



School Plan for Student Achievement

For the School Year

July 1, 2020 – June 30, 2021

Version 1 – 08/25/2020

Version 2 – 03/09/2021

Version 3 – 09/28/2021

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 2 – N/A Ver 3 – 09/15/2021	Ver 1 – 08/14/2020 Ver 2 – 02/26/2021 Ver 3 – 09/16/2021	Ver 1 – 08/25/2020 Ver 2 – 03/09/2021 Ver 3 – 09/28/2021

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.

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, 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 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-

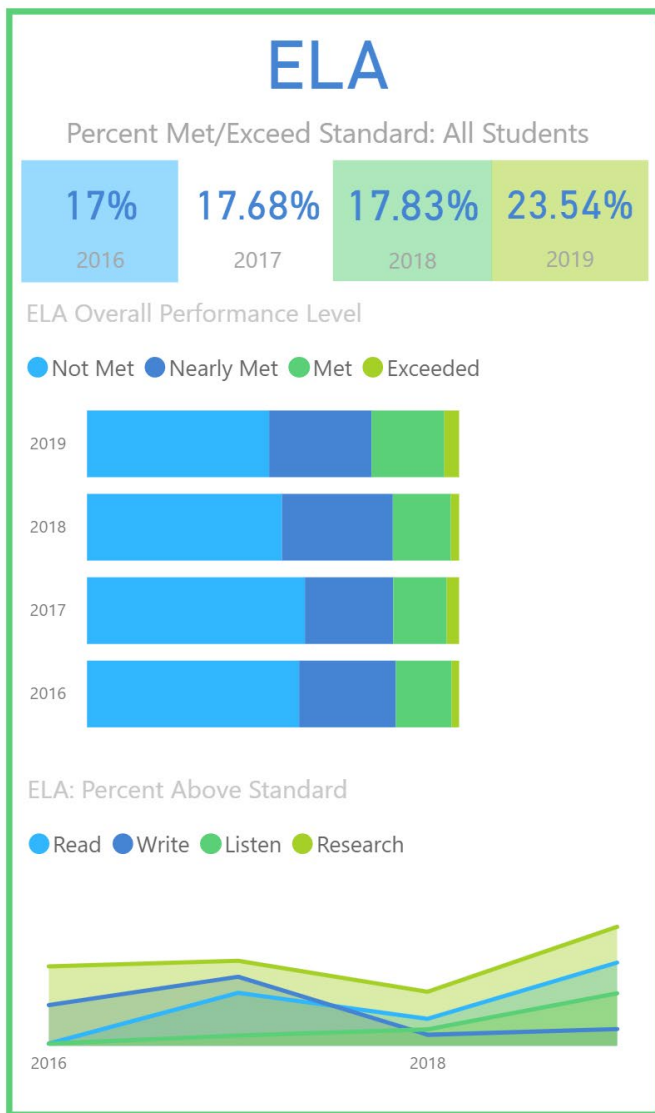
EL and students with disabilities are below 10% on SBAC performance level. The gap is significant with all subgroups with 50% or more below standards.

Math:

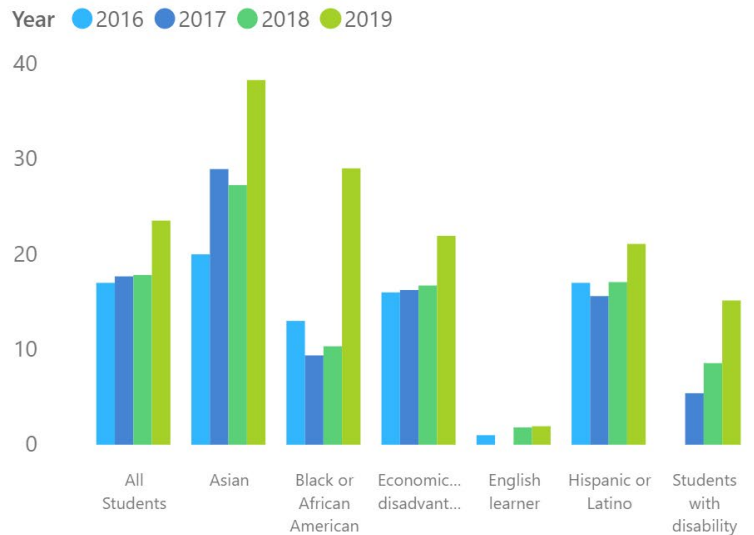
Comprehensive School Profile scores in 2019:

