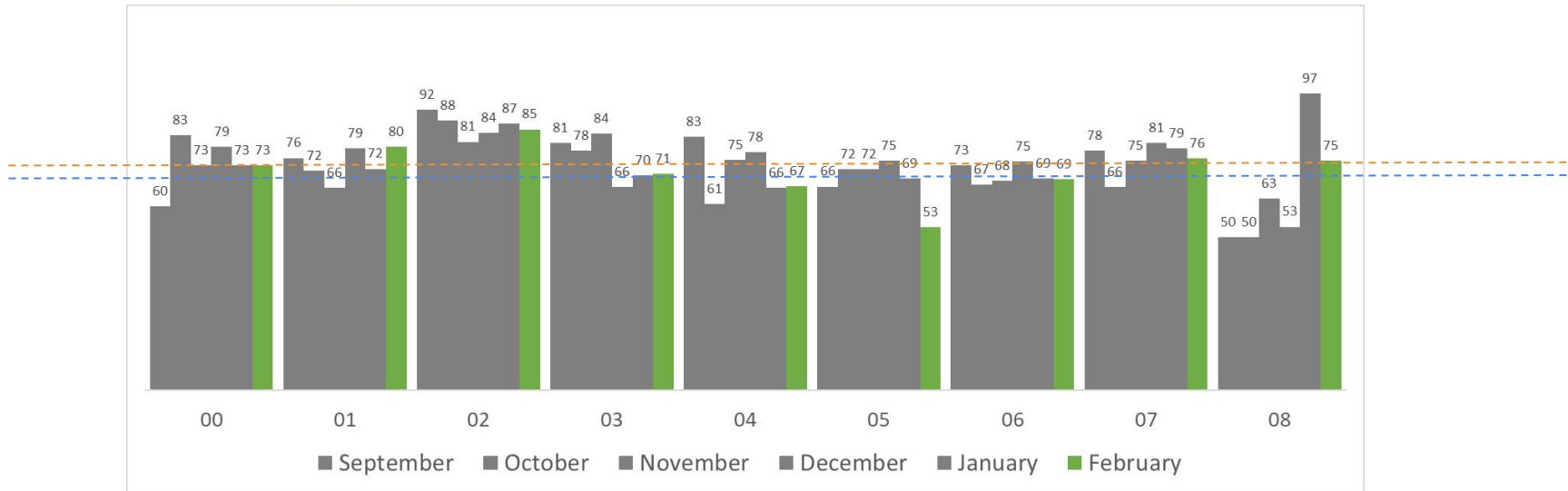
*i-Ready recommends 70% for passing lessons (blue line)*

- For Monroe, **average was 74%, above the target (orange line)**
- All grades met the recommended passing rate with the exception of 5th and 8th

