



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1

Monroe Elementary

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School Year: 2020-2021

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	ELAC Recommendation to SSC Date	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monroe Elementary	39686766042709	Ver 1 – 07/21/2020	Ver 1 – 08/14/2020	Ver 1 – 08/25/2020

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)

Monroe Elementary is implementing a Schoolwide Program.

In January 2019, Monroe Elementary was identified as a Comprehensive Support and Improvement (CSI) school. Monroe exited out of CSI status in January of 2020, showing growth in 3 areas of the California dashboard; Increase in academics ELA and Math and decrease in suspensions. Programs that continue to be implemented and support teachers with curriculum is the Benchmark (ELA) Core and Iready math coaching and district training continued throughout the school year. The Reading Corps program target K- 3rd grade tier 3 students, student growth with foundational skills increased with 75% of students being serviced.

The decrease of suspensions and referrals for African Americans, SWD and SED, was due to Monroe mentorship and counseling programs for Tier 2 & 3 students. Focusing on our African American, SDC and SED students were selected and paired with staff members on the school site. Mentors met with students weekly to build relationships and assist with academics, home life or talk about their favorite sports team, things they enjoy doing. A monthly M&M celebration was held with games and treats for students. Counselors provided restorative circles and SEL Lessons to classrooms and support with social emotional needs of students. A 2 day a week therapist provided therapy for Tier 3 trauma students. Our Father's and Families provided group support for our trauma tier 3 students.

Sports for learning an additional emotional and social support program provided support for students during recess to reduce the amount of referrals was implemented in February of 2020, data was not provided due to the short length of time with student interaction due to COVID 19. Sports for Learning provided interactive videos for teacher use.

With the support of the Community Assistant, the School provided many opportunities for parent training with various community organizations and district staff. A series of workshops were held:

nutrition, mental health, parenting positive behavior reinforcement, Fresno State Digital Literacy to increase parent participation at school site.

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

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

Involvement Process for the SPSA and Annual Review and Update

Monroe Elementary developed a one-year (2020-2021) 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 May 13, 2020 and May 27, 2020.

Throughout the 2019-20 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 will review the progress of the 2020-21 SPSA monthly. 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 2019-2020, also Year 3, 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 Sept.12(Parent Coffee Connection), Jan.17, Feb. 28, July 21 (ELAC), Nov. 20, Feb.28, May 5 and May 25, 2020 (SSC).

In reviewing the SBAC scores (3-8 gr.) where ELA is 23.54% and Math at 18.57%, California Dashboard and SUSD Comprehensive School Profile 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 9.40% to 9.63% and certain subgroups show a significant increase. Chronic Absenteeism rates were at 14.3% in 2018 to 13.78% in 2019 significantly decreased, which should be below 9% a gap of 4.78%.

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 7th-8th grade scheduling. To improve the Chronic Absenteeism with K -8th gr student support for projects will be provided before, during and after-school. Partnership programs (UOP, Americorps (Father's & Families), Community Partnership Agencies 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. Students that are chronically absent are monitored through CARE Team, PBIS Committee, teachers, Counselor and Administrators 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-8th grade.

To decrease suspension rates by 5% the site will develop mentorships with community partnerships, train teachers in SEL curriculum and PD training in the areas of trauma and emotional support. Students receive support to improve their social and emotional skills through Sports for Learning 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 and with ADA monthly reports that teachers receive and follow up with students and parents.

The third area identified is student achievement with low SBAC and Iready scores. The goal is to increase scores in ELA and Math by 10%. Barriers found to be lack of Common Core Standard teacher PD in ELA and Math, lack of parent involvement. 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, teach rigorously and hire single subject credential teachers in 7/8th gr. ELA, Social Studies and Science (or offer opportunity for a single subject credential opportunity to current teachers), parent training, support after-school academic hour Springboard, student academic/ trauma support with Americorps (Reading & Math Corp & Father's & Family Agency) community partnerships. Student achievement is monitored with the RTI team, CARE team, Leadership team, Grade level CAT (collaborative action teams) Teams and grade level 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 training in reading and math, along with the lack of teacher support with lesson studies from a shared Instructional ELA & Math Coach and no Program Specialist affects low scores in SBAC and Iready. The lack of parent participation, absenteeism and resources for parents also affect low performance of students in K-8th grade.

The support of Counselors, therapist and Sports for Learning are to minimize suspensions and referrals with providing interventions with social skills, restorative conversations and mentorships program for students to prevent a high number of suspensions and referrals throughout the school year.

Due to the lack of parent involvement that do not participate with school-wide activities and not having resources to create that bond between school and home affects the low performance and suspensions of students in K- 8th grade.

The increase of Chronic Absenteeism is due to 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.

The lack of equity across district with the up-keeping of school, no sprinkler systems, track and field (with circuit), 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.

Goals, Strategies, Expenditures, & Annual Review

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

LCAP/SPSA Goal 1 – Student Achievement

School Goal for ELA/ELD: (Must be a SMART Goal)

By spring 2021, all Students grade level proficiency will increase by 10% in ELA.

School Goal for Math: (Must be a SMART Goal)

By spring 2021, all Students grade level proficiency will increase by 10% in Math.

Identified Need

- Be sure English Learner data is reviewed and included.

ELA/ELD:

According to Monroe Comprehensive School Profile scores in 2019:

SBAC ELA 23.54%, 65.64% did not meet standards.

ELA IREADY Winter data @ 17% (Tier 1) Proficient, 37% (Tier 2) near Proficiency and 46% (Tier 3) below grade level

Subgroups: In ELA-

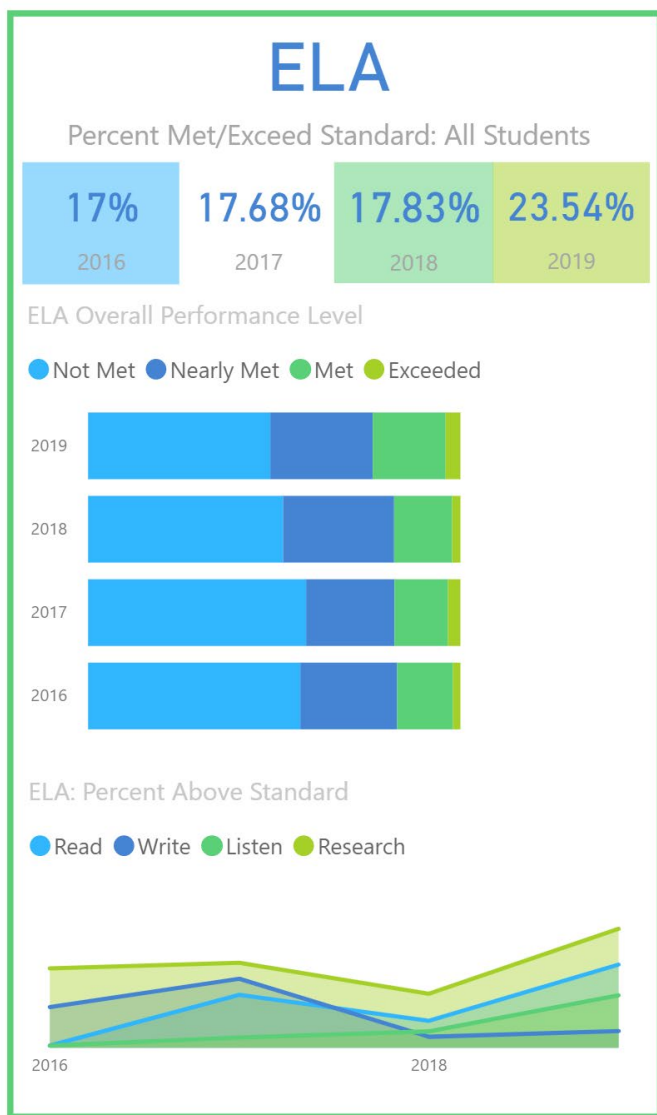
EL and students with disabilities are below 10% on SBAC performance level. The gap is significant with all subgroups with 50% or more below standards.

