



2017-2020

Single Plan for Student Achievement (SPSA)

Site Strategic Plan

School:	James Monroe Elementary School
Address:	2236 E. 11th Street, Stockton, CA
CDS Code:	6042709
District:	Stockton Unified School District
Principal:	Mary Lou Rios
Revision Date:	January 30, 2018
District Governing Board approved:	April 10, 2018

For additional information on school programs and how you may become involved locally, please contact the following person:

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Position:	Principal
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SECTION I: BACKGROUND

Purpose/Intent

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Recommendations and Assurances

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district 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 material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

English Learner Parent Involvement Committee

Lorena Hermosillo
Signature

Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

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

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

6. This SPSA was adopted by the SSC at a public meeting on 1/30/18.

Attested:

Mary Lou Rios

Typed Name of School Principal

Mary Lou Rios
Signature of School Principal

3/6/18

Date

Pedro Garcia

Typed Name of SSC Chairperson

Pedro Garcia
Signature of SSC Chairperson

3/6/18

Date

Mission

Insert the school site's mission.

At Monroe, all students will learn and reach their maximum potential in a safe and caring environment. We provide a solid foundation of knowledge, values, and skills to ensure students will become successful, productive members in an ever-changing world.

Vision

Insert the school site's vision.

At Monroe Elementary School we strive to create a welcoming, caring, and safe environment that motivates and inspires our students to meet their full academic and personal goals. Our staff is dedicated to teaching rigorous standards using collaboration, creativity, and technology. We respect the needs and opinions of all stakeholders. Through these relationships, along with persistence and dedication, we will prepare our students to be college and career ready.

School Site Story

Briefly describe the students and community and how the school site serves them, include student demographic data and specialized programmatic information.

Monroe enjoys a rich history of academic and cultural excellence that is the result of a collegial partnership between the school staff and parents who provide a diversity of experiences for the students. Monroe school is a K-8 school with full-day kindergarten and Head-start preschool classes

Monroe Elementary has been servicing students in the South Stockton area for over 30 years, with a population of approximately 600 students. Monroe's demographics with 73% Hispanic, 11% Asian, 9% African American, 2% white, 2% American Indian or Alaska Native, 1% Filipino and with 3% two or more races.

Monroe's primary languages spoken in the home are Spanish (50%), English (44%), Hmong (5%), Lao (1%), Vietnamese, Filipino and Urdu (less than 1%). Almost half of Monroe's population are English Language Learners with 49% and 59% EO's (English Only). Our ELL students continue to reclassify according to state and district criteria, in 16-17 approximately 42 students reclassified, this 17-18 school year 24 students have reclassified in the fall 2017.

Our goal is to provide an academically rigorous learning environment with mastery of the Common Core grade level standards in reading, writing, and mathematics which forms the foundation of the instructional

program for all our students through MTSS (Multi- Tiered System of Support) to ensure equitable access and opportunity for all students to achieve.

Monroe continues to maximize instructional minutes through (RTI) Response to Intervention targeted instruction and implementation of research-based instructional strategies. Monroe teachers continue to grow professionally as they attend Professional Learning Community (PLC) site team meetings, teacher collaboration, district staff development and receive in class support from the instructional coach. Common Formative Assessments (CFAs), benchmark tests and the Diagnostic Reading Assessment (DRA) are given to the students throughout the year to monitor their academic progress, and the data is used to academically group students and drive teachers' instruction to meet the needs of our Monroe students.

The administrators and Monroe's PBIS team provide a safe and orderly campus where your student may focus his or her energy on learning. We will provide instructional support to our staff in order for them to have what they need to teach effectively. All students have the opportunity to meet their maximum potential with the guidance and support of Monroe's School's well-trained teachers and support staff. Monroe Elementary is currently an AVID Elementary and Middle school certified site. We prescribe to the AVID mission to student learning and close the achievement gap by preparing all students for college readiness and success in a global society.

Monroe continues to build a strong collaboration and partnerships with our community, parents and families of the students we teach. Parent involvement and participation is needed and valued. Communication is a vital component to the success of our students. Information can be found on our website, bulletins, weekly communicator folders with notices, parent messenger and marquee. Monroe looks forward to working with our community and parents to create new opportunities and new accomplishments for our students.

SECTION II: EVALUATION

Plan Priorities

- Identify 2-3 top priorities of the 2016-2017 Single Plan for Student Achievement.
- Identify the major expenditures supporting these priorities.