# i-Ready Pathway Data- Avg Minutes
## *Math*
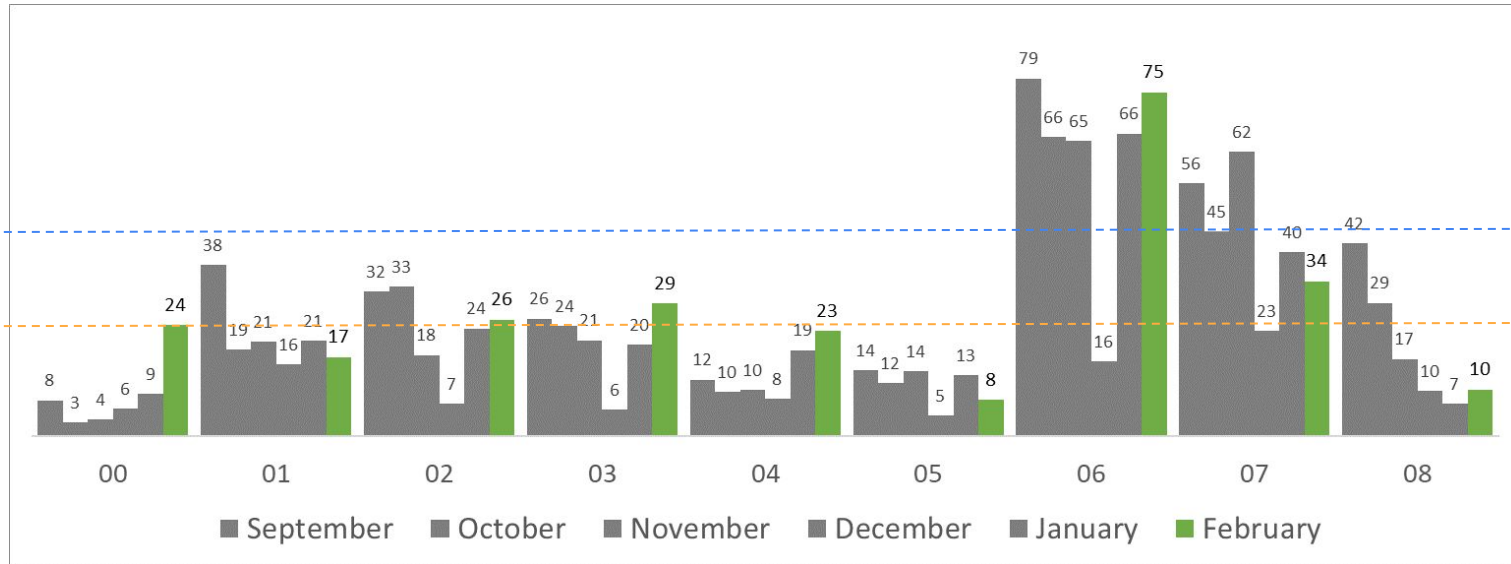
*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Monroe, **25 minutes** were spent on average in i-Ready **Math (orange line)**
- 6th grade met the recommended weekly minutes

# i-Ready Pathway Data- % Correct
*Math*
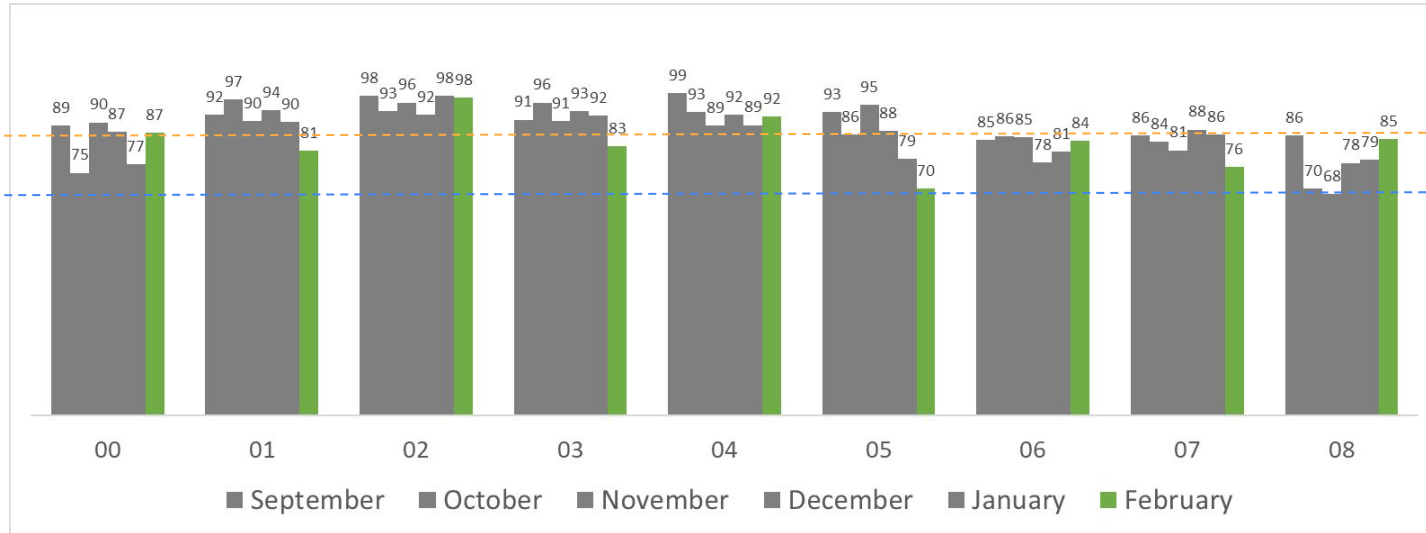
*i-Ready recommends 70% for passing lessons (blue line)*

