



SCHOOL PLAN
FOR
STUDENT ACHIEVEMENT

YEAR 3 REVISION
(SY 2019-2020)

MONROE ELEMENTARY

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School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monroe Elementary	39686766042709	Original – 01/30/2018 Revision –	Original – 04/10/2018 Revision – 06/25/2019

Purpose and Description

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

In January 2019, Monroe Elementary was identified as a Comprehensive Support and Improvement (CSI) school.

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

Monroe Elementary’s school plan aligns with the district’s Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activit(ies)) can be referenced to the LCAP’s intent.

Stakeholder Involvement

Monroe Elementary developed a three-year (2017-2020) school plan which aligned to the district’s goals and incorporated strategies specific to its school. The original plan was reviewed by the school’s School Site Council on January 30, 2018 and obtained board approval on April 10, 2018.

Throughout the 2017-2018 school year, the School Site Council reviewed the activities relating to budget adjustments and modifications to the strategies originally identified.

Monroe Elementary and its School Site Council reviewed the progress of the 2017-2018 (Year 1) culminating the document 2017-2018 SPSA Evaluation. This evaluation included responses to four questions focusing on each goal within the SPSA. Question 1 inquired about the implementation of strategies within the plan. Question 2 inquired about the effectiveness of the strategies within plan. Question 3 inquired about material changes – fiscal or programmatic. Question 4 inquired about future changes based on the results of questions 1 and 2.

In school year 2018-2019, also Year 2, Monroe Elementary initiated a specific Comprehensive Need Assessment (CNA) process with included forums and meetings with stakeholders outside and in addition to the School Site Council. These meeting were held on April 11, 2019, April 18, 2019, and April 24, 2019.

In reviewing the SBAC scores (3-8 gr.) where ELA is 18% and Math at 16% on California Dashboard and SUSD Continuous Improvement data. Information on subgroups was also discussed where certain subgroups are below 10% on SBAC (3-8 gr) in both ELA & Math. Suspension rates are up from 8.7% to 9.4% and certain subgroups show a significant increase. Chronic Absenteeism rates are at 14% significantly above which should be below 9% a gap of 5%.

The CSI team target areas of Chronic Absenteeism, Suspensions and SBAC scores to develop the Comprehensive needs assessment through the fishbone data analysis process to determine the gaps and root causes that lead to the results as shown on Monroe scores.

In developing the Continuous Improvement: DMM (Decision Making Model) the stakeholders agreed to target 3 areas of improvement: SBAC growth, Suspensions and Chronic Absenteeism. Each area was carefully analyzed with identifying barriers, input on improvements and monitoring outcomes.

The first area identified is chronic absenteeism, barriers were found to be such as living far from school not more than 1 mile for a bus to transport (.8th of a mile), lack of parent training, resources and student 6-8th grade scheduling. To improve the Chronic Absenteeism with 6th -8th gr student support for projects will be provided before, during and after-school. Partnership programs (UOP, Americorp, Community Partnerships) to support all families and students k-8th grade with a mentor and outreach program with resources. Incentives provided to families to increase attendance, afterschool sports/activities provided for students to participate in, parent and teacher training by Angela Byers and community partnerships. Students that are chronically absent are monitored through CARE Team, MAPT Team with ADA monthly reports.

The second area targeted is to decrease suspension rates, barriers are an increase of student population, Lack of supervision during recess where the majority of suspensions occur, Lack of SEL curriculum training for teachers (Time a factor), Lack of emotional and trauma support for students, Lack of student activities during unstructured time, Lack of equity with school environment and materials (old furniture that students use, office area run down, building not painted, no updated sprinkler system in field, dry grass and dead trees, no exercise circuit for PE), Lack of music or art programs for K-6th grade.

To decrease suspension rates by 5% the site will develop mentorships with community partnerships, train teachers in SEL curriculum and PD with Angela Byers in the areas of trauma and emotional support. Students receive support to improve their social and emotional skills through Playworks with interactive games and sports (sports equipment needed), integrated music and art program, provide area with benches and tables for students to enjoy listening to music and table games. Suspension rates are monitored through PBIS Team, CARE Team, MAPT Team and with ADA monthly reports teachers receive.