Math:

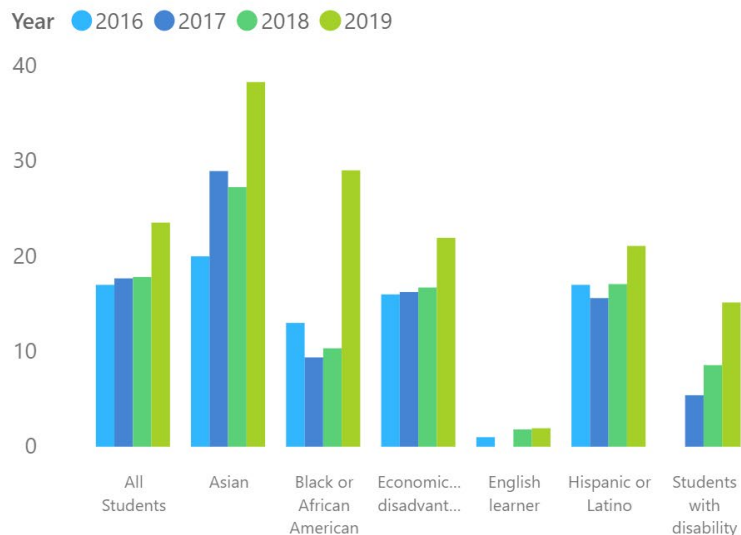
Comprehensive School Profile scores in 2019:

Math 18.57%, 77.17% did not meet standards

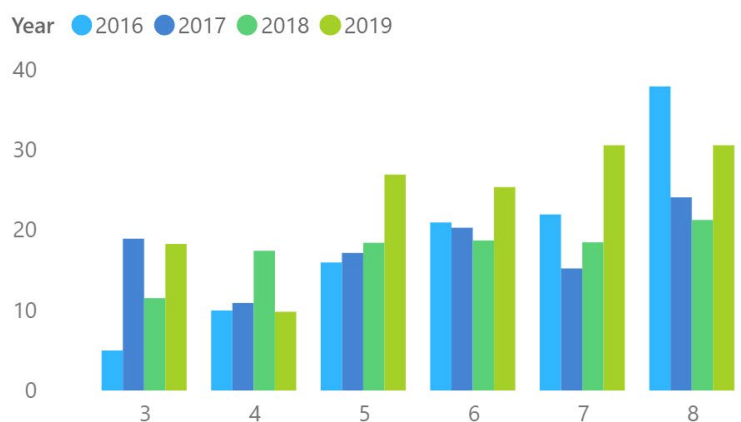
Math IREADY Winter data @ 15% (Tier 1) Proficient, 52% (Tier 2) near Proficiency and 33% (Tier 3) below grade level



ELA CAASPP: Percent Met/Exceed Standard

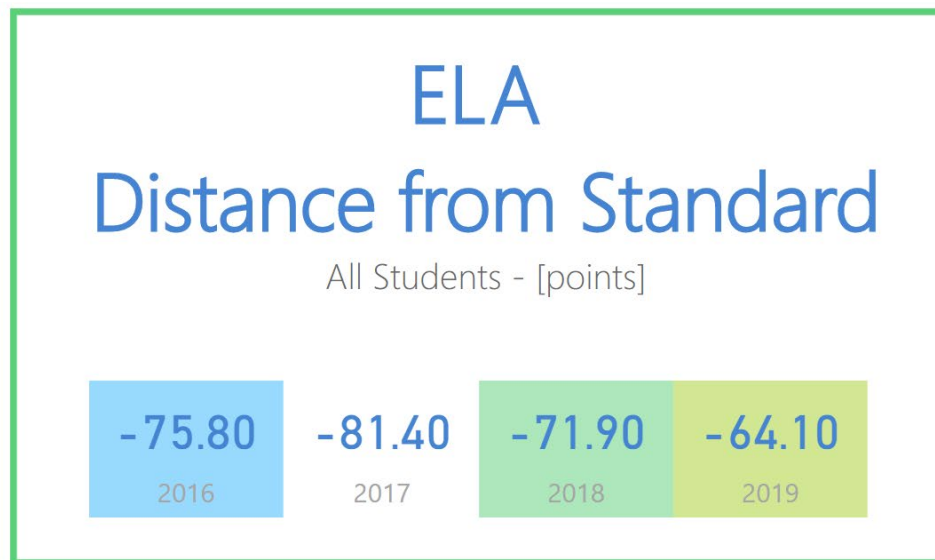


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



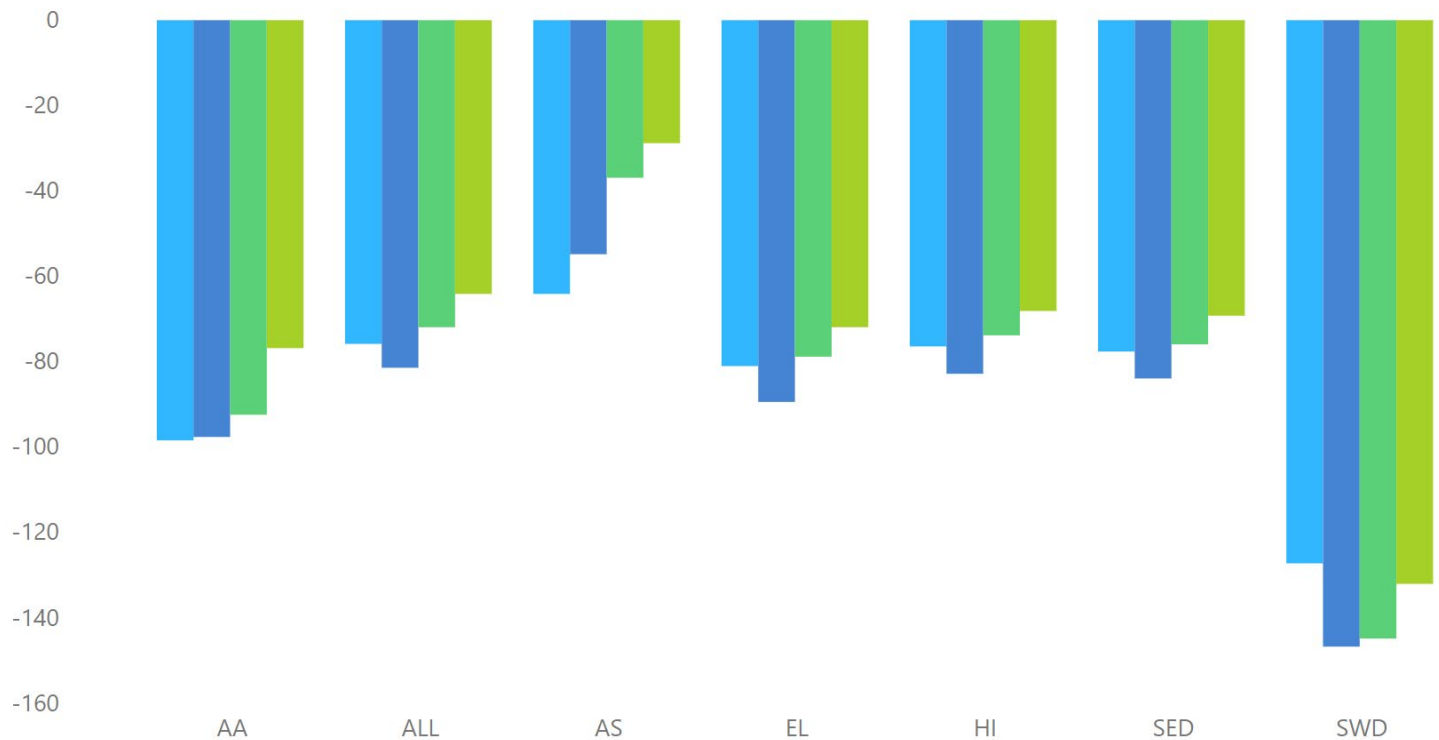
2019 Prelim ELA CAASPP: Area - Percent Above Standard