Math 18.57%, 77.17% did not meet standards

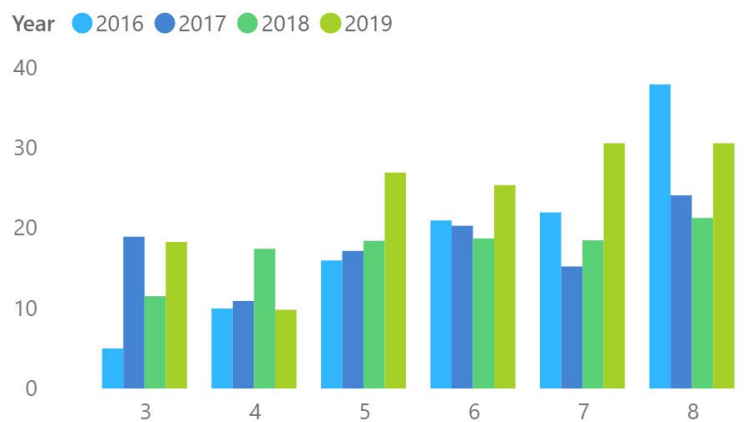
Math IREADY Winter data @ 15% (Tier 1) Proficient, 52% (Tier 2) near Proficiency and 33% (Tier 3) below grade level