Monroe Elementary focuses on 3 goals, to raise student achievement, close the achievement gap between our EL and EO students, and to ensure a safe positive environment through our supporting initiatives:

•PLCs

Collaboration- Leadership, RTI,
Data Teams (data analysis and interventions for student support)
Learning Walks (data collected on Costa's Levels of Questioning)
Direct Instruction
MTSS (RTI- Response to Intervention - T1, T2, T3)
CARE Team (SAP/SST)
STEP-UP (Academic Hour)

•AVID

WICOR (rigor)
Costa's Level of Questioning- Learning Walks
Avid Assessment
Avid Matrix
AVID Training (AVID Summer Institute, District AVID Training, On site training-Critical Reading, AVID Strategies for student success)
AVID Material (Planners, Binders, pencil pouches, weekly organizers, field trips to college and universities)

•PBIS (Positive Behavior Interventions and Supports)

School Wide Discipline Plan (Foundations- Implement Modules)
Character Traits
Celebrations
Student Assemblies
PLUS Team
VCC (Implement 2018)
Attendance Incentives
Step-Up Program
MESA

Identify the major expenditures supporting these priorities.

Teachers
Principal
Full Time Assistant Principal

Full Time Counselor
 Full Time Instructional Coach
 Librarian (3.5 hrs)
 Community Aide (3.5 hrs.)
 PLC Staff Development
 AVID Staff Development (Summer Institute and on-site Training)
 Collaboration Time, both during and after school.
 Teacher Academic Conferences.
 Learning Walks
 Instructional Technology, both teacher and student.
 A2Z Consultants
 Intervention Teacher
 Instructional Assistants

Plan Implementation

- Identify strategies in the 2016-2017 Single Plan for Student Achievement (SPSA) that were fully implemented as described in the plan.
- Identify strategies in the 2016-2017 SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.
- What specific actions related to those strategies were eliminated or modified during the year?
- Identify barriers to full or timely implementation of the strategies identified above.
- What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?
- What impact did the lack of full or timely implementation of these strategies have on student outcomes?
- What data did you use to come to this conclusion?

Monroe Annual Goals - Raise ALL Students' Achievement and Close the Achievement Gap Between EL and EO students.

By July 2017, all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10% of the percentage of students who did not meet their goal from the previous year.

By July 2017, no school shall have less than 20% proficient in ELA.

By July 2017, the percentage of ALL students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase from an overall 48.6% (2016-2017) to (17-18).

All District English Learner (EL) students will improve one CELDT performance band level per year and students scoring Advanced will maintain proficiency and/or reclassify.

By July of 2017, the percentage of ELs making annual progress in learning English will increase by 5% from the previous year, as measured by CELDT AMAO 1.

By June 2017, the percentage of EL students being reclassified (RFEP), will increase by 5% from the previous year, until 100% are reclassified.

Strategies Implemented at Monroe Elementary for student success:

- Instructional Coach- supports teachers with lesson study, coaching cycle, UoS Plan and having reflective conversations.
- Teacher release time (substitute teachers) for collaboration, curriculum development, training, and staff development at the PDC.
- AVID Staff Development - Train on effective teaching strategies, and study skills.
- Principal, Assistant Principal and Counselor implement and monitor Positive School Climate/Safe Learning Environment- Through District adopted MTSS Foundation Modules, implement Restorative Circles
- CARE Team (consists of Principal, RSP Teacher, Psychologist, Counselor and AP) reviews data on Tier 3 student, IEP, SST's
- Counselor coordinates SAP/ SST process to identify students for Tier 3 support and Speech/ language intervention and possible RSP candidates, monitors student attendance
- RTI Process (Consists of After-school Academic Hr. Teacher coordinator, Counselor, After-school STEP-UP Coordinator, Principal and AP).
- Assistant Principal monitor's EL, ELL, Reclassification and MTSS
- PBIS Team implement Staff Development in PBIS
- Counselor and PLUS Teacher coordinate PLUS / PBIS student activities for a positive learning environment
- Monroe provides academic and behavior celebrations.
- Principal, A.P., Counselor, PBIS Team monitors a school-wide behavior plan, trains noon duty and CSA
- Intervention teacher for Tier 3 students- Implemented half a year spring of 2017
- ELD time increased for K-4 (40 minutes daily) and platoon by student level.
- Yearly schedule adapted for learning centers for all Tier 1, 2 & 3 students and implementation of 30 min. strategic time for K-5th gr.) to target Tier 3 students, this schedule adapted due to no Intervention Teacher.
- 6th-8th grade are provided 50 minutes of an elective intervention in ELA.
- Community Aide- Monroe has had an increase of parent participation on campus due to outreach services done by Community Aide.
- Newly hired Librarian- Library availability for all students to encourage the love of reading

Description of Monroe's barriers to meeting school goals:

- More than 50% intermediate and Middle School students below grade level (2 or more grade levels behind in MAP/SBAC in grade levels 4-8th gr.)
- Need Instructional Aides to support teacher with Tier 2 & 3 students in the classrooms for 4th-8th grade during strategic time.
- No intervention teacher- Teacher was placed back in the classroom due to teacher shortage.
- Need on site VCC (Valley Community Counseling) student trauma support
- Lack of Substitutes
- Lack of District Adopted Intervention Program to support Tier 3 students
- Librarian newly hired, needs training
- Monroe Library needs an upgrade, shelves and new literature books (books outdated)
- Program Specialist needed to monitor MAP, SBAC, CELDT, BADER testing, Intervention Program and support teachers and students with implementation of learning centers and strategic time.