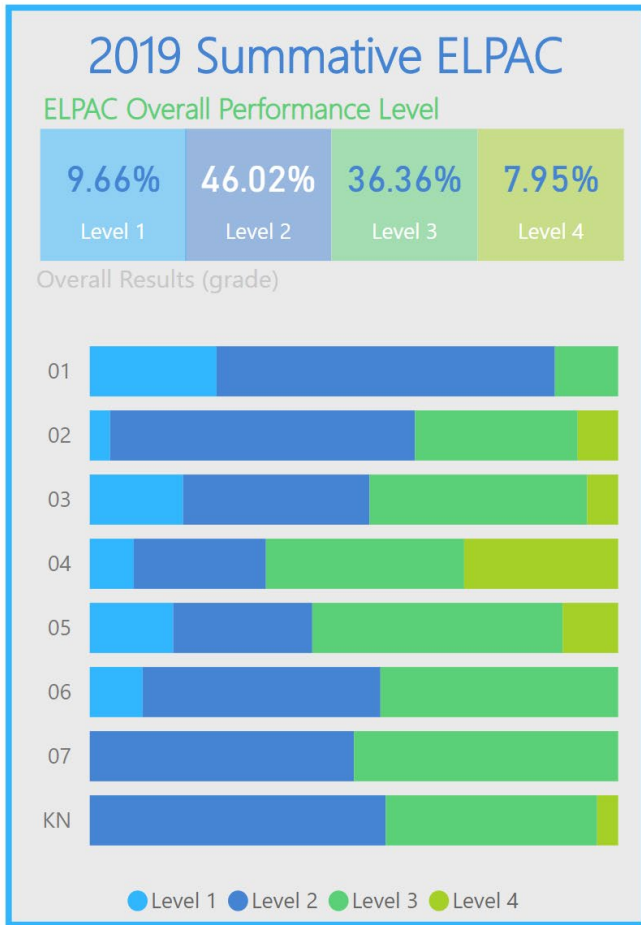




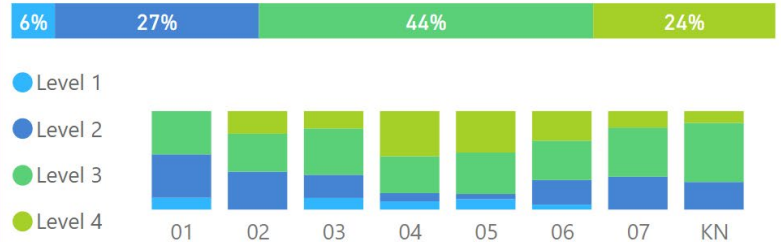
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

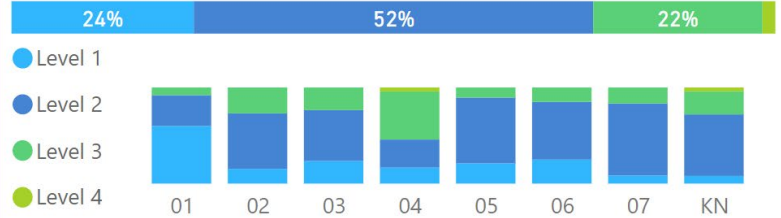




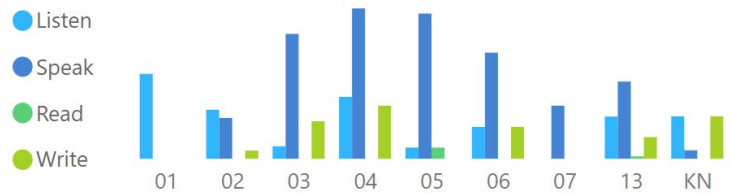
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



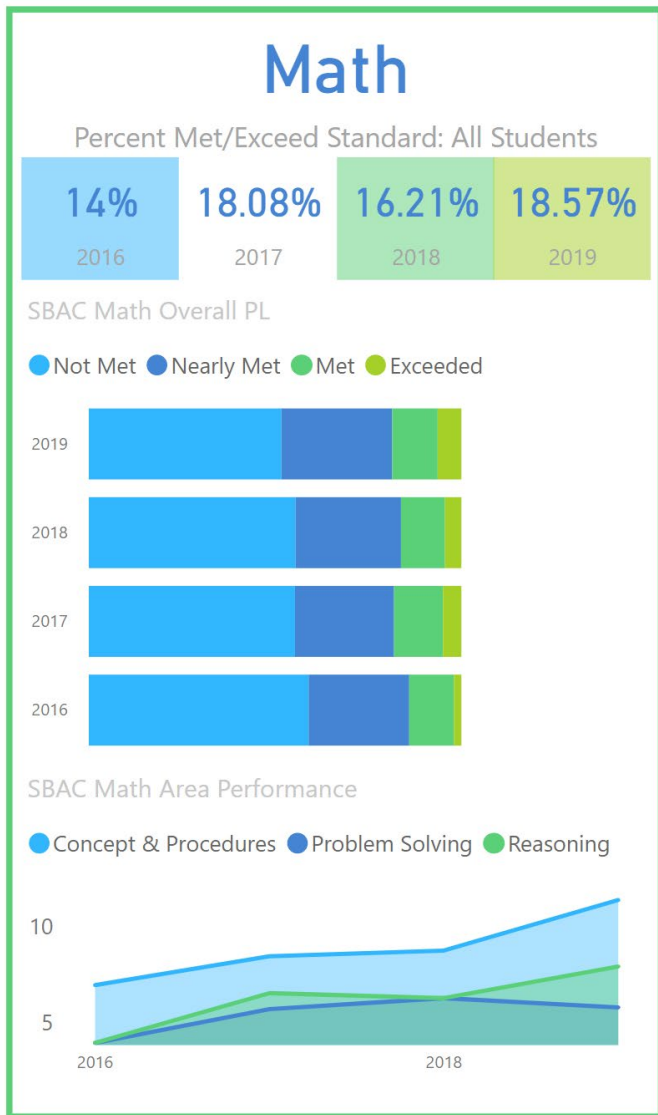
English Learner Progress Reclassification Rates



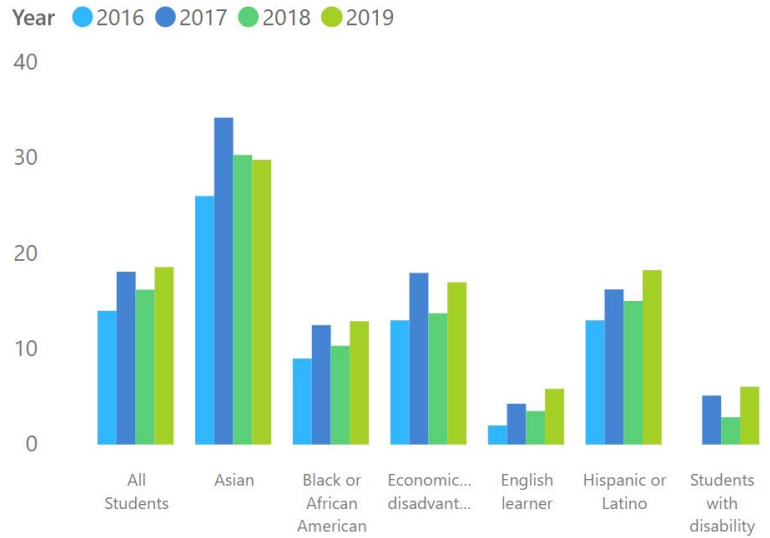
English Learner Progress Indicator (ELPI)