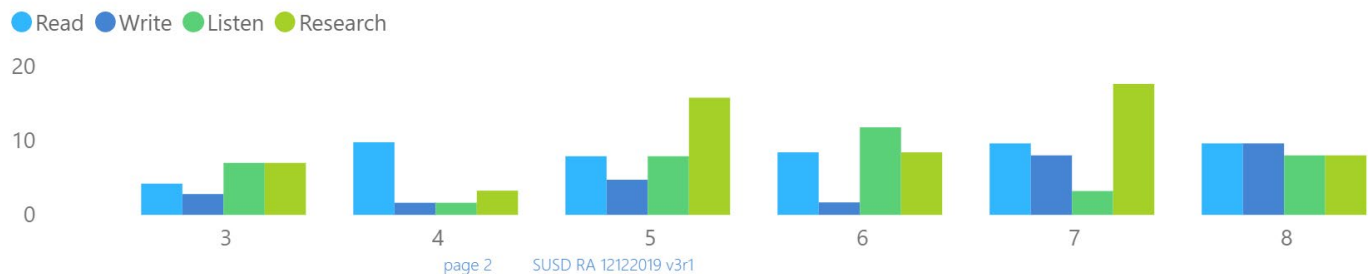
ELA CAASPP: Percent Met/Exceed Standard

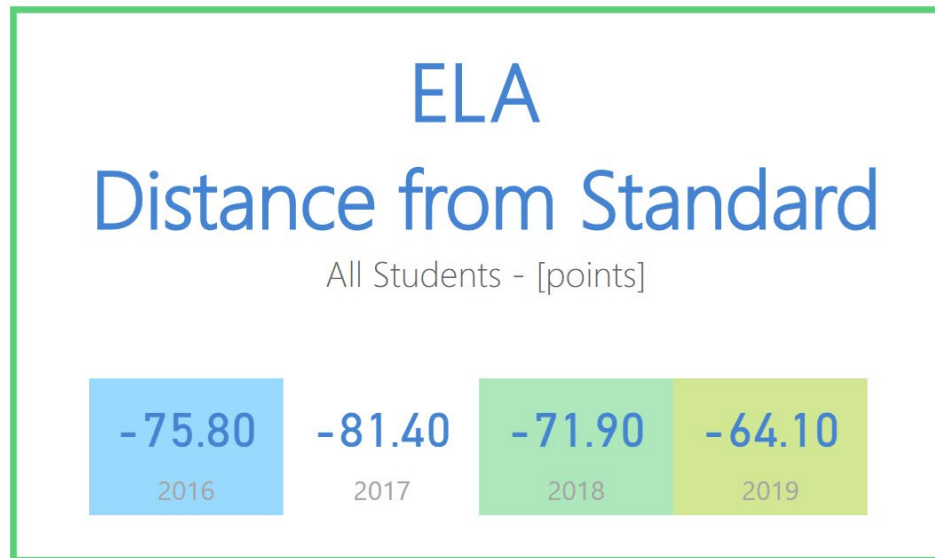


ELA CAASPP: Percent Met/Exceed Standard by Grade Level



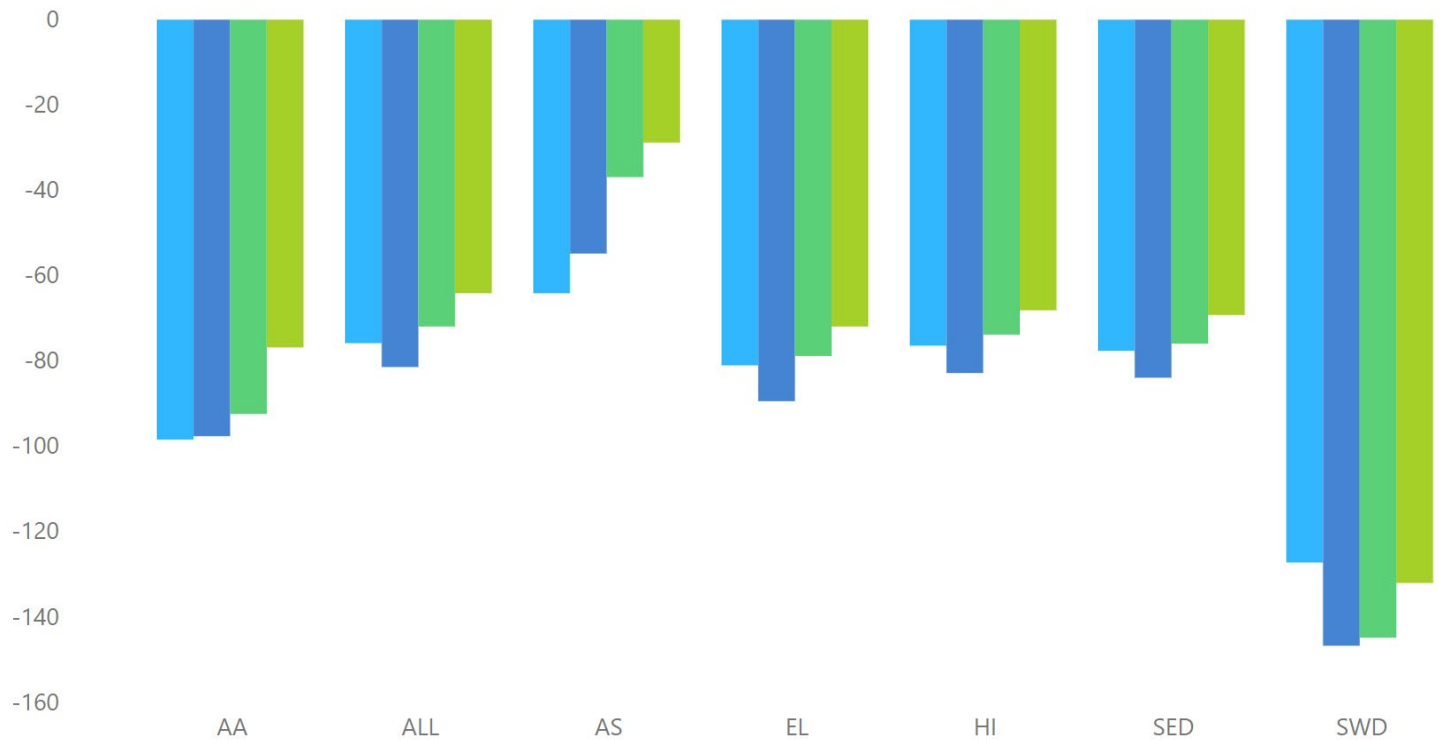
2019 Prelim ELA CAASPP: Area - Percent Above Standard





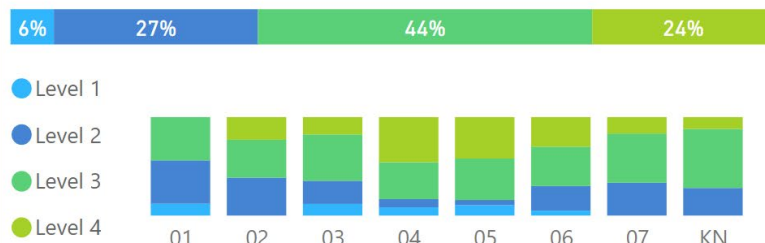
ELA Distance from Standard [points]