Identify strategies in the current SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

- Lack of planning & training due to lack of subs.
- Intervention teacher returned to the classroom, teacher shortage.
- Valley Community Counselor implementation will begin in 2018
- Strategic and Learning time, not all teachers implement

Strategies and Activities

- Identify those strategies or activities that were particularly effective in improving student achievement.
 - What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?
 - Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.
 - Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement
- Release time for Kindergarten teachers to administer one-on-one student assessments (CELDT, Open Court). Teachers are to analyze MAP Data and Open Court Data to monitor student growth during CAT (Collaborative Action Team Meetings)
 - Instructional Coach - Teacher release time (substitute teachers) for collaboration, curriculum development, training, staff development at the PDC. Teacher monitor's CFA, data at CAT Team Meetings.
 - Learning Walks- Focused on Costa's Levels of Questioning, to accumulate data and leadership will analyze and provide outcome at PLC site meeting.
 - AVID Staff Development- present AVID strategies on critical reading, WICOR strategies, Socratic Seminars. AVID is monitored through Monroe Site Annual AVID goals, Matrix, AVID Assessment, AVID CCI
 - PLC Staff Development - PLC Rubrics
 - Staff Development in Foundations Modules / PBIS (Restorative Circles) - Attendance reports, Suspension reports
 - A2Z Training K -8th grade teachers at PDC with follow up lesson cycles at school site- Monitor through student MAP growth, CFA's, SBAC
 - CARE / RTI Team Identify Tier 3 students for SAP/ SST process

Involvement/Governance

- How was the School Site Council (SSC) involved in development of the plan?
- How were advisory committees involved in providing advice to the SSC?
- How was the plan monitored during the school year?
- What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

SSC members assisted in the analysis of student achievement data, School/Parent/ Student Compact, Safety Comprehensive Plan reading through the 2016-17 SPSA and making recommendations for SPSA. SSC members also participate in all aspects of budget decision making, making recommendations for personnel expenditures, equipment purchases (computers), and materials/supplies.

ELAC members participated at meetings by reviewing the 2016-17 SPSA, especially the English Learner section in creating a Parent survey (on Monroe Website- to be available in January 2017) Safety Comprehensive Plan, Parent/Student/ Teacher Compact. ELAC did not make recommendations for changes.

Outcomes

- Identify any goals in the 2016-2017 Single Plan for Student Achievement (SPSA) that were met.
- Identify any goals in the 2016-2017 SPSA that were not met, or were only partially met.
- List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.
- Based on this information, what might be some recommendations for future steps to meet this goal?

By July 2017, all students (grades 3-8) meeting their expected English Language Arts growth on the Smarter Balanced Assessment Consortium (SBAC) also referred to as CAASPP will increase by 10% of the percentage of students who did not meet their goal from the previous year. - NOT MET

- 17% proficient students in reading, an increase of 3% in reading for SBAC 16-17 school year
- 20% proficient students in Math, an increase of 4% in Math SBAC for 16-17 school year

By July 2017, no school shall have less than 20% proficient in ELA. - NOT MET

- 17% proficient students in reading, an increase of 3% in reading for SBAC 16-17 school year

By July 2017, the percentage of ALL students (grades K-8) meeting their expected READING growth on the Measures of Academic Progress (MAP) will increase from an overall 48.6% (2016-2017). -NOT MET

- Increase from 45.9% during 2015-2016.

All District English Learner (EL) students will improve one CELDT performance band level per year and students scoring Advanced will maintain proficiency and/or reclassify. - TBD

By July of 2017, the percentage of ELs making annual progress in learning English will increase by 5% from the previous year, as measured by CELDT AMAO 1. - N/A

- AMAO 1 was discontinued as the state level.

By June 2017, the percentage of EL students being reclassified (RFEP), will increase by 5% from the previous year, until 100% are reclassified.

Increase of EL reclassified students (32 students compared to 25 in 2015-16).

Summary of Review of Overall Performance

Greatest Progress

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

According to the California Dashboard, Monroe has seen a significant growth with English Learners, a +13-point increase in Math and a +9.7 point increase in ELA with an increase of 40 reclassified students for the 16-17 school year, and continue to increase mid-year (17-18) with 24 reclassified students. This can be attributed to:

- Change to the master schedule to ensure uninterrupted ELD instructional minutes
- Increased ELD instructional minutes by 10 minutes in grades K- 4
- School wide acknowledgement of Reclassification
- Professional Development from County and Language Development Office
- CELDT testing was administered strategically; speaking component with familiar proctor
- Saturday School focused on targeted English Learners (Spring 2017)
- 2015-2016 targeted ELAT meetings
- Parent Trainings of criteria for reclassification
- Student SMART goals
- Increased awareness and goal setting of reclassification
- leveled ELD classes
- Integrated / Designated ELD (Fidelity to ELD time with no interruptions)
- AVID strategies
- EDI strategies
- Paraprofessional Bilingual Aide