41%

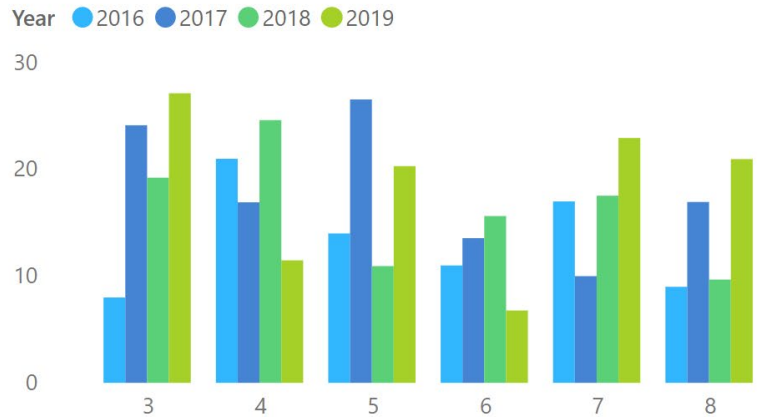
ELPI 2019



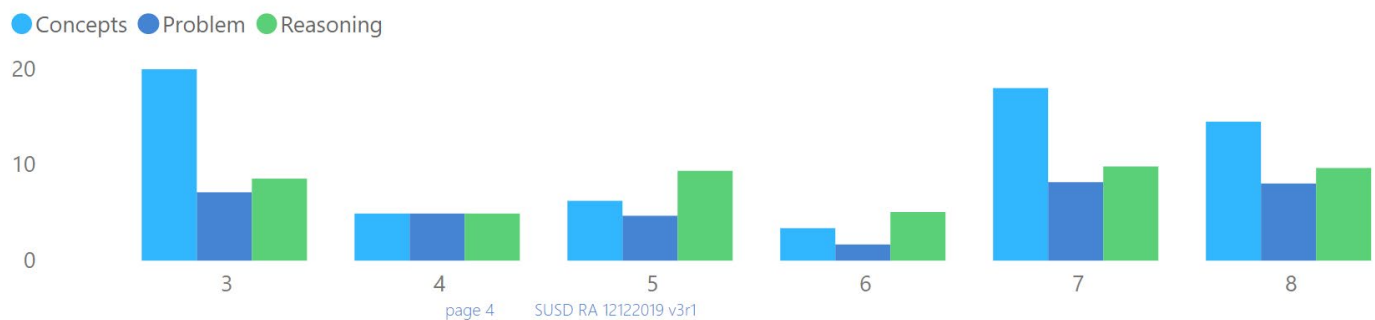
Math CAASPP: Percent Met/Exceed Standard

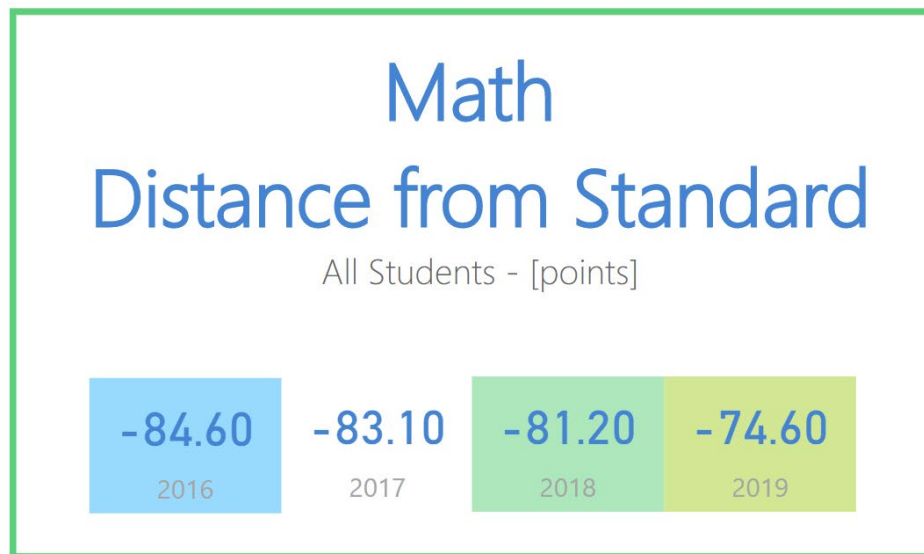


Math CAASPP: Percent Met/Exceed Standard by Grade Level



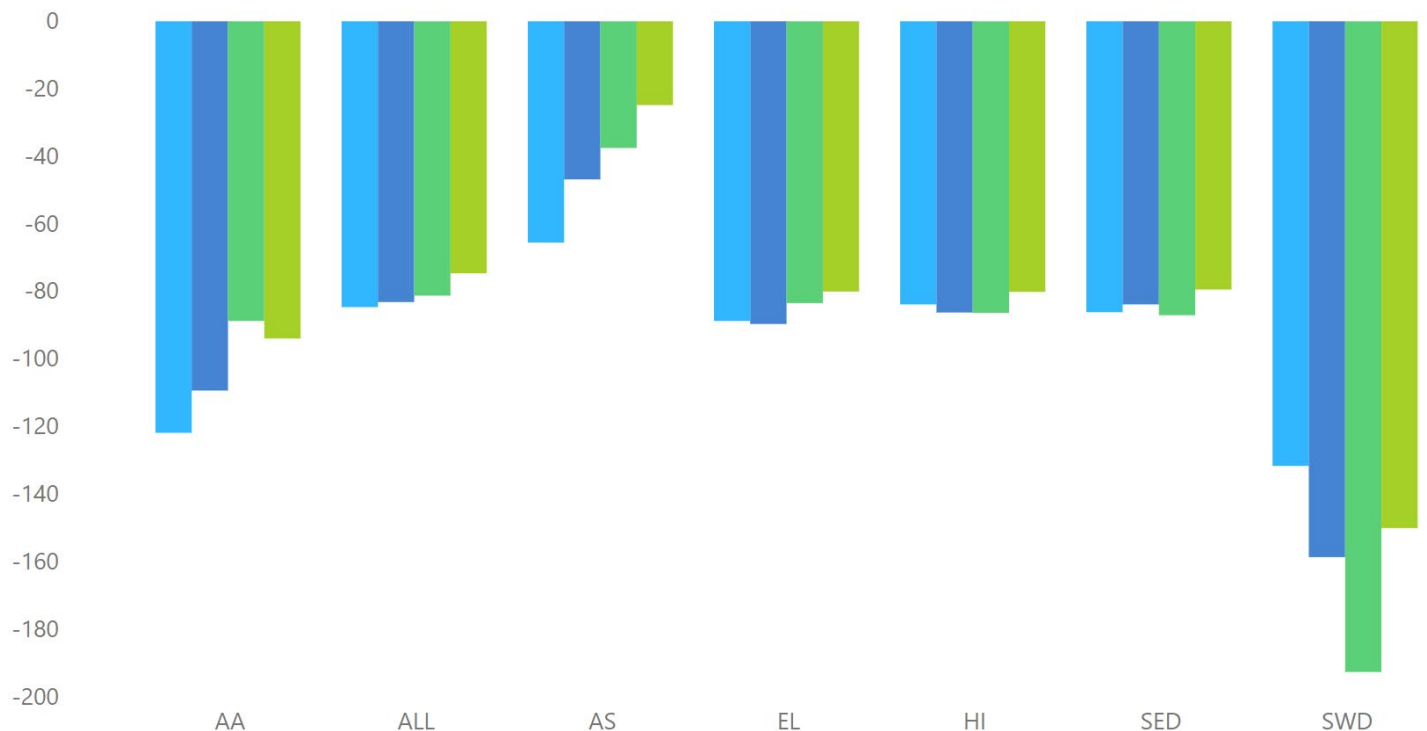
2019 Math CAASPP: Percent Above Standard