The third area identified is student achievement with low SBAC and MAP scores. The goal is to increase scores in ELA and Math by 10%. Barriers found to be Lack of Common Core Standard based curriculum in ELA and Math, lack of parent involvement and lack of teacher PD. To improve the district has adopted new Common Core Curriculum with support with teacher PD and Instructional Coach, Teacher PD to further support deeper pedagogy, hire single subject credential teachers in 7/8th gr, parent training, support after-school academic hour, student academic support with Americorp and community partnerships. Student achievement is monitored with the RTI team, CARE team, Leadership team, Grade level CAT (collaborative action teams) Teams and academic conferences.

Resource Inequities

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

In our findings, the lack of common core based curriculum in reading and math, along with the lack of teacher support with lesson studies from Instructional Coach and Program Specialist affects low scores in SBAC and MAP. The lack of parent participation and resources for parents also affect low performance of students in K-8th grade.

Due to the increase of suspensions and an increase of student population and lack of supervision during recess, along with Lack of trauma and emotional support for students in K-8th grade students and lack of teacher SEL curriculum training.

The lack of parent involvement not participating with school-wide activities and having resources to create that bond between school and home. The lack of equity across district with the up-keeping of school, no sprinkler systems, track and field, classroom environment with old furniture and not enough of, along with little or no extracurricular activities for students (music, art and sports 3-5th gr) these factors sets a low expectation for students.

The increase of Chronic Absenteeism is due to the again the lack of resources and outreach to the home, scheduling of electives for 7th / 8th gr.(to add a study hall class) or add support tutoring before and after school, so students that have siblings to care for afterschool have time to complete assignments during the school day, students that live less than 1 mile away (.8) have a difficult time coming to school and parents not knowing the importance of attendance and building the relationships between the school and home.

Goals, Strategies, Expenditures, & Annual Review

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

Goal 1 – Student Achievement

ELA/ELD SMART Goal:

By Spring 2020, increase All Students grade level proficiency by 10% in ELA.

Math SMART Goal:

By Spring 2020, increase All Students grade level proficiency by 10% in Math.

Identified Need

ELA/ELD:

MAP scores in 2018:

ELA 18%, 82% did not meet standards.

Winter MAP, is as follows:

ELA 22%

Subgroups: In ELA-

EL, Students with disabilities and African American students are at or below 10% above standards.

Academic Performance, based on Winter MAP, is as follows:

ELA 22%

(-5% from 17 – 18).

52% of students did not meet standards in ELA and 30% of students nearly met standards in reading, according to winter MAP data.

According to Winter MAP data, 30% of students nearly met standards in ELA, which need to be moved to meet standards.

Math:

MAP scores in 2018:

Math 16%, 83% did not meet standards

Winter MAP, is as follows:

Math 22%

Subgroups in Math-

Students with disabilities, EL and African Americans are at or below 10% above standards.

Academic Performance, based on Winter MAP, is as follows:

Math 22%

(-1% from 17 – 18)

According to Winter MAP data, 28% nearly met standards in Math, which need to be moved to meet standards.

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	71.9 points below	68.9 points below
SBAC 3 rd -8 th gr.	18% At Standards	10% increase in spring of 18-19
MAP K-8th gr.	22% at standard (winter scores)	10% increase by spring of 18-19

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	81.2 points below	78.2 points below
SBAC Math 3 rd -5 th gr.	16% meet standards	10% increase in spring 18-19
MAP K-8th gr.	22% at standard (winter scores)	10% increase by spring of 18-19

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To provide students with resources and supports to increase reading and writing proficiency across all content areas to supplement core instruction using AVID strategies to meet grade level expectations (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Focused / Cornell Notes, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fish bowl, etc.) PLC Leadership analyze and calibrate once a month writing samples for K-8th grade to analyze growth.

All classrooms implement WICOR, Focus Note-Taking strategies AVID Professional Development sign in sheet

AVID Learning Walks / writing sample Data (Leadership monitor Data twice a month) - Learning Walks focus is Teacher Practices / Costa's Levels of Questioning

AVID Tool assessment checklist completed by teacher

To provide students 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.).

Action/Learning Walks – Observation

Leadership collaboration

of students making growth

of students below standards

of students at standards

Student/Student Binder checks

Teacher/Student Binder checks

Applicable supplemental instructional materials include math manipulatives, paper for graphic organizers, writing tools (highlighters, pens, pencils, color pencils, calligraphy pens) - storyboards, whiteboards/chart paper, STEM/ PLTW specific materials including Little Bits project materials, science specific project materials, 3D printers and Project Lead the Way specific project materials.