Greatest Needs

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

According to the California Dashboard, Monroe has a great need to improve with Suspension Rates with 8.7 points. Improvements for these areas are as follows:

- PBIS matrix of common areas
- PBIS lesson plans and accountability
- Implementation of PAWS forms prior to receiving a referral; buddy teacher
- School-wide roll-out of Circles and Restorative Conversations
- Diversity Training
- Culturally Relevant Training- AVID training
- Middle School Academic and Behavior Contract
- Positive Parenting Training
- Parent Conferencing
- Positive school-wide incentives: PROWL tickets, socials, dances, field-trips, “super recess,” movie award
- PLUS: forums, surveys, presentations

According to the California Dashboard, Monroe's focus to improve with English Language Arts by increasing at least +10 points to move from red to orange with all students and improve in Mathematics +-3 - +5 points moving from orange to yellow with all students.

- Strategic time
- Learning Centers
- Academic Conferences
- Continued work with A2Z
- Coaching cycles with Instructional Coach
- After-school Tutoring
- Data cycles focusing on one standard (rock) at a time)
- Learning Walks with focus on Costa's Levels of Questioning
- AVID Training
- Site visits of AVID implementation
- Parent Academic Workshops
- Computer Programs: NEWSELA, Imagine Learning, ST Math, AVID Weekly, Accelerated Reading

Performance Gaps

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

ELA:

Students with Disabilities

- Learning centers
- Accommodations are implemented on local performance indicators
- Targeted tutoring
- Strategic learning time in master schedule
- Differentiated instruction through technology: ST Math, NEWSELA, Imagine Learning
- Continuous monitoring of learning targets

English Learners

- Alignment of ELD standards within Units of Study
- Change to the master schedule to ensure uninterrupted ELD instructional minutes
- Increased ELD instructional minutes by 10 minutes in grades K- 4
- School wide acknowledgement of Reclassification
- Fidelity to ELD time with no interruptions
- Professional Development from County and Language Development Office
- CELDT testing was administered strategically; speaking component with familiar proctor
- Parent Trainings of criteria for reclassification
- Student SMART goals
- Increased awareness and goal setting of reclassification
- Leveled ELD classes
- Paraprofessional Bilingual Aide
- ELAT Meetings

Suspension Rates:

Socioeconomically Disadvantaged/ Students with disabilities

- Increased Special Ed assistant hours
- Full-time Resource Teacher

- 3-hour Community Aide
- Fidelity to IEP and 504 plan supports and accommodations
- Academic and behavior supports
- Regular communication and collaboration between resource teacher and general ed classroom teacher
- Monthly CARE team meetings
- Valley Community Counseling on campus
- Collaboration with support staff
- Campus Security training to support student behavior
- Paid training for noon duty supervisors
- Full time School Counselor
- Behavior Intervention Plans
- Community Supports (YMCA) for structure play/sports during recesses
- Restorative Circles and conversations
- Diversity Training
- AVID strategies: culturally relevant teaching, Socratic seminar, fish bowl

SECTION III: STAKEHOLDER OUTREACH

Stakeholder Involvement

Describe how the plan was developed with parents, community members, teachers, principals, other school leaders, secondary students, paraprofessionals, and other interested individuals or groups as determined by the school. (20 U.S.C. §6314(b)(2).) Include the stakeholder group and applicable meeting dates.

- School Site Council members 12/15/17
- ELAC meetings 1/8/18
- Leadership Team meetings: 12/15/17, 1/3/18

SECTION IV: STRATEGIC PLAN – EDUCATIONAL STRATEGIES ALIGNED TO LCAP GOALS

Strategic Planning Details and Accountability

LCAP Goal 1: Student Achievement

SUSD will provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners.

Strategic Area of Focus

Academic Student Achievement

- Tier 1
 - English Language Arts and English Learners
 - Mathematics
 - Social Studies
 - Science

Student Interventions

- Tier 2
 - English Learners
 - After School
 - Tier 3

Preschool Transition, 8th grade Transition, & College and Career Preparatory Opportunities

- Preschool Transitional
- 8th Grade Transitional
- Career and College
- A-G Course Completion