Math Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019



PSAT NMSQT Grade 10

Percent Met Evidence-Based
Reading & Writing
Benchmark

Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

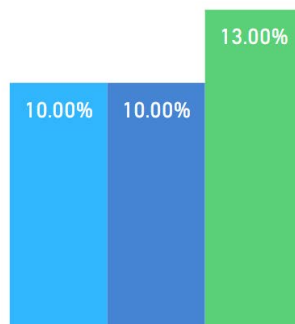
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



2016

2017

2018

page 9 SUSD RA 12122019 v3r1

Annual Measurable Outcomes

ELA/ELD - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - ELA (All Students)	-65.64 points below	-55.64 points below
SBAC 3 rd -8 th gr. at standard	23.54%	33.54%
Iready K-8th gr. at standard (winter scores)	15%	35%

Math - Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance from Standard - Math (All Students)	-77.17 points below	-67.17 points below
SBAC Math 3 rd -5 th gr. at standard	18.56%	28.56%
Iready K-8th gr. at standard (winter scores)	15%	25%

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

Students are provided with resources and supports to increase reading and writing proficiency across all content areas to supplement core instruction using AVID WICOR (writing, inquiry, collaboration, organization and rigor and Focus Note-Taking 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 & CAT meeting CFA data samples for K-8th grade to analyze student growth.

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

AVID Tool assessment checklist completed by teacher

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

To support, enhance and engage with ELA Benchmark, My Perspectives and IReady Math curriculum and supplementing lessons with instructional materials that include math manipulatives, graphic organizers, writing tools (highlighters, pens, pencils, color pencils, calligraphy pens, storyboards, whiteboards/chart paper, novels/books, clipboards, Dry Erase Markers, Flashcards, Games, TPR, Copy paper, Folders/ sleeves, Construction paper, Color printer, Color printer ink, Printer paper, Post It Chart Paper, glue sticks, envelopes, , 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 journal.

The supplemental instructional materials / supplies supports ELA & Math Units/ Lessons that allow student's a hands on experience with skills, construct meaningful culminating tasks with ELA & math integration across content areas that connect students to the real world and overall learning process for success to increase student achievement. Projects connect across disciplines inquiry projects which students generate, questions, observe, explore and research with the use of a variety of supplemental material and resources.

K- 6thgrade Benchmark ELA curriculum units 1-6 and My Perspectives Units 1-6 whole group and small group learning centers requires materials for reading project tasks and small groups with, writing/ word banks using journals, post its, pencils, color pencils, vocabulary cards for flash cards, highlighters highlight words and inferences and main ideas in ELA reading, Sentence frames for word and sentence chart, Create projects with construction paper, color printer, copy paper, scissors, colors, markers, glitter, masking tape calligraphy pens, flash cards, glue sticks, chart paper, poster paper etc.. (refer to list above), K-8th gr. binders, tabs, two pocket folders, color pencils, fluency charts ,CFA and Unit assessments are in AVID binders for teachers /students to set and track reading goals.

Iready math K-8th grade units/ lessons 1-6, whole group & small group learning centers requires supplemental materials for number sense , place value, addition & subtraction, multiplication, division, fractions, patterning, word problems, measurement, perimeter & area, geometry, statistics & probability; such material needed are construction paper, scissors, cutting squares to count, math index cards for vocabulary, charts for routines that are posted for teaching and reteaching skills for students to reference, compass, rulers, colors, pencils, journals for note-taking, graph paper (see list above). 558 students @ \$14.33 per student

\$6,654 (Instructional Material) (Title I)

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

Resources: Maintenance Agreement for copiers, poster maker, duplicating machine, laminator

\$3,000 (LCFF) Maintenance Agreement, Rm. 6 1 copier @ \$1,070 , 2 copiers @ \$993.34 to support for student achievement

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.

57150 Duplicating, \$2,000 (LCFF)

Equipment for classroom use such as projectors, laptops, Document cameras, printers Teachers provide online ELA Benchmark and Iready math lessons from equipment. To engage students, replace equipment throughout the year as needed: \$300 printer, \$500 document camera, \$500 document cameras

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 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$6,654	43110	Instructional Materials

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$3,000	56590	Maintenance Agreements
\$1,000	44000	Equipment
\$2,000	57150	Duplicating

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 ELA / Math Instructional Coaches provide teachers with professional learning and supports focusing on the coaching cycle with: demo lessons (including lesson planning), co-teaching in the classroom, planning and reflective conversations, implementation of ELD, ELPAC Data review and training, academic conferences, data analysis, PLC process, attending conferences/training (e.g., PLC, RTI, AVID, CFA's).

Resources: {Are you planning to spend money on this activity? If so, what? If it is teacher additional comp/hourly or substitutes, use the following equation. Please note separate PAs (personnel action forms) are required each group and/or position.

Teacher Substitute Pay Calculation (Object Code 11700):

23 teachers X # 2 days/hours X \$ 200 rate of pay for sub. = \$9,200 total cost

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 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		2 @ .5 FTE Instructional Coaches – Centralized Service

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$6,200	11700	Substitutes

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

75% - Title I – {Describe what the Program Specialist will be doing supporting Title I federally sponsored activities.} Program Specialist provides student support with monitoring data, student placement for Reading Corps program; observes, trains, coaches and monitors tutors which provide one to one tutoring for our tier 3 students 1st to 3rd grade. Program Specialist maintains student progress data on Iready and is part of the RTI (Response to Intervention) team, academic conferences and CARE Team provide EL student support with testing ELPAC, monitors data growth in classroom as well as trains the bilingual aide to implement in class preview- review strategies with EL level 1 & 2 students, supports teachers with co-teaching AVID strategies,. Supports ELA & math curriculum to organize small group instruction for all students in 4th-6th grade. . AVID coordinator and monitors the CCI data certification of school site, Program Specialist provides professional development to teachers in reading, Math, EL strategies, ELPAC and SBAC.

25% - LCFF – {Describe what the Program Specialist will be doing supporting LCFF non-federally sponsored activities.} Program Specialist is part of the PBIS Team, which assist to monitor student attendance, helps create a positive learning environment for students and is part of the CARE Team to monitor Tier 3 students that need intervention with Reading Corps and Step-Up program , Provides parent education in ELA & Math to support their child at home with Common Core Standards and understanding the purpose of ELPAC ,SBAC and I-ready testing.

Library Media Assistant maintains library organization to supports students with access to AR library materials, maintains AR books in library for students 1st – 6th gr, schedules time for students to visit library. Supports students by reading books to all grade classes using elements from California Common Core State Standards.