Year ● 2016 ● 2017 ● 2018 ● 2019

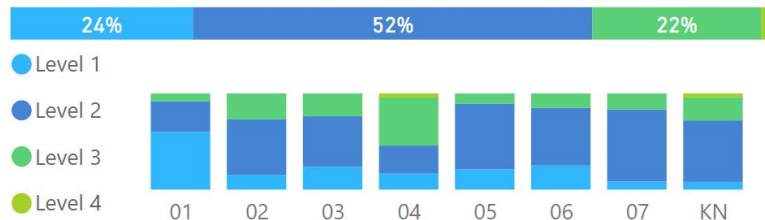




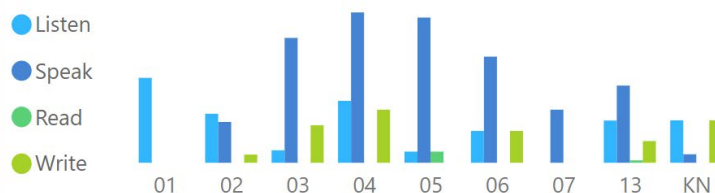
Oral Language Overall Performance Level



Written Language Overall Performance Level



Performance Area: Percent Well Developed



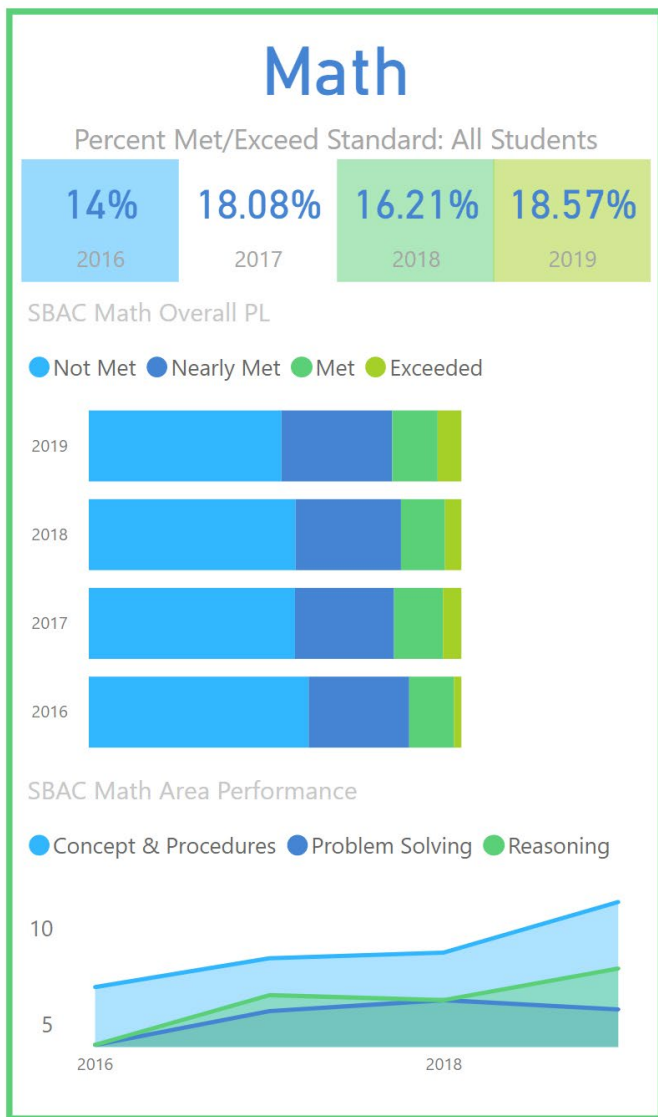
English Learner Progress Reclassification Rates



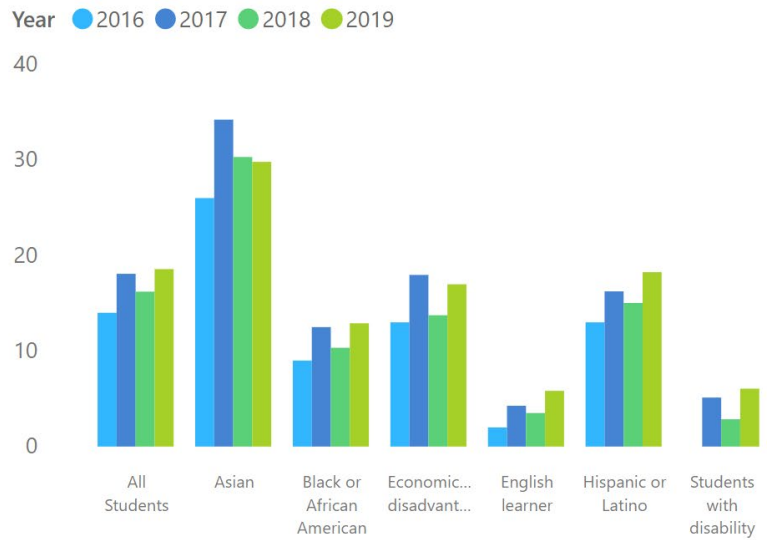
English Learner Progress Indicator (ELPI)