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Academic student Achievement	To provide students with resources and supports to increase writing proficiency across all content areas to supplement core instruction using AVID note taking strategies to meet grade level expectations (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fish bowl, etc.)	All classrooms implement WICOR, Cornell Notes strategies AVID Professional Development sign in sheet AVID Learning Walks Data - focus is Costa's Levels of Questioning AVID Tool assessment checklist completed by teacher	Trimester	\$2,000 (Teacher Additional Comp)	Title I	11500
1.2 Academic Student Achievement	To provide supplemental instructional materials, resources, equipment/technology, and supplies to enhance student learning such as project materials (e.g., binders, binder paper, copy paper, pencils, color pencils, graph paper, Cornell notes pads, dividers, folders, post-it notes, color markers, poster board, tri-fold poster board, sharpies, various colors of ink pens, chart paper, glue, construction paper, highlighters, journals, pencil pouches, planners, etc., technology/equipment (e.g., laptops, In-focus projectors, headphones, printers, Duplo, copier, laminator,	Trimester UoS performance tasks Monthly projects Bi-weekly use of teacher created Common Formative Assessments (evidence of Data cycle worksheet) Student work in binders (cornell notes for all subject areas, folders, dividers, SMART goals) teacher binder check Admin. Monitor Technology program	Trimester	\$10,886 \$2,000 (Instructional Materials) \$5,000 \$20,000 (Equipment) \$500 (Duplicating) \$485 (Maintenance Agreement)	Title I LCFF	43110 44000 57150 56590

	and riso, etc.), web-based programs, duplicating, etc.					
1.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Trimester	\$2,000 (Teacher Additional Comp)	Title I	11500
1.4 Academic Student Achievement	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, AVID strategies, academic conferences, data analysis, PLC process, attending conferences/training (e.g., PLC, RTI, AVID CFA's, etc.), etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences/training attended	Monthly	\$6,000 (Teacher Additional Comp) \$10,000 \$5,000 (Teacher Substitute Pay) \$53,602 (Salary/Benefits) \$10,000 (Conference)	Title I LCFF	11500 11700 19101 52150
1.5 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies, literacy programs (e.g. Imagine Learning, Accelerated Reader, Newsela, etc.) to increase foundational reading, fluency, comprehension and rigor to meet grade level expectations (e.g., level 2 and 3 question development, close reading, GLAD, ELD	monitor growth through data AR tests comprehension test on Newsela increase student lexile level Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks	Weekly monthly	\$2,000 (Teacher Additional Comp) \$2,000 \$5,000 (Books) \$17,621 (Salary/Benefits) \$11,000 \$10,000 (License Agreement)	Title I LCFF	11500 42000 24101 58450

	Integrated/Designated, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Teacher/Student Binder checks Library Usage (facilities/scheduling) Bader testing modeling best practice reading strategies				
1.6 Academic Student Achievement: College and Career	To provide students with hands on experiential learning opportunities through field trips (e.g. college and academic focused), career exploration (e.g. Career Cruising, etc.), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc.	# of field trips # of college visits Career Cruising Usage # of PSAT taken pre/post assessment culminating project	Monthly	\$3,500 (Field Trip-Non-District Trans)	Title I	58720
1.7 Academic Student Achievement: Preschool and Incoming Kindergarten	Kindergarten teachers provide a Kinder Bridge Summer Meeting for Preschool and incoming Kindergarten so student become familiar with school environment. Teachers inform parent of Common Core standards and pretest student.	# of parents attending # of students attending pre/post assessment	Monthly	\$2,000 (Teacher Substitute Pay)	Title I	11700

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Academic student Achievement	To provide students with resources and supports to increase writing proficiency across all content areas to supplement core instruction using AVID note taking strategies to meet grade level expectations (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fish bowl, etc.)	All classrooms implement WICOR, Cornell Notes strategies AVID Professional Development sign in sheet AVID Learning Walks Data - focus is Costa's Levels of Questioning AVID Tool assessment checklist completed by teacher	Trimester	\$2,000 (Teacher Additional Comp)	Title I	11500
2.2 Academic Student Achievement	To provide supplemental instructional materials, resources, equipment/technology, and supplies to enhance student learning such as project materials (e.g., binders, binder paper, copy paper, pencils, color pencils, graph paper, Cornell notes pads, dividers, folders, post-it notes, color markers, poster board, tri-fold poster board, sharpies, various colors of ink pens, chart paper, glue, construction paper, highlighters, journals, pencil pouches, planners, etc., technology/equipment (e.g., laptops, In-focus projectors, headphones, printers, Duplo, copier, laminator, and riso, etc.), web-	Trimester UoS performance tasks Monthly projects Bi-weekly use of teacher created Common Formative Assessments (evidence of Data cycle worksheet) Student work in binders (cornell notes for all subject areas, folders, dividers, SMART goals) teacher binder check Admin. Monitor Technology program	Trimester	\$10,886 \$2,000 (Instructional Materials) \$5,000 \$20,000 (Equipment) \$500 (Duplicating) \$485 (Maintenance Agreement)	Title I LCFF	43110 44000 57150 56590