AR License Agreement Cost: STAR DATA Testing \$5,000 , License AR for 1st -6th grade \$10,482

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$95,489	19101	.75 FTE Program Specialist (salary & benefits)

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$51,463	24101	.625 FTE Library Media Assistant (salary & benefits)
\$15,482	58450	License Agreement (STAR / AR)
\$37,000	19101	.25 FTE Program Specialist (salary & benefits)

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

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 1, 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 tri-annually 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

- Program Specialist monitors EL student progress, SBAC& ELPAC PD for teachers and monitors student growth, administers ELPAC initial & annual testing (Reclassification, EL & RFEP monitoring forms). Supports AVID Elective teacher, coordinates AVID PD, & monitors CCI.

-Supports & demo. 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

- provide afterschool academic tutoring support for T2 & 3 students to improve student achievement.

Teacher Additional Comp Pay Calculation (Object Code 11500):

3 teachers X 3 days per week X \$60 per hour X 6 weeks = \$3,240

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
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\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$3,347	11500	Teacher Additional Comp

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), resume building and career interest inventory, A-G requirements and information on how to qualify for admission, etc.

-Science STEM field trips, Centralized funding with Science Department

-college visits Xello Usage

-Classroom presentations by WOW museum, music & art integration: WOW presentation \$500 per 33 students. \$500 x 4 classes = \$2,000

-MESA: field trips, elective course for 6-8th gr UOP MESA partnership motivates, engages and empowers students to develop knowledge and skills to thrive and engage in real-world learning.

-Project Lead the Way: supplemental support program for afterschool academic hour 5th-8th gr. motivates, engages and empowers students to develop knowledge and skills to thrive and engage in real-world learning.

-Garden flower beds STEM Science, centralized funding

-Guidance Lessons from Counselors on SEL program to improve student climate and support emotional

Proposed Expenditures for this Strategy/Activity 5

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
\$2,000	58100	Consultant - Instructional

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 6

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Centralized Service.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description

Annual Review – Goal 1

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 (AVID Coordinators 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-monthly collaboration and monthly support with CSI CORE ELA with phonics lesson study for K-3rd grade. Instructional coach provided services to new teachers in the 19-20 and 20-21 school year, all teachers to receive support in the 20-21 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 conference, district and county ELD institute to provide PD in reading/ writing strategies to implement support across core subject areas.
- 1.4 CARE Team provides 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, Program Specialist 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 fulltime 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.

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

School Goal for Suspension: (Must be a SMART Goal)

Suspension – (Monroe Comprehensive Profile)

By June 30, 2021, decrease suspensions by 10% of Students with Disabilities showing at 16.95% (2019).

By June 30, 2021, decrease suspensions by 10% of Multiple races 32% (2019).

By June 30, 2021, decrease suspensions by 10% of African American 19.05% (2019).

By June 30, 2021 decrease suspensions by 10% of Foster 13.33%(2019).

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)

Attendance/Chronic Truancy –

By June 30, 2021, decrease chronic absenteeism of Homeless students (22.22%) by 14%.

By June 30, 2021, decrease chronic absenteeism of Multi-race students (24%) by 15%.

By June 30, 2021, decrease chronic absenteeism of African American students (19%) by 11%.

By June 30, 2021, decrease chronic absenteeism of White students (22.22%) by 14%.

Identified Need

Suspension –

In 19-20 Comprehensive report all student suspensions increased from 9.4% to a 9.63%.

Suspension on California Dashboard Data:

Hispanic-7.6 % (red)

Afr. Amer.-23.1 % (red)

SWD-9.3 % (red)

Synergy data: Number of suspensions decreased from 18-19 data to 19-20; Total suspensions include in- school and out of school suspensions at a total of 55 students from August 2019 – February 2020

Attendance/Chronic Truancy –

Attendance/Chronic Truancy an overall 12 % in February – Target subgroups below 10% for 20-21 school year

Suspension Rate

All Students
percent of unduplicated suspension

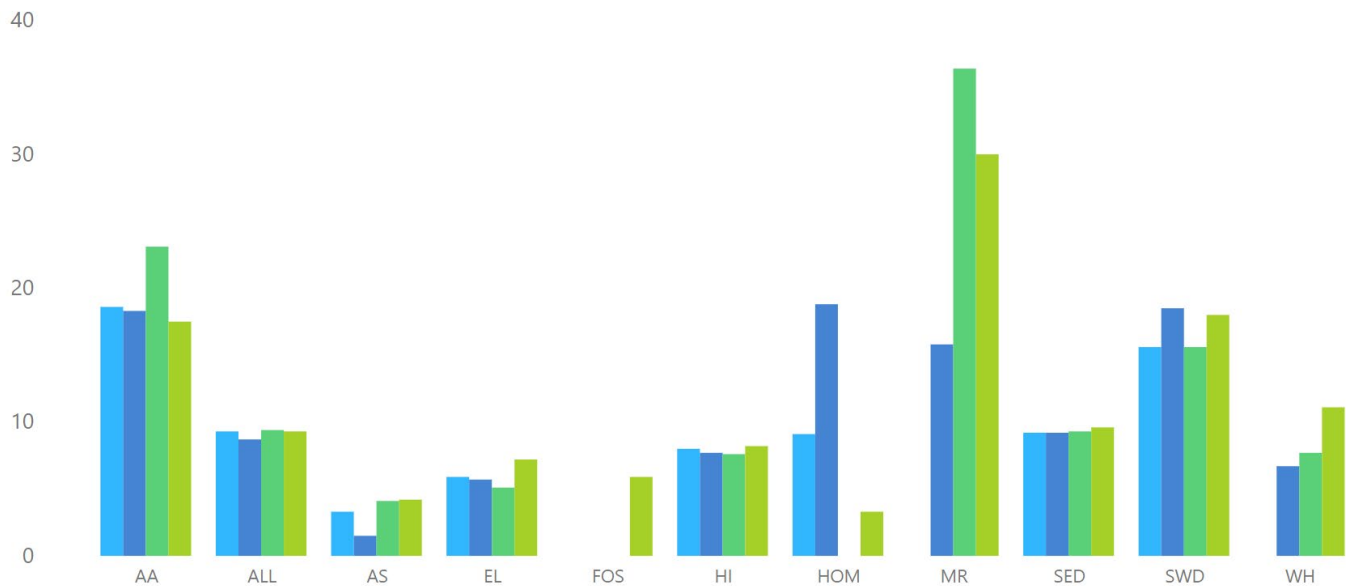


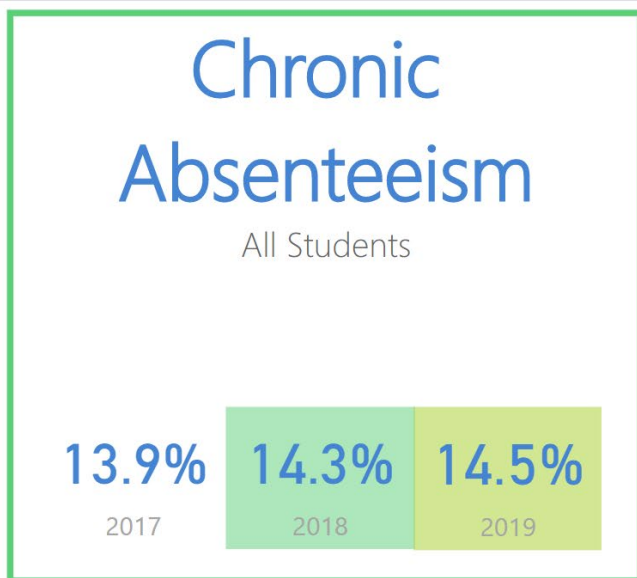
Expulsion

All Students - Count *2019 Preliminary count
Expulsion Count by Year - if available