- For Monroe, **average was 88% (orange line)**
- On average, all grades met the 70% target

# Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

## A

| Acronym | Description |
| --- | --- |
| AB | Assembly Bill |
| ACE | American Council on Education (Outside CDE Source) |
| ACSA | Association of California School Administrators (Outside CDE Source) |
| ACT | American College Testing (Outside CDE Source) |
| ADAD | Assessment Development and Administration Division – CDE |
| AID | Audits and Investigations Division – CDE |
| AIECE | American Indian Early Childhood Education |
| AMARD | Analysis, Measurement, and Accountability Reporting Division – CDE |
| AP | Advanced Placement |
| API | Academic Performance Index |
| ARP | American Rescue Plan Act of 2021 (Stimulus 3) |
| APR | Accountability Progress Reporting |
| ATSI | Additional Targeted Support and Improvement |
| AVID | Advancement Via Individual Determination |

## B

| Acronym | Description |
| --- | --- |
| BTSA | Beginning Teacher Support and Assessment |

## C

| Acronym | Description |
| --- | --- |
| CAASFEP | California Association of Administrators of State and Federal Education Programs (Outside CDE Source) |
| CAASPP | California Assessment of Student Performance Data System |
| CABE | California Association of Bilingual Education (Outside CDE Source) |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalSTRS | California State Teachers' Retirement System (Outside CDE Source) |
| CalWORKS | California Work Opportunity and Responsibility to Kids |

| | |
|---|---|
| CARES | [Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#) |
| CARS | [Consolidated Application and Reporting System](#) |
| CASBO | [California Association of School Business Officials](#) (Outside CDE Source) |
| CBEDS | [California Basic Educational Data System](#) |
| CBEST | [California Basic Educational Skills Test](#) (Outside CDE Source) |
| CCC | [California Community Colleges](#) (Outside CDE Source) |
| CCCCO | [California Community Colleges Chancellor's Office](#) (Outside CDE Source) |
| CCEE | [California Collaborative for Educational Excellence](#) (Outside CDE Source) |
| CCI | [College/Career Indicator](#) |
| CCR | [California Code of Regulations](#) |
| CCSESA | [California County Superintendents Educational Services Association](#) (Outside CDE Source) |
| CCSS | [Common Core State Standards](#) |
| CCSSO | [Council of Chief State School Officers](#) (Outside CDE Source) |
| CCTD | [Career and College Transition Division](#) – CDE |
| CDC | [Centers for Disease Control and Prevention](#) (Outside CDE Source) |
| CDE | [California Department of Education](#) |
| CDS Code | [County/District/School Code](#) |
| CEI | [Community Engagement Initiative](#) (Outside CDE Source) |
| CFIRD | [Curriculum Frameworks, and Instructional Resources Division](#) – CDE |
| CFR | [Code of Federal Regulations](#) (Outside CDE Source) |
| CFT | [California Federation of Teachers](#) (Outside CDE Source) |
| CHKRC | [California Healthy Kids Resource Center](#) (Outside CDE Source) |
| CHKS | California Healthy Kids Survey |
| CHSPE | [California High School Proficiency Examination](#) |
| CLAD | [Crosscultural, Language, and Academic Development](#) (Outside CDE Source) |
| CMD | [Clearinghouse for Multilingual Documents](#) |
| CMT | [California Department of Education Monitoring Tool](#) |

| | |
|---|---|
| CNIPS | [Child Nutrition Information Payment System](#) |
| COE | County Office of Education |
| CPS | Child Protection Services |
| CSB | [California School for the Blind](#) |
| CSBA | [California School Boards Association](#) (Outside CDE Source) |
| CSEA | [California State Employees Association](#) (Outside CDE Source) |
| CSI | [Comprehensive Support and Improvement](#) |
| 21CSLA | [21st Century California School Leadership Academy](#) |
| CSU | [California State University](#) (Outside CDE Source) |
| CTA | [California Teachers Association](#) (Outside CDE Source) |
| CTC | [Commission on Teacher Credentialing](#) (Outside CDE Source) |
| CTE | [Career Technical Education](#) |
| CYA | [California Youth Authority](#) (Outside CDE Source) |