	based programs, duplicating, etc.					
2.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Trimester	\$2,000 (Teacher Additional Comp)	Title I	11500
2.4 Academic Student Achievement	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, AVID strategies, academic conferences, data analysis, PLC process, attending conferences/training (e.g., PLC, RTI, AVID CFA's, etc.), etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences/training attended	Monthly	\$6,000 (Teacher Additional Comp) \$10,000 \$5,000 (Teacher Substitute Pay) \$53,602 (Salary/Benefits) \$10,000 (Conference)	Title I LCFF	11500 11700 19101 52150
2.5 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies, literacy programs (e.g. Imagine Learning, Accelerated Reader, Newsela, etc.) to increase foundational reading, fluency, comprehension and rigor to meet grade level expectations (e.g., level 2 and 3 question development, close reading, GLAD, ELD Integrated/Designate	monitor growth through data AR tests comprehension test on Newsela increase student lexile level Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Weekly monthly	\$2,000 (Teacher Additional Comp) \$2,000 \$5,000 (Books) \$17,621 (Salary/Benefits) \$11,000 \$10,000 (License Agreement)	Title I LCFF	11500 42000 24101 58450

	d, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Library Usage (facilities/ scheduling) Bader testing modeling best practice reading strategies				
2.6 Academic Student Achievement: College and Career	To provide students with hands on experiential learning opportunities through field trips (e.g. college and academic focused), career exploration (e.g. Career Cruising, etc.), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc.	# of field trips # of college visits Career Cruising Usage # of PSAT taken pre/post assessment culminating project	Monthly	\$3,500 (Field Trip-Non-District Trans)	Title I	58720
2.7 Academic Student Achievement: Preschool and Incoming Kindergarten	Kindergarten teachers provide a Kinder Bridge Summer Meeting for Preschool and incoming Kindergarten so student become familiar with school environment. Teachers inform parent of Common Core standards and pretest student.	# of parents attending # of students attending pre/post assessment	Monthly	\$2,000 (Teacher Substitute Pay)	Title I	11700

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Academic student Achievement	To provide students with resources and supports to increase writing proficiency across all content areas to supplement core instruction using AVID note taking strategies to meet grade level expectations (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fish bowl, etc.)	All classrooms implement WICOR, Cornell Notes strategies AVID Professional Development sign in sheet AVID Learning Walks Data - focus is Costa's Levels of Questioning AVID Tool assessment checklist completed by teacher	Trimester	\$2,000 (Teacher Additional Comp)	Title I	11500
3.2 Academic Student Achievement	To provide supplemental instructional materials, resources, equipment/technology, and supplies to enhance student learning such as project materials (e.g., binders, binder paper, copy paper, pencils, color pencils, graph paper, Cornell notes pads, dividers, folders, post-it notes, color markers, poster board, tri-fold poster board, sharpies, various colors of ink pens, chart paper, glue, construction paper, highlighters, journals, pencil pouches, planners, etc., technology/equipment (e.g., laptops, In-focus projectors, headphones, printers, Duplo, copier, laminator, and riso, etc.), web-	Trimester UoS performance tasks Monthly projects Bi-weekly use of teacher created Common Formative Assessments (evidence of Data cycle worksheet) Student work in binders (cornell notes for all subject areas, folders, dividers, SMART goals) teacher binder check Admin. Monitor Technology program	Trimester	\$10,886 \$2,000 (Instructional Materials) \$5,000 \$20,000 (Equipment) \$500 (Duplicating) \$485 (Maintenance Agreement)	Title I LCFF	43110 44000 57150 56590

	based programs, duplicating, etc.					
3.3 Academic Student Achievement	To provide students with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.).	Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Trimester	\$2,000 (Teacher Additional Comp)	Title I	11500
3.4 Academic Student Achievement	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, AVID strategies, academic conferences, data analysis, PLC process, attending conferences/training (e.g., PLC, RTI, AVID CFA's, etc.), etc.	# of co-teaching events # of demo lessons # of observations # of observation with feedback pre/post assessment # of students at grade level # of students below grade level # of students making progress # of conferences/training attended	Monthly	\$6,000 (Teacher Additional Comp) \$10,000 \$5,000 (Teacher Substitute Pay) \$53,602 (Salary/Benefits) \$10,000 (Conference)	Title I LCFF	11500 11700 19101 52150
3.5 Academic Student Achievement	To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies, literacy programs (e.g. Imagine Learning, Accelerated Reader, Newsela, etc.) to increase foundational reading, fluency, comprehension and rigor to meet grade level expectations (e.g., level 2 and 3 question development, close reading, GLAD, ELD Integrated/Designate	monitor growth through data AR tests comprehension test on Newsela increase student lexile level Action/Walks – Observation # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/Student Binder checks	Weekly monthly	\$2,000 (Teacher Additional Comp) \$2,000 \$5,000 (Books) \$17,621 (Salary/Benefits) \$11,000 \$10,000 (License Agreement)	Title I LCFF	11500 42000 24101 58450

	d, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.).	Library Usage (facilities/ scheduling) Bader testing modeling best practice reading strategies				
3.6 Academic Student Achievement: College and Career	To provide students with hands on experiential learning opportunities through field trips (e.g. college and academic focused), career exploration (e.g. Career Cruising, etc.), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc.	# of field trips # of college visits Career Cruising Usage # of PSAT taken pre/post assessment culminating project	Monthly	\$3,500 (Field Trip-Non-District Trans)	Title I	58720
3.7 Academic Student Achievement: Preschool and Incoming Kindergarten	Kindergarten teachers provide a Kinder Bridge Summer Meeting for Preschool and incoming Kindergarten so student become familiar with school environment. Teachers inform parent of Common Core standards and pretest student.	# of parents attending # of students attending pre/post assessment	Monthly	\$2,000 (Teacher Substitute Pay)	Title I	11700

LCAP GOAL 2: Safe and Healthy Learning Environments

SUSD will promote a safe and healthy learning environment to enhance the social emotional and academic learning for all students, necessary to become productive members of society.