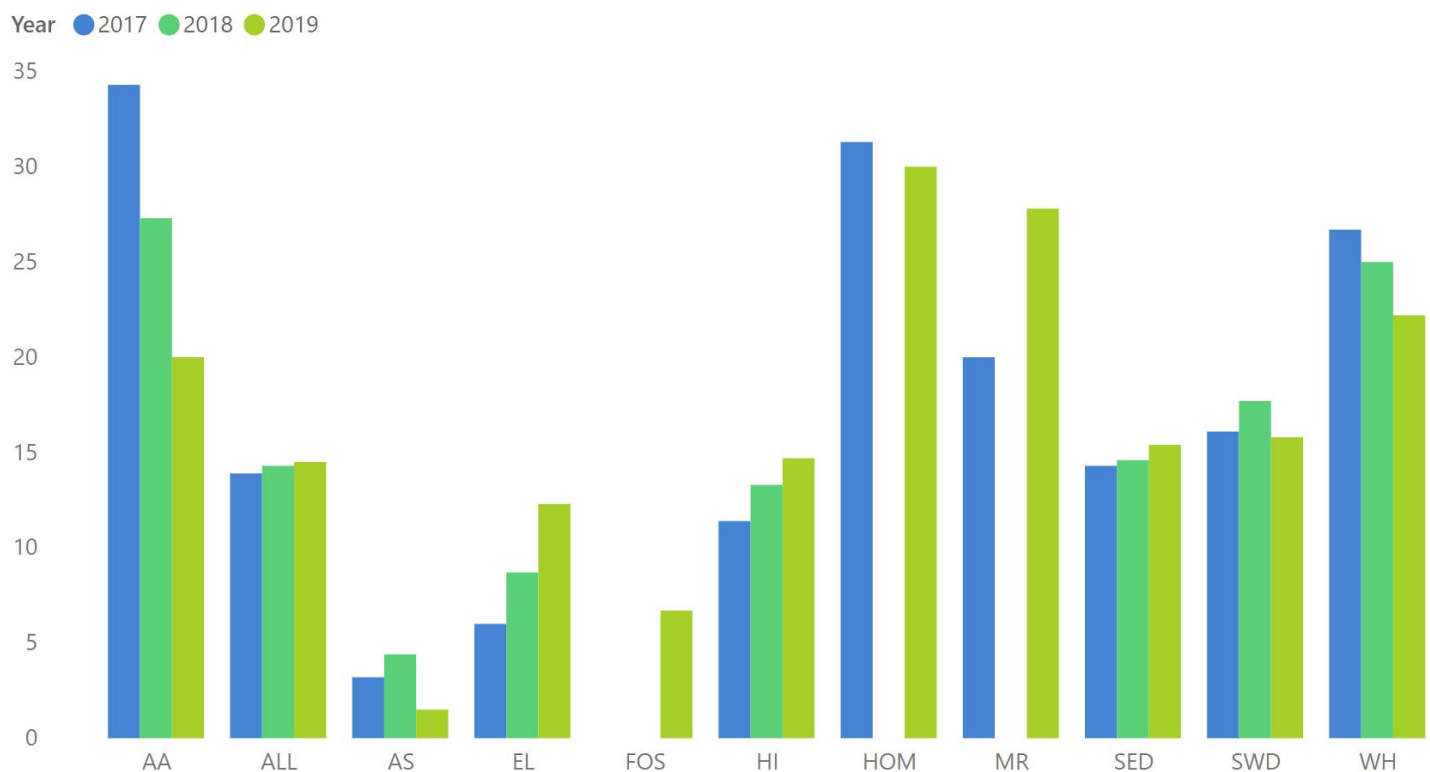
Suspension Rate: Student Group

Year ● 2016 ● 2017 ● 2018 ● 2019





Chronic Absenteeism Rate by Student Group and Year



Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspensions (All Students)	9.63%	8%
Chronic Absenteeism (All Students)	13.78%	10%
Suspension Synergy monthly Reports	55 days of total suspensions up to date	decrease suspension rates by -10% -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

Strategy/Activity

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 Raffle- student incentives (pencils, positive bracelets, stickers, etc.)

Restorative Justice

PLUS program

School Counseling curriculum (Kelso, SEL curriculum etc.)

Classroom circle weekly-on going PD training for staff

Structured student engagement activities during recess and lunch provided by Sports for Learning, Father's & Families and other community partnership to decrease chronic absenteeism and suspensions

School Counselor (1 FTE school counselor) for 5th-8th grade and .30 School Counselor for K-4th gr. to support students with PBIS, Restorative Justice meetings, provide in class support with KELSO & SEL curriculum, support teachers with data during collaboration with the following list:

Student Council

of student attending school

of student attending on time

of discipline referrals

of students suspended

of student connected (School Climate Survey)

Using the data Monroe teams (grade levels, counselors, AP, Principal) provide support and monitors to decrease suspension, referrals and chronic absenteeism by targeting specific T3 students.

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$33,228	12151	.30 FTE Counselor (salary & benefits)
\$11,000	58450	Consultant – Non-Instructional

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 as incentive

Super Recess monthly awarded to classes with the highest perfect attendance

Classroom perfect attendance incentives (donated certificates from local vendors- In & Out Burger, Domino's pizza etc....)

Attendance Raffle drawing (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

Teachers review attendance data monthly with students and grade level meetings

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)

Donated incentives to promote a positive climate and reduce suspensions, support & reduce student chronic absenteeism.

*Title I and site LCFF funds cannot be used for entertainment and incentives.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		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

Tier 2

Tier 3

Strategy/Activity

Counselors & Community Partnerships 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- schedule Red Ribbon Week a week of spirit day activities, anti-bullying activities

PLUS forums- talk to students about current issues and support students in closed forums run by students and PLUS coordinator and counselors.

PBIS schoolwide expectations, school-wide lesson plans and assemblies- supports behavioral intervention that supports the behavioral competence of students.

PROWL Tickets – to promote success in students.

Monroe Mentors (M&M) program (Tier 2/3)- supports students with trauma with a buddy system of support.

Lunch time structured activities and games- Sports for Learning to promote positive social skills

Restorative circles- Learn strategies to strengthen relationships and reduce conflict in the classrooms.

School climate student surveys- Teachers discuss results with student and provide information to PBIS team to have conversations on how to improve climate.

No one Eats Alone day

CARE meetings

Check in/out in office daily with AP or Counselor

SUSD Police presentations on anti-bullying

Health Fair presented by local community partnerships

Review of PLUS school climate data by PBIS team to determine areas of concern for students on campus, counselors work in small groups restorative conversations, provide presentations, assemblies and community donated incentives to encourage and support students to promote a safe learning environment. The entire staff is committed to develop a behavior support that will prevent misbehavior and increase student connectedness and motivation. Motivating all the students, all the time, everyday.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Annual Review – Goal 2

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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. 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 counselors, Father's & Families 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 & community partnerships) to support emotional and social skills with Tier 3 trauma students (funded through district).

Goal 3 – Meaningful Partnerships

School Goal for Meaningful Partnerships: (Must be a SMART Goal)

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.

To increase the number of community partnerships supporting Monroe Elementary school community from 18 providers to 23 providers by Spring 2021.

Identified Need

Meaningful Partnerships:

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

Community Assistant provides parents with support and resources that empowers them to be engaged in their student's learning such as parent/teacher conferences, parent meetings (e.g. Parent Coffee Hours, PTA, etc.), parent trainings (e.g. Positive Parenting classes, ESL, community resources, etc.), communication, after school academic focused activities (e.g. Back to School Night, Literacy Night, School Book Fair, Parent evening workshops, etc.), etc.

-Community Assistant (5 hours per day)

Parent meeting: (insert what the \$2,834 will be spent on.)