Applicable supplemental instructional materials include: novels/books, White boards , clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Pencils, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes,

colored pencils, scissors, markers, whiteboard erasers, graph paper, index cards, erasers, post it notes (sticky notes), binder tab inserts, binders, 2 pocket folders, draft stamp, 10”x 13” & 5” x 7” envelopes, ball point pens (variety of colors), blue masking tape, file folders, butcher (reg. & fadeless) paper, glitter, pencil sharpener, chalk, fasteners (brads), tissue paper, white out, clear tape, metal rings, paper clips, rubber bands, permanent markers, rulers, compass, wet erase markers, crayons, journals, highlighters, sentence strips, pipe cleaners, and composition books.

Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment.

Duplicating expenses are for student materials in larger quantities such as plays, short stories, homework packets to be used as additional resources/manipulatives for student learning.

Equipment for classroom use such as projectors, laptops, Document cameras, printers to support student learning with core subjects; ELA, Math, Science and Social Studies.

Teachers provide hands on experiential learning opportunities to supplement core instruction through field trips, classroom speakers to enhance learning for students in the classroom with integrating art and music to allow artistic expression.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$15,000 - 11500 (Teacher Additional Hourly)	Title I - 50643
\$2,500 - 56590 (Maintenance Agreements)	Title I - 50643
\$2,000 - 57150 (Duplicating)	Title I - 50643
\$5,000 - 43110 (Instructional Materials)	Title I - 50643
\$5,000 - 44000 (Field Trip Non-District Trans)	Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

ELA and Math Curriculum Adoption:

Benchmark Advance K-8th gr

IReady Math K-8th gr.

Administration, Program Specialist and Instructional Coach 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, 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

Learning Walks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$10,000 - 11700 (Substitutes)	Title I - 50643
\$5,000 - 11700 (Substitutes)	Title I - 50650
\$10,000 - 52150 (Conferences)	Title I - 50643

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To provide students with resources and support to increase their level of academic questioning using AVID Inquiry strategies, Accelerated Reader to support literacy programs to increase foundational reading, fluency, comprehension and rigor to meet grade level expectations. (e.g., Costa’s levels 2 and 3 question development, close reading, ELD Integrated/Designated, etc.) that supports student collaboration (e.g., pair-share, philosophical chairs, carousel, etc.) with Program Specialist/ AVID Coordinator to support and model AVID strategies to implement within the classroom.

Program Specialist / AVID Coordinator monitors growth through data

AR / STAR pre/post assessments

increase student Lexile level

Learning Walks – Observation

of students making growth

of students below standards

of students at standards

Student/Student Binder checks

Teacher/Student Binder checks

Library Media Clerk maintains library organization to supports students with access to AR library materials, maintains AR books in library for students, schedules time for students to visit library. Supports students by reading books to all k-3rd grade classes using elements from California Common Core State Standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$10,000 - 43110 (Instructional Materials)

Title I - 50643

\$21,205 - 22601 (.625 FTE Library Media Clerk
\$18,992 - 30000 (Statutory Benefits)

LCFF - 23030
LCFF - 23030

Amount(s)

Source(s)

\$5,000 - 58450 (License Agreement)

Title I - 50643

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Tier 2 and Tier 3 students

Strategy/Activity

Response to Intervention: Administration, Program Specialist and RTI, EL Taskforce and CARE Team to closely monitor RTI supports with classroom teachers to close learning gaps with individual students in classroom and respond when students receiving Tier 2 & 3 interventions make growth.

-CARE Team meets monthly in response to SAP referrals to identify needs and place supports for individual students at a Tier 3 level.

-RTI team meets triannually to monitor student growth and place interventions for Tier 3 students

-SSTs/ IEPs held twice per month

-District Assessment Data monitored closely by Program Specialist to report to Administration

-Learning Center group instruction in classroom (using core materials, iReady data, Benchmark Data and AVID checklist etc...) with support from Program Specialist

-CAT (Collaborative Action Team) data cycles

Reading Corps- to support K-3rd grade reading intervention for T3 students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$66,000 - 19101 (.5 FTE Program Specialist)

LCFF - 23030

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide students with hands on experiential learning opportunities through field trips (e.g. college and academic focused), career exploration (e.g. Xello, etc...), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc.