Strategic Area of Focus

School Climate

- Peer Leaders Uniting Students (PLUS)
- Attendance
- Positive Behavior Interventions and Support (PBIS)
- Discipline

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, etc. that decreases discipline and improves attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student connected (School Climate Survey)	Monthly	\$62,843 \$65,752 (Salary/Benefits)	LCFF	12151 13201

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, etc. that decreases discipline and improves attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student connected (School Climate Survey)	Monthly	\$62,843 \$65,752 (Salary/Benefits)	LCFF	12151 13201

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 School Climate	Provide students with social and emotional supportive resources that positively impacts student learning through program such as PBIS, Restorative Justice, PLUS program, counseling, structured student engagement activities, etc. that decreases discipline and improves attendance.	# of student attending school # of student attending on time # of discipline referrals # of students suspended # of student connected (School Climate Survey)	Monthly	\$62,843 \$65,752 (Salary/Benefits)	LCFF	12151 13201

LCAP Goal 3: Meaningful Partnerships

Together, SUSD, families and community will commit to meaningful partnerships that enhance student achievement, necessary to become successful members of society.

Strategic Area of Focus

Parent, Student, and School Engagement

- Parent
- Staff
- Student
- Community

Year 1: July 1, 2017 – June 30, 2018

Area of Focus	2017-18 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
1.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them 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, Parent evening workshops, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parent training opportunities # of parent attending parent trainings # of parent contacted	Monthly	\$16,274 (Salary/Benefits) \$9,000 (Additional Comp/Hourly) \$500 \$2,806 \$27 \$879 (Parent Meeting)	Title I LCFF	29101 43400

Proposed: Year 2: July 1, 2018 – June 30, 2019

Area of Focus	2018-19 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
2.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them 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, Parent evening workshops, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parent training opportunities # of parent attending parent trainings # of parent contacted	Monthly	\$16,274 (Salary/Benefits) \$9,000 (Additional Comp/Hourly) \$500 \$2,806 \$27 \$879 (Parent Meeting)	Title I LCFF	29101 43400

Proposed: Year 3: July 1, 2019 – June 30, 2020

Area of Focus	2019-20 Strategies (Narrative/Action Plan)	Metric(s) (Measurement)	Monitoring Timeline (Frequency)	Amount	Funding Source	Object Code/Type
3.1 Parent, Student, and School Engagement	Provide parents with support and resources that empowers them 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, Parent evening workshops, etc.), etc.	# of meetings coordinated # of parents attending # of parents attending parent/teacher conferences # of parent training opportunities # of parent attending parent trainings # of parent contacted	Monthly	\$16,274 (Salary/Benefits) \$9,000 (Additional Comp/Hourly) \$500 \$2,806 \$27 \$879 (Parent Meeting)	Title I LCFF	29101 43400

Section V: School Site Council Membership

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

Name of Members	Start Term	End Term	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Mary Lou Rios			X			
Rose Parker	9/2017	9/2019			X	
Pete Garcia	9/2017	9/2019		X		
Elizabeth Bowman	9/2017	9/2019		X		
Deborah Clemens	9/2017	9/2019		X		
Maria Larios	9/2017	9/2019				X
Deb Menchaca	9/2017	9/2019				X
Lisa Nevarez	12/2017	12/2019				X
Leticia Arroyo	1/2018	1/2020				X
Jose Cervantes	1/2018	1/2020				X
Numbers of members of each category:			1	3	1	5

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

Section VI: Budget Allocation Spreadsheets

SCHOOL NAME: MONROE ELEMENTARY
Revised Preliminary Allocations 2017-18 with 2016-17 Carryover
2017-2018