-PTA

-Monroe Action Partnership Team (MAPT)

-School Site Council/ CSI

-RAD program (parenting program)

-CAPC (parenting classes)

-Parent Coffee Connections

-ELAC

-Fresno State Digital Literacy Program

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

Proposed Expenditures for this Strategy/Activity 1

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
\$2,834	43400	Parent Meeting
\$40,043	29101	.625 FTE Community Assistant (salary & benefits)

\$ Amount(s)	Object Code	Description

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
\$1,000	43400	Parent Meeting

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

Partnerships support Monroe school climate and provides parent education, visiting classrooms to to share stories, model reading and the love of reading, presents anti-bullying presentations, provide dental service and be a role model to students.

Proposed Expenditures for this Strategy/Activity 2

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		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.

-Fathers and Families (Americorp) Part of the Innovation Zone to support with emotional and social skills for k-8 grade students. Meeting with students individually and conduct restorative circle along with participating in the Joven Noble and Xinatle group.

- SUSD Therapist on campus to service T3 trauma students, with one to one counseling.

-Reading and Math Corps (Americorp) provide support for T2 & T3 students to close the achievement gap with student achievement. One to one Tutors support for T2 & 3 students in reading and skills to close the achievement gap and using the I-ready data.

Proposed Expenditures for this Strategy/Activity 3

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		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 and 1st grade teachers provide academic parent workshops twice a year to educate parents on how to teach and support their children at home with academic skills
- 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- DMM input, involved in the decision-making of EL curriculum
- School Site Council/ provides DMM input, support administration and school site on the school plan and budget.

Proposed Expenditures for this Strategy/Activity 4

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.

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

Fund Source – site LCFF:

\$ Amount(s)	Object Code	Description
		Funds not allocated.

\$ Amount(s)	Object Code	Description

Annual Review – Goal 3

SPSA Year Reviewed: 2018-2019 (Year 2) and 2019-2020 (Year 3)

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 (to maintain 5 hrs in 20-21) 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 new partnerships developed in the 20-21 school year.
- 1.3 / 1.4 MAPT (Monroe Action Partnership Team- Administration, Counselor, Parents, Community Aide, community member) 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 Community partnership programs; Father's and Families, 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	\$145,020
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	\$311,740

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	\$145,020

Subtotal of additional federal funds included for this school: \$145,020

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	\$166,720

Subtotal of state or local funds included for this school: \$166,720

Total of federal, state, and/or local funds for this school: \$311,740

Budget Spreadsheet Overview – Title I

MONROE

**Preliminary Budget Allocation - TITLE I
FISCAL YEAR 2020-21**

TOTAL ALLOCATION		\$	142,186
TOTAL BUDGET DISTRIBUTED BELOW		\$	142,186
TO BE BUDGETED (Should be \$0.)			0

50647 TOTAL ALLOCATION		\$	2,834
TOTAL BUDGET DISTRIBUTED BELOW		\$	2,834
TO BE BUDGETED (Should be \$0.)			0

Object	Description	FTE	TITLE I					TOTAL BUDGET
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT NEW COST CENTER	50672 GOAL #3 MEANINGFUL PARTNERSHIPS NEW COST CENTER	50647 GOAL #3 MEANINGFUL PARTNERSHIPS - PARENTS	
12151	Counselor							\$ -
13201	Assistant Principal							\$ -
19101	Program Specialist	0.7500	\$ 95,489					\$ 95,489
19101	Instructional Coach							\$ -
19500	Instr. Coach-Add Comp							\$ -
	OTHER Certificated							\$ -
21101	Instructional Assistant							\$ -
21101	CAI Assistant							\$ -
21101	Bilingual Assistant							\$ -
24101	Library Media Clerk							\$ -
29101	Community Assistant	0.6250				\$ 40,043		\$ 40,043
	OTHER Classified							\$ -
30000	Statutory Benefits							\$ -
Sub Total - Personnel/Benefits			\$ 95,489	\$ -	\$ -	\$ 40,043	\$ -	\$ 135,532
Books & Supplies								
42000	Books							\$ -
43110	Instructional Materials		\$ 6,654					\$ 6,654
43200	Non-Instructional Materials							\$ -
43400	Parent Meeting						\$ 2,834	\$ 2,834
44000	Equipment							\$ -
43150	Software							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Supplies			\$ 6,654	\$ -	\$ -	\$ -	\$ 2,834	\$ 9,488
Services								
57150	Duplicating							\$ -
57250	Field Trip-District Trans							\$ -
57160	Nurses							\$ -
56590	Maintenance Agreement							\$ -
56530	Equipment Repair							\$ -
52150	Conference							\$ -
58450	License Agreement							\$ -
58720	Field Trip-Non-District Trans							\$ -
58920	Pupil Fees							\$ -
58100	Consultants-instructional							\$ -
58320	Consultants-Noninstructional							\$ -
	OTHER							\$ -
	OTHER							\$ -
Sub Total-Services			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
GRAND TOTAL			\$ 102,143	\$ -	\$ -	\$ 40,043	\$ 2,834	

Preliminary Budget Allocation - LCFF

Object	Description	FTE	LCFF				TOTAL BUDGET
			23030	23020	23034	23035	
			GOAL #1	GOAL #1	GOAL #2	GOAL #3	
			STUDENT ACHIEVEMENT LOW INCOME	STUDENT ACHIEVEMENT ENGLISH LEARNERS	LEARNING ENVIRONMENT NEW COST CENTER	MEANINGFUL PARTNERSHIPS NEW COST CENTER	

11500	Teacher - Add Comp		\$ 3,347				\$ 3,347
11700	Teacher Substitute		\$ 6,200				\$ 6,200
12151	Counselor	0.3000			\$ 33,228		\$ 33,228
13201	Assistant Principal						\$ -
19101	Program Specialist	0.2500	\$ 37,000				\$ 37,000
19101	Instructional Coach						\$ -
19500	Instr. Coach-Add Comp						\$ -
	OTHER Certificated						\$ -
21101	Instructional Assistant						\$ -
21101	CAI Assistant						\$ -
21101	Bilingual Assistant						\$ -
24101	Library Media Clerk	0.6250	\$ 51,463				\$ 51,463
29101	Community Assistant						\$ -
	OTHER Classified						\$ -
30000	Statutory Benefits						\$ -
	Sub Total - Personnel/Benefits		\$ 98,010	\$ -	\$ 33,228	\$ -	\$ 131,238

42000	Books					\$ -
43110	Instructional Materials					\$ -
43200	Non-Instructional Materials					\$ -
43400	Parent Meeting				\$ 1,000	\$ 1,000
44000	Equipment	\$ 1,000				\$ 1,000
43150	Software					\$ -
	OTHER					\$ -
	OTHER					\$ -
	Sub Total-Supplies	\$ 1,000	\$ -	\$ -	\$ 1,000	\$ 2,000

57150	Duplicating	\$	2,000			\$	2,000
57250	Field Trip-District Trans					\$	-
57160	Nurses					\$	-
56590	Maintenance Agreement	\$	3,000			\$	3,000
56530	Equipment Repair					\$	-
52150	Conference					\$	-
58450	License Agreement	\$	15,482			\$	15,482
58720	Field Trip-Non-District Trans					\$	-
58920	Pupil Fees					\$	-
58100	Consultants-instructional	\$	2,000			\$	2,000
58320	Consultants-Noninstructional			\$	11,000	\$	11,000
	OTHER					\$	-
	OTHER					\$	-
	Sub Total-Services	\$	22,482	\$	-	\$	11,000
						\$	-
	GRAND TOTAL	\$	121,492	\$	-	\$	44,228
				\$	1,000	\$	166,720