## D

| Acronym | Description |
|---|---|
| Dashboard | [California School Dashboard](#) |
| DASS | [Dashboard Alternative School Status](#) |
| DHCS | [Department of Health Care Services](#) |
| DOF | [Department of Finance](#) (Outside CDE Source) |
| DOL | [U.S. Department of Labor](#) (Outside CDE Source) |
| DSS | [Department of Social Services](#) (Outside CDE Source) |

## E

| Acronym | Description |
|---|---|
| EANS | [Emergency Assistance to Non-public schools](#) |
| EC | [Education Code](#) (Outside CDE Source) |
| ED | [U.S. Department of Education](#) (Outside CDE Source) |
| EDGAR | [Education Department General Administrative Regulations](#) (Outside CDE Source) |
| EDMD | Educational Data Management Division – CDE |
| EEED | [Educator Excellence and Equity Division](#) – CDE |
| EL | [English learner](#) |

| | |
|---|---|
| ELA | English-language Arts |
| ELCD | [Early Learning and Care Division](#) – CDE |
| ELD | [Expanded Learning Division](#) – CDE |
| ELPAC | [English Language Proficiency Assessments for California](#) |
| ELPI | [English Learner Progress Indicator](#) |
| EL Roadmap | [English Learner Roadmap Policy](#) |
| ELSB | [Early Literacy Support Block](#) |
| ELSD | [English Learner Support Division](#) – CDE |
| ESEA | [Elementary and Secondary Education Act of 1965](#) (Outside CDE Source) |
| ESSA | [Every Student Succeeds Act](#) |
| ESSER | [Elementary and Secondary School Emergency Relief Fund](#) |
| ETS | [Educational Testing Service](#) (Outside CDE Source) |
| EWIG | [Educator Workforce Investment Grant](#) |

## F

| Acronym | Description |
|---|---|
| FASD | [Fiscal and Administrative Services Division](#) |
| FM | Fiscal Monitoring |
| FPM | [Federal Program Monitoring](#) |
| FRPM | Free or Reduced-Priced Meals |
| FTE | Full-time Equivalent |
| FY | Fiscal Year |
| FYS | [Foster Youth Services](#) |

## G

| Acronym | Description |
|---|---|
| GAD | [Government Affairs Division](#) – CDE |
| GATE | [Gifted and Talented Education](#) |
| GED | [General Educational Development Test](#) |

| GEER | Governor's Emergency Education Relief Fund |
|------|-------------------------------------------|
| GL | General Ledger |
| GMART | Grant Management and Reporting Tool |
| GPA | Grade Point Average |

## H

| Acronym | Description |
|---------|-------------|

## I

| Acronym | Description |
|---------|-------------|
| IB | International Baccalaureate |
| IDEA | Individuals with Disabilities Education Act (Outside CDE Source) |
| IEP | Individualized Education Program |
| IS | Independent Study |
| ISSPO | Integrated Student Support and Programs Office |

## J

| Acronym | Description |
|---------|-------------|

## K

| Acronym | Description |
|---------|-------------|

## L

| Acronym | Description |
|---------|-------------|
| LAC | Legal, Audits, and Compliance Branch |
| LASSO | Local Agency Systems Support Office |
| LCAP | Local Control and Accountability Plan |
| LCFF | Local Control Funding Formula |
| LEA | Local Educational Agency |
| LTEL | Long-term English Learner |

## M

| Acronym | Description |
|---------|-------------|

| MSD | Multilingual Support Division – CDE |
|---|---|
| MTSS | Multi-tiered System of Support (Outside CDE Source) |