Object	Description	FTE	Title 1 50647 Parent Involvement	Title 1 50643 Instructional- General	Title 1 50645 Extended Day /Year	TOTAL BUDGET	SPSA Alignment (Goal - Line)
Personnel Cost-Including Benefits							
11500	Teacher - Add Comp			6,000		\$ 6,000.00	Goal 1 - 1, 3, 5
11700	Teacher Substitute			12,000		\$ 12,000.00	Goal 1 - 4, 5, 7
12151	Counselor					\$ -	
13201	Assistant Principal					\$ -	
19101	Program Specialist					\$ -	
19101	Instructional Coach			53,602		\$ 53,602.00	Goal 1 - 4
19500	Instr. Coach-Add Comp					\$ -	
21101	Instructional Assistant					\$ -	
21101	CAI Assistant					\$ -	
21101	Bilingual Assistant					\$ -	
24101	Library Media Clerk					\$ -	
29101	Community Assistant			16,274		\$ 16,274.00	Goal 3 - 1
	Additional Comp/Hourly			9,000		\$ 9,000.00	Goal 3 - 1
						\$ -	
	TOTAL PERSONNEL COST		\$ -	\$ 96,876.00	\$ -	\$ 96,876.00	
Books & Supplies							
42000	Books			2,000		\$ 2,000.00	Goal 1 - 5
43110	Instructional Materials			10,886		\$ 10,886.00	Goal 1 - 2
43200	Non-Instructional Materials					\$ -	
43400	Parent Meeting		2,833	500		\$ 3,333.00	Goal 3 - 1
44000	Equipment			5,000		\$ 5,000.00	Goal 1 - 2
43150	Software					\$ -	
	Sub-Total-Supplies		\$ 2,833.00	\$ 18,386.00	\$ -	\$ 21,219.00	
Services							
57150	Duplicating					\$ -	
57250	Field Trip-District Trans					\$ -	
57160	Nurses					\$ -	
57400	CorpYard					\$ -	
56590	Maintenance Agreement					\$ -	
56530	Equipment Repair					\$ -	
52150	Conference			10,000		\$ 10,000.00	Goal 1 - 4
59140	Telephone					\$ -	
58450	License Agreement			11,000		\$ 11,000.00	Goal 1 - 5
58720	Field Trip-Non-District Trans			3,500		\$ 3,500.00	Goal 1 - 6
58920	Pupil Fees					\$ -	
58100	Consultants-instructional					\$ -	
58320	Consultants-Noninstructional					\$ -	
	Sub-total-Services		\$ -	\$ 24,500.00	\$ -	\$ 24,500.00	
	Total		\$ 2,833.00	\$ 139,762.00	\$ -	\$ 142,595.00	
	Differential		-	-		-	
	2016-17 Carryover		27	37,989		38,016	
	Revised 2017-18 Allocation		2,806	101,773		104,579	
			2,833	139,762		142,595	

SCHOOL NAME: MONROE ELEMENTARY
Preliminary Budget Allocation - LCFF
2017-2018

Object	Description	FTE	LCFF/SCE	LCFF/SCE	TOTAL BUDGET	SPSA Alignment (Goal - Line)
			23030	23031		
			Instructional-SC E/General	Extended Day/Year		
Personnel Cost-Including Benefits						
11500	Teacher - Add Comp		6,000		\$ 6,000.00	Goal 1 - 4
11700	Teacher Substitute		5,000		\$ 5,000.00	Goal 1 - 4
12151	Counselor		62,843		\$ 62,843.00	Goal 2 - 1
13201	Assistant Principal		65,752		\$ 65,752.00	Goal 2 - 1
19101	Program Specialist				\$ -	
19101	Instructional Coach				\$ -	
19500	Instr. Coach-Add Comp				\$ -	
21101	Instructional Assistant				\$ -	
21101	CAI Assistant				\$ -	
21101	Bilingual Assistant				\$ -	
24101	Library Media Clerk		17,621		\$ 17,621.00	Goal 1 - 5
29101	Community Assistant				\$ -	
	Additional Comp/Hourly				\$ -	
					\$ -	
	TOTAL PERSONNEL COST		\$ 157,216.00	\$ -	\$ 157,216.00	
Books & Supplies						
42000	Books		5,000		\$ 5,000.00	Goal 1 - 5
43110	Instructional Materials		2,000		\$ 2,000.00	Goal 1 - 2
43200	Non-Instructional Materials				\$ -	
43400	Parent Meeting		879		\$ 879.00	Goal 3 - 1
44000	Equipment		20,000		\$ 20,000.00	Goal 1 - 2
43150	Software				\$ -	
	Sub-Total-Supplies		\$ 27,879.00	\$ -	\$ 27,879.00	
Services						
57150	Duplicating		500		\$ 500.00	Goal 1 - 2
57250	Field Trip-District Trans				\$ -	
57160	Nurses				\$ -	
57400	CorpYard				\$ -	
56590	Maintenance Agreement		485		\$ 485.00	Goal 1 - 2
56530	Equipment Repair				\$ -	
52150	Conference				\$ -	
59140	Telephone				\$ -	
58450	License Agreement		10,000		\$ 10,000.00	Goal 1 - 5
58720	Field Trip-Non-District Trans				\$ -	
58920	Pupil Fees				\$ -	
58100	Consultants-instructional				\$ -	
58320	Consultants-Noninstructional				\$ -	
	Sub-total-Services		\$ 10,985.00	\$ -	\$ 10,985.00	
	Total		\$ 196,080.00	\$ -	\$ 196,080.00	
	Differential		-		-	
	Allocations		196,080		196,080	