41%

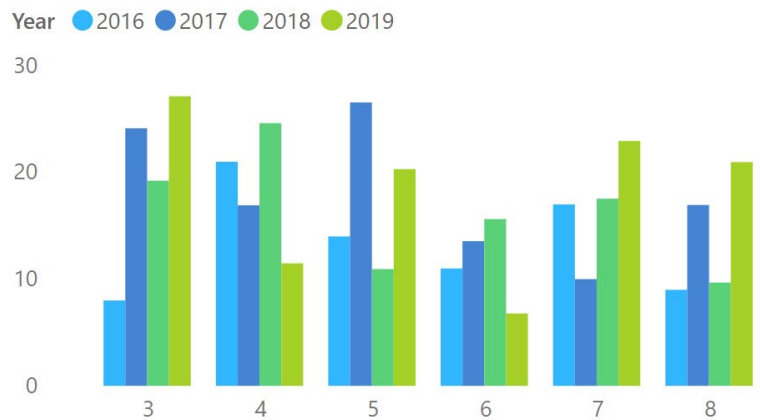
ELPI 2019



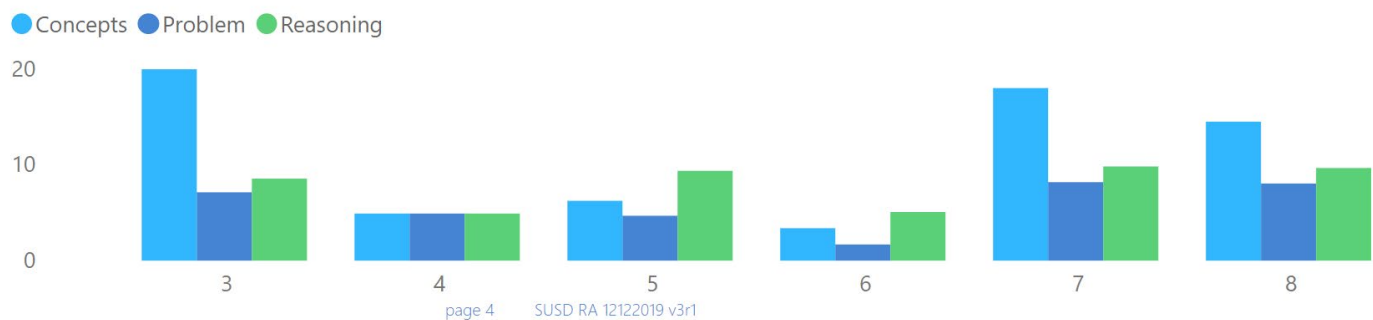
Math CAASPP: Percent Met/Exceed Standard