# N

| Acronym | Description |
|---|---|
| NBCT | National Board Certified Teacher |
| NCBE | National Clearinghouse for Bilingual Education |
| NCLB | No Child Left Behind Act of 2001 |
| NEA | National Education Association (Outside CDE Source) |
| NGSS | Next Generation Science Standards (Outside CDE Source) |
| NPS | Non-Public School |
| NSBA | National School Boards Association (Outside CDE Source) |
| NSD | Nutrition Services Division – CDE |

# O

| Acronym | Description |
|---|---|
| OMB | Office of the Management and Budget |
| OSE | Office of the Secretary of Education (Outside CDE Source) |
| OSHA | Occupational Safety and Health Administration (Outside CDE Source) |

# P

| Acronym | Description |
|---|---|
| PCA | Program Cost Account |
| PFT | Physical Fitness Testing |
| PSAT | Preliminary Scholastic Achievement Test (Outside CDE Source) |
| PTA | Parent Teacher Association (State) (Outside CDE Source) |

# Q

| Acronym | Description |
|---|---|

# R

| Acronym | Description |
|---|---|
| RFA | Request for Applications |
| RFP | Request for Proposals |

| | |
|---|---|
| ROCP | Regional Occupational Centers and Programs |

# S

| Acronym | Description |
|---|---|
| SACS | Standardized Account Code Structure |
| S and C Funds | Supplemental and Concentration Funds |
| SARB | School Attendance Review Board |
| SARC | School Accountability Report Card |
| SASD | Student Achievement and Support Division – CDE |
| SAT | Scholastic Achievement Test |
| SB | Senate Bill |
| SBE | State Board of Education |
| SBP | School Breakfast Program |
| SCO | State Controller's Office |
| SCOE | Sacramento County Office of Education |
| SDAIE | Specially Designed Academic Instruction in English |
| SDC | Special Day Class |
| SEA | State Educational Agency |
| SED | Special Education Division – CDE |
| SELPA | Special Education Local Plan Area |
| SELPA Content Leads | SELPA Content Leads<br><br>https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp |
| SES | Supplemental Educational Services (Outside CDE Source) |
| SFSD | School Fiscal Services Division |
| SIG | School Improvement Grant |
| SIL | SELPA Systems Improvement Leads (Outside CDE Source) |
| SNP | School Nutrition Program |
| SnS | Supplement not Supplant |
| SpED | Special Education |
| SPSA | School-Plan for Student Achievement |
| SSC | Schoolsite Council |

| SSD | Single School District |
|---|---|
| SSI | School Support and Improvement |
| SSID | Statewide Student Identifier |
| SSO | (Statewide) System of School Support |
| SSPI | State Superintendent of Public Instruction |
| SSSSD | State Special Schools and Services Division |
| STAR | Standardized Testing and Reporting Program |
| STEM | Science, Technology, Engineering, and Mathematics |
| SWD | Students with Disabilities |
| SWP | Schoolwide programs |

## T

| Acronym | Description |
|---|---|
| T5 | Title 5, California Code of Regulations |
| TA | Technical Assistance |
| TAS | Targeted School Assistance |
| TSD | Technology Services Division |
| TSI | Targeted Support and Improvement |
| TUPE | Tobacco-Use Prevention Education |

## U

| Acronym | Description |
|---|---|
| UC | University of California (Outside CDE Source) |
| UCOP | University of California Office of the President (Outside CDE Source) |
| UCP | Uniform Complaint Procedures |
| UGG | Uniform Grant Guidance |
| USDA | U.S. Department of Agriculture (Outside CDE Source) |

## V

| Acronym | Description |
|---|---|
| VAPA | Visual and Performing Arts |

# W

| Acronym | Description |
|---------|-------------|
| WASC | [Western Association of Schools and Colleges](#) (Outside CDE Source) |
| WestEd | [WestEd](#) (Outside CDE Source) |
| WIC | [Women, Infants, and Children](#) (Outside CDE Source) |

# X, Y, Z

| Acronym | Description |
|---------|-------------|
| YRE | [Year-round Education](#) |

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