- field trips
- college visits Xello Usage
- Classroom presentations by WOW museum, music & art integration
- PSAT taken pre/post assessment culminating project
- MESA: field trips, elective course, after school hour,
- Project Lead the Way: supplemental support
- Garden flower beds
- Guidance Lessons from Counselors

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
\$5,869 - 58720 (Field Trip Non-District Trans)	Title I - 50643
\$1,000 - 43200 (Non-Instructional Materials)	Title I - 50672
\$ 9,000- 58100 (consultants instructional)	Title I - 50643

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Subgroup: Preschool, Transitional Kindergarten

Strategy/Activity

Provide students opportunities to:

- *interact with their peers who will attend their kindergarten class promoting social skills,
- *establish a connection between the kindergarten teacher and preschooler,
- *practice kindergarten rituals such as eating in the cafeteria, attending assemblies and visiting the computer lab, and
- *attend the district’s one-week Summer Bridge program.

Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Service.

Title I

Annual Review – Goal 1

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

- 1.1 Administration support (Program Specialist/ AVID Coordinator position to support implementation) of strategies/ activities in critical analysis/ reading and writing across subject areas evidence based strategies that build capacity across subject areas. Leadership monitors and calibrate writing samples and align standards across grade levels to target specific writing skills for each grade level.
- 1.2 Administration Implemented support for site professional services through academic conferences (setting SMART goals and action plan to implement in ELA/Math), site level PD, bi-weekly collaboration and monthly support with A2Z math with lesson study for 3rd-8th grade. Instructional coach provided services to new teachers in the 18-19 and 19-20 school year, all teachers to receive support in the 19-20 school year with professional learning and support focus on the coaching cycle with: demo lessons (including lesson planning), co-teaching in the classroom, planning and reflective conversations lesson cycles with the new ELA/ Math curriculum.
- 1.3 Administration and Teachers train at AVID Institute (culturally relevant teaching, academic language & literacy, writing) PLC EL conference, PLC conference, district and county ELD institute to provide PD in reading/ writing strategies to implement support across core subject areas.
- 1.4 CARE Team provide support intervention (RTI / SAP process). Support with small group (learning center in ELA & Math) intervention for Tier 1, 2 & 3 in the classroom with individualized instruction, critical thinking strategies with AVID Weekly, WICOR, close reading and writing. Additional support for Tier 3 students provided by Reading Corps and Resource Teacher.
- 1.5 Implement hands on experiential learning experiences and art infused program to support the developmental needs of disadvantaged students
- 1.6 The Summer Bridge program to help develop and prepare preschooler children academic and social skills that are need in the classroom to succeed in Kindergarten.

Effectiveness

- 1.1 Measured by SBAC for school to increase by 10% in ELA & Math on annual CASSPP
- 1.2 Measured annually by SBAC ELA & Math to increase 10% in 3 subgroups African- Amer., English Learners and SWD group

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

Material Changes

- 1.1 The use of instructional staff, coaching and professional development on instructional learning practices and pedagogy to enhance student learning, data to be monitored and reviewed by grade level/vertical teacher collaboration, Leadership, RTI team, EL Task-force Team.
- 1.2 Program Specialist will only be .5 and can affect the outcome of instructional learning support for students and teachers.
- 1.3 Implementation with experiential learning, provide opportunities for students to enrich understanding and solve divergent ways, engage students in reflection about their learning.
- 1.4 Reading Corps and mentorship programs to support increase of student learning with Tier 3 students.
- 1.5 ANet to support Administration (Instructional leaders) and leadership support to refine teaching practices and pedagogy.

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.

Future Changes

- 1.1 Teams closely monitored data on instructional impact and student learning.
- 1.2 Program Specialist and Instructional coaches to support teachers in ELA & Math curriculum, provide more professional development and time for teachers to collaborate to ensure an increase in data and more students in becoming proficient in ELA and Math.
- 1.3 The impact on data with more art infused and hands on projects for our disadvantaged students to enhance student learning.

Goal 2 – School Climate

Suspension –

By June 30, 2020, decrease suspensions of Students with Disabilities showing at 19% to 10%.

By June 30, 2020, decrease suspensions of Multiple races at 36% to 25%.

By June 30, 2020, decrease suspensions of African American 23% to 18%.

Attendance/Chronic Truancy –

By June 30, 2020, decrease chronic absenteeism of White students by 10%.

By June 30, 2020, decrease chronic absenteeism of Multi-race students by 10%.

By June 30, 2020, decrease chronic absenteeism of African American students by 10%.

Identified Need

Suspension –

There has been an increase of suspensions according to January 18-19 data with 55 suspensions compared to 17 – 18.

In 17-18 all student suspensions increased from an 8.7% to a 9.4%.