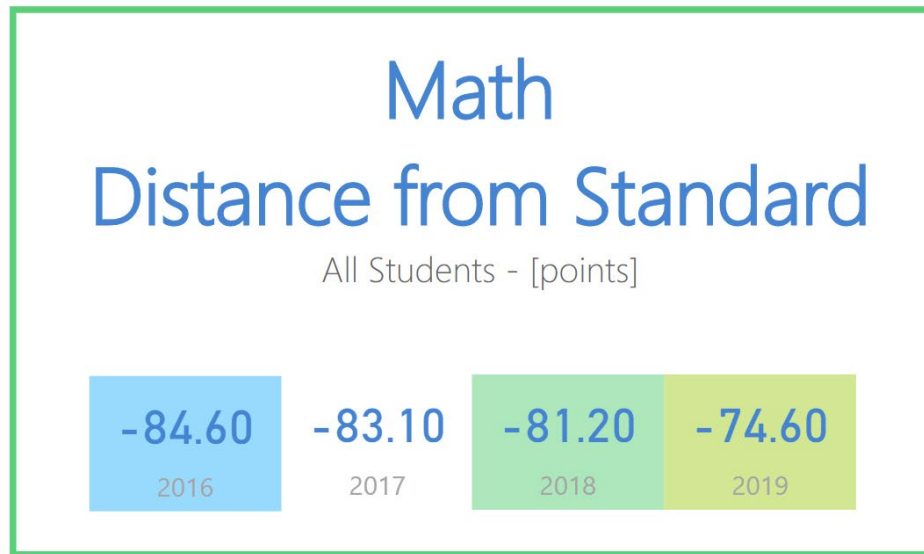


Math CAASPP: Percent Met/Exceed Standard by Grade Level



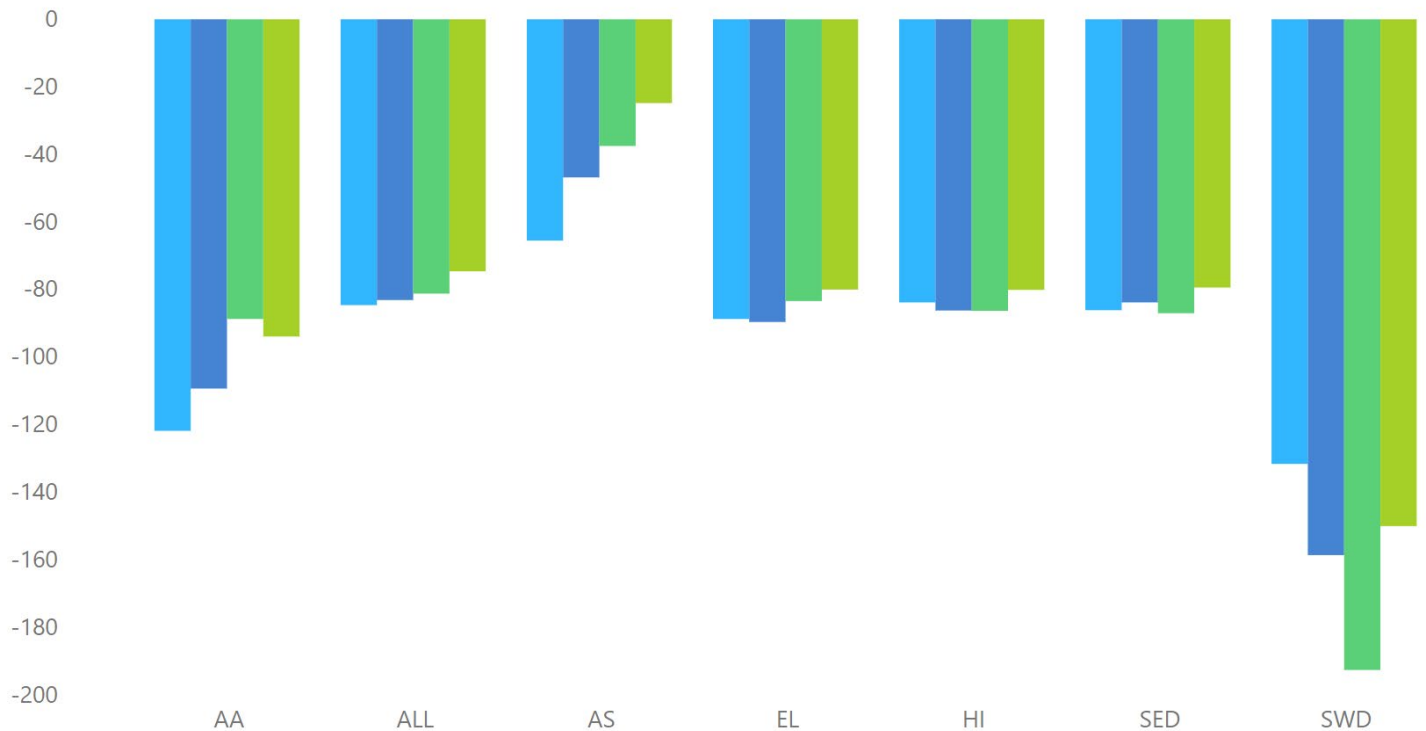
2019 Math CAASPP: Percent Above Standard





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

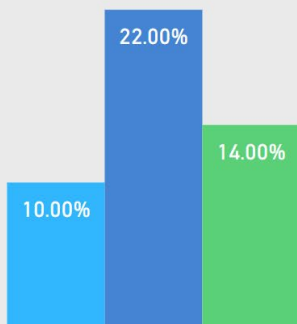
PSAT 8/9 Grade 8

Percent Met Evidence-Based
Reading & Writing
Benchmark

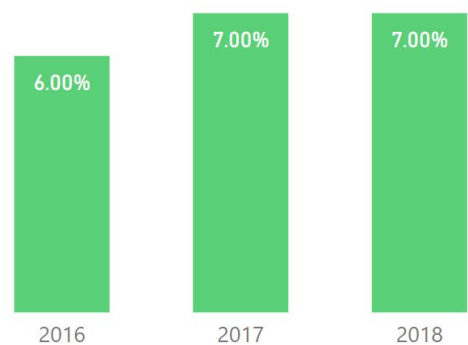
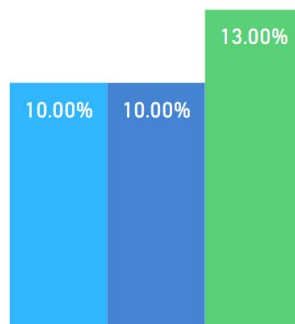
Percent Met Mathematics
Benchmark

Percent Met ERW &
Math Benchmark

Year ● 2016 ● 2017 ● 2018



Year ● 2016 ● 2017 ● 2018



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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

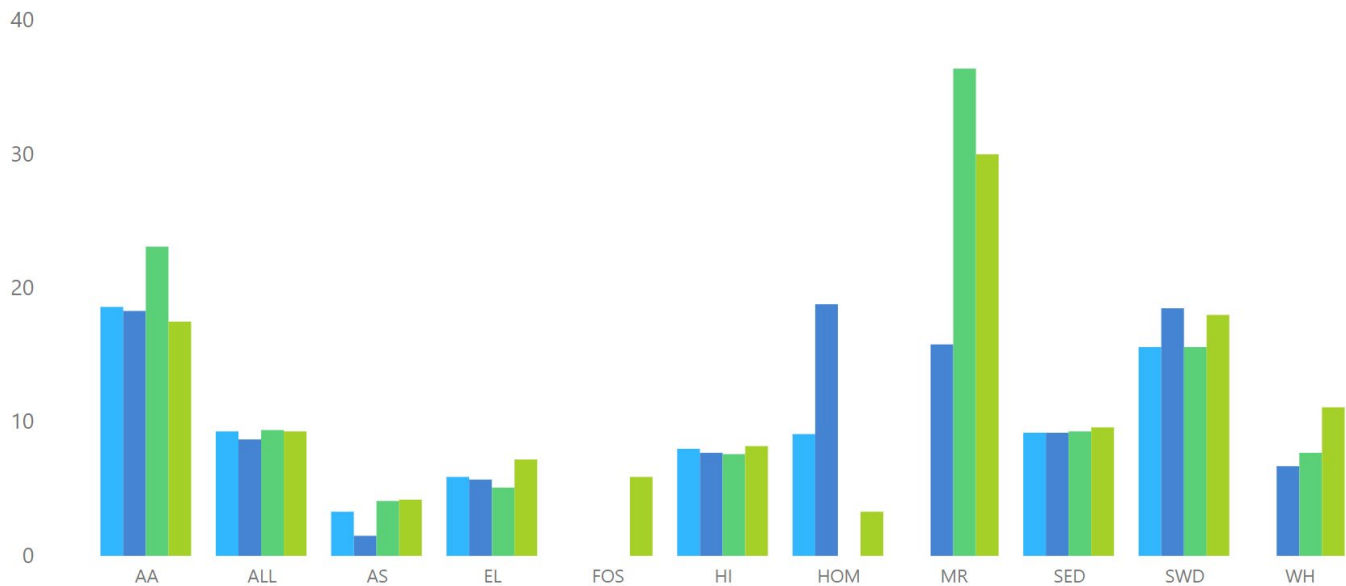


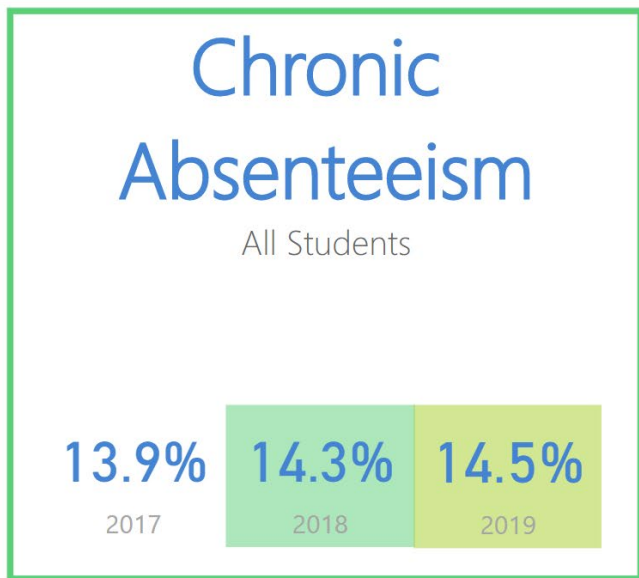
Expulsion

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

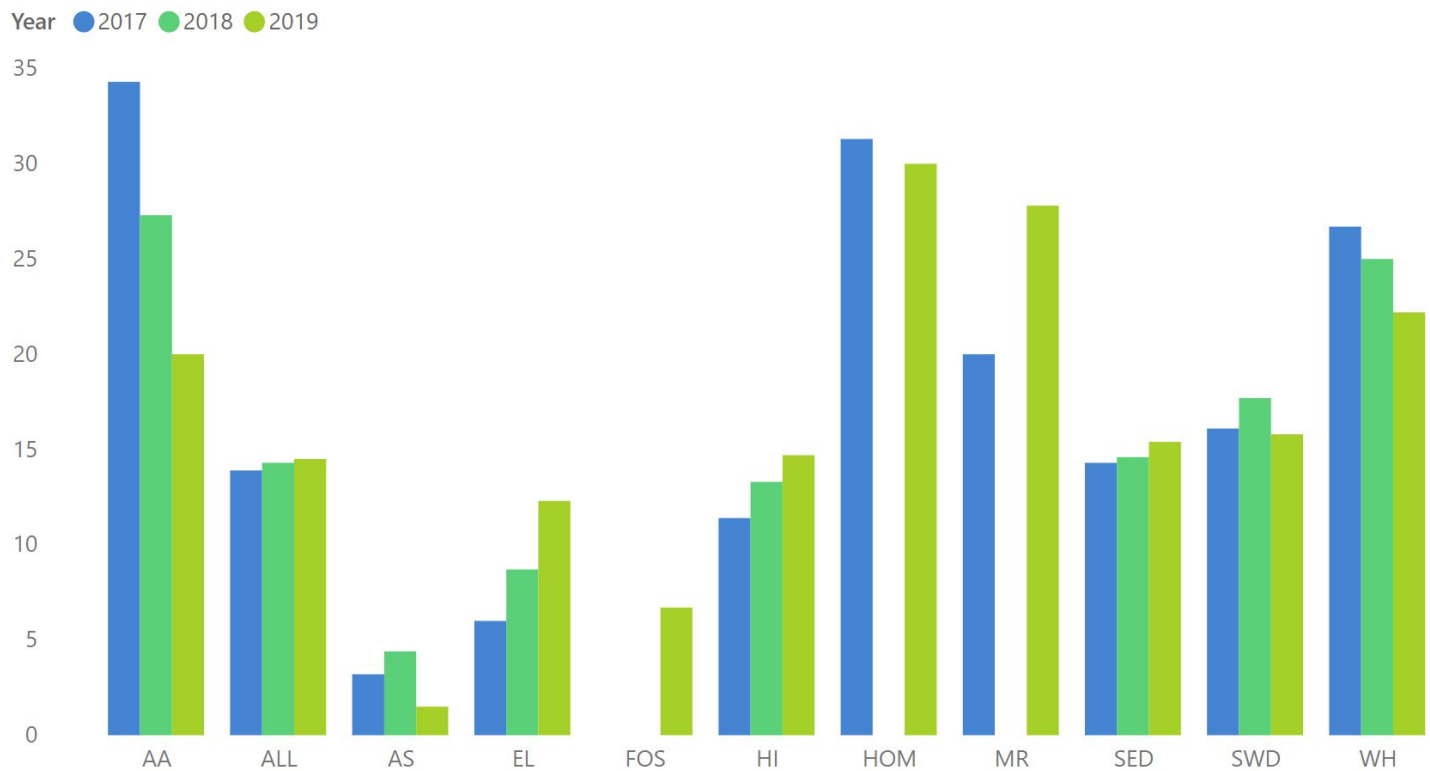
Suspension Rate: Student Group

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, 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, 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 (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

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.

-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 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; 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	\$	-	\$	33,482
		GRAND TOTAL	\$	121,492	\$	-	\$	44,228	\$	1,000	\$	166,720

Amendments

The purpose of this amendment will reflect programmatic and budgetary adjustments resulting from COVID-19 restrictions requiring distance learning and virtual interactive opportunities. Monroe's School Site Council (SSC) reviewed and approved the changes which have been detailed in their minutes.

Other adjustments reflected are business as usual modifications to cover the cost of minor transactions based on actual costs, such as maintenance agreements or salary adjustments, and/or correction to object code assignment.

DATE	AMOUNT	FROM	TO	BUDGET
9/28/2020	\$ 3,000.00	MAINT/PRINT	SUPPLIES	LCFF