17-18 Suspension on California Dashboard Data:

Homeless-14.4 % (red)

Afr. Amer.-17.9 % (orange)

SWD-11.5 % (orange)

Attendance/Chronic Truancy – Target subgroups below 10% for 18-19 school year

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	9.4%	8.4%
Chronic Absenteeism (All Students)	14.3%	11.3%
Suspension Synergy monthly Reports	63 days of total suspensions up to date	decrease monthly suspension rates by 10%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Provide students with social and emotional supportive resources that positively impacts student learning through programs that will help decrease referrals and suspensions:

PBIS school wide expectations lessons and assemblies

PROWL Tickets

Restorative Justice

PLUS program

School Counseling curriculum (Kelso, Second Step, etc.)

Classroom circle weekly-on going PD training for staff

Structured student engagement activities during recess and lunch

School Counselors (increase 1.5 FTE school counselor to 2.0 FTE)

Leadership cadet core program to support academics and leadership skills 6-8 gr

of student attending school

of student attending on time

of discipline referrals

of students suspended

of student connected (School Climate Survey)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$39,489 - 12151 (.40 FTE - 2 days Counselor)

LCFF - 23034

\$5,000 - 58450 (License Agreement)

Title I - 50643

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Tier 2

Tier 3

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through programs that will help increase school attendance:

Perfect attendance bulletin board updated monthly

Perfect attendance certificates and medals awarded each trimester (funded through student activities)

Super Recess monthly awarded to classes with the highest perfect attendance

Classroom perfect attendance incentives (donated certificates from local vendors- In & Out Burger etc...)

Raffle drawing (donated tablets, bikes, scooters) for perfect attendance students each trimester

Monroe Attendance Matters newsletter send home to all parents twice a year (raffle prize offered for those who turn in the newsletter questionnaire)

Parent Coffee Connection and ELAC meetings held to discuss attendance

Counselor class presentation and PBIS assemblies on importance of attendance

Review attendance data monthly

Check ins daily with counselors and administration and provide incentives for students with chronic absences and tardies (Tier 2/3)

Collaboration with CWA specialist (Tier 2 & 3)

CARE team meetings (Tier 2)

SST meetings (Tier 3)

Home visits (Tier 3)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$5,000 - 43200 (Non-Instructional Materials)

Title I - 50671

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Tier 2

Tier 3

Strategy/Activity

Provide students with social and emotional supportive resources that positively impacts student learning through programs that will help increase a safe learning environment (school climate):

PLUS program and activities

PLUS forums

PBIS schoolwide expectations and assemblies

PBIS school wide lesson plans

PROWL Tickets

Monroe Mentors (M&M) program (Tier 2/3)

Lunch time structured activities and games

Restorative circles

Restorative conversations

School climate student surveys

No One Eats Alone day

CARE meetings

Check in/out in office daily with AP or Counselors

Small group counseling

Review of PLUS school climate data by PBIS team to determine areas of concern for students on campus (e.g. 6-8th gr. health fair, classroom presentations done by SUSD police)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

- 1.1 To decrease the number of suspensions and chronic absenteeism with continued support of the PLUS Team with forums for 5th-8th gr, PBIS systems implemented across K-8th grade with all staff with routines/procedures and continuous PBIS PD training with staff. The second .5 to increase to 4 days /wk. counselor to provide services and support with emotional and social skills, along with classroom presentations and intervention supports for our K-5th grade students. The full-time counselor and AP provided support with emotional and social skills for k-8 grade students with classroom presentations and check ins, Restorative circles, SST meetings and mentorship (M&M) program to motivate students with academics and emotionally.
- 1.2 Student engagement activities, positive incentives, and staff support (Teachers, PBIS Team, CARE Team, CWA) to decrease suspensions and chronic absenteeism.
- 1.3 PBIS team with student input from PLUS survey data PLUS team determined action plan

Effectiveness

- 1.1 PLUS survey data determines areas of concern with school climate
- 1.2 A decrease in the number of referral with repeated student offenders

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

Material Changes

- 1.1 A classroom to be designated for new programs is a challenge due to our limited space at Monroe of adding an additional 4th grade classroom.

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.

Future Changes

- 1.1 Implementation of a wraparound program (Father's and Families, Sow a Seed) to support emotional and social skills with Tier 3 trauma students (funded through district).
- 1.2 Increase second counselor to 4 days a week to provide emotional and social skills for our K-4th gr students. Supporting chronic absenteeism according to our data with our primary students K- 3rd grade.