10/6/2020	\$ 1,538.00	NON INSTR.	COUNSELOR	LCFF
10/6/2020	\$ 811.00	SUPPLIES	COMM. ASST BENEFITS	TITLE 1
	<u>\$ 5,349.00</u>			

Furthermore, Monroe's Parent Involvement 1% allocation has increased. The funds have been reviewed and approved by the School Site Council.

Version 2

SPSA: Goal 1, Strategy 1:

LCFF –

- **\$500 – 57150 – Duplicating:** Reduce funds due to overbudgeting for duplicating.
- **\$1,500 – 56590 – Maintenance Agreements:** Reduce funds due to overbudgeting for maintenance agreements.
- **\$5,000 – 43110 – Instructional Materials/Supplies:** Reallocated funds to purchase instructional needed for (stated in SPSA) for students to support student work in math, writing and reading due to the lack of supplies while distance learning. Identifying student area needs with a Pretest and posttest will be collected every 4 to 5 weeks. Data will drive the instruction where teachers, Coaches and Program Specialist co-plan and co-teach the lesson to analyze, debrief and reflect on students growth. This information to be shared during staff, ELAC, Parent Coffee Connection and SSC meetings.
- **\$1,000 – 43200 – Non-Instructional Materials/Supplies:** Reallocated funds to purchase non-instructional needed for (stated in SPSA) for students to support student work in math, writing and reading due to the lack of supplies while distance learning. Identifying