Goal 3 – Meaningful Partnerships

Monroe’s Community Aide supports and plans parent trainings with partnership agencies (CAPC, Sheriff Dept. Community Partnerships etc.). Our MAPT (Monroe Action Partnership Team) sets SMART goals to increase the percentage of parents/families participating in school events (Back to School Night, Fall & Spring Conferences, Reading/Math/Science Nights, Community Resource Fair and PTA sponsored events, etc.) from 20% to 30% as measured by event sign-in sheets by spring 2020.

Increase the number of community services supporting Monroe Elementary school community from 18 providers to 23 providers by Spring 2020.

Identified Need

There is evidence that having a family involvement and community partnerships increases student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In Sheets	20%	30%

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students.

Strategy/Activity

CDE INSTRUCTIONS:

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

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

Provide 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.

-Community Aide (3.5 hrs. per day to increase 5 hours per day)

-PTA

-Monroe Action Partnership Team (MAPT)

-School Site Council/ CSI

-RAD program (parenting program)

-CAPC (parenting classes)

-Parent Coffee Connections

-ELAC

Fathers and Families - outreach program for students and support family members

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$22,833 - 29101 (.625 FTE Community Assistant)

Title I - 50672

\$21,030 - 30000 (Statutory Benefits)

Title I - 50672

Amount(s)

Source(s)

\$856 - 43400 (Parent Meeting)

Title I - 50647

\$2,000 - 43200 (Non-Instructional Materials)

Title I - 50647

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

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.

- Stockton Unified School District Police Department
- Montezuma Fire Department
- Stockton Ports
- Stockton Kings
- University of the Pacific
- Stockton Heat Hockey Team
- Barnes and Nobles (book donations)
- San Joaquin Delta College (book drive/ donation)
- San Joaquin Public Health
- CAPC
- San Joaquin County Behavioral Health
- San Joaquin Sheriff Dept
- Rotary Read In
- Kaiser Educational Theatre
- Operation School Bell through the Assistance League of Stockton
- Second Harvest
- Evangelist Church
- PG&E
- Big Smiles

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monroe will partner with SUSD contracted organizations to support teachers and staff with supporting all students in regards to academic achievement and social emotional learning.

- ANet
- Springboard
- Playworks
- Fathers and Families (Americorp)
- VCC, Therapists on campus
- AXIOM
- Reading and Math Corps (Americorp)
- Sow a Seed (Americorp)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Funds not allocated.

Funds not allocated.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teacher and Parent Workshops to increase academic achievement

-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 students.

-Family academic events (Science Exploration, Back to School Night, AVID Open House, Math Wizard, Multicultural Event

-Parent Teacher Conferences

-Parent Coffee Connections related to academics, ELPAC, goal setting, SBAC score report,

-ELAC meetings

-School Site Council/ CSI meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

\$1,000 - 43200 (Non-Instructional Materials)

Title I - 50672

Annual Review – Goal 3

SPSA Year Reviewed: 2017-2018

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

Analysis

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

Implementation

- 1.1 The Community Assistant (3.5 hrs will increase to 5 hrs in 19-20) supports parents with resources, training and encourages parents in their child’s learning with assisting with parent conferences, signing them up for Be-a-mentor and be the link between home and school.
- 1.2 A continuous increase with community partnership with an increase of 12 new partnerships developed in the 18-19 school year.
- 1.3 / 1.4 MAPT (Monroe Action Partnership Team- Administration, Counselor, Parents, Community Aide, UOP- Lisa Douglas) established SMART goals in the areas of reading, math, attendance and chronic absenteeism. To include more parent participation and decrease areas of concern, and to promote a positive climate for families and build the home/ school bond for student success.

Effectiveness

- 1.1 Number of parent participation increased according to sign in sheets

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

Material Changes

- 1.1 Evaluation not provided. (Email to copy and paste in.)

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.

Future Changes

- 1.1 Partnership programs; Father’s and Families, sow a Seed, VCC to mentor and support Tier 3 students with social and emotional skills.
- 1.2 Continue to build parent relationships through events, trainings and resources to improve the home/ school relationship.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$144,232
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$299,918

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$144,232

Subtotal of additional federal funds included for this school: \$144,232

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 (\$)
LCFF	\$155,686

Subtotal of state or local funds included for this school: \$155,686

Total of federal, state, and/or local funds for this school: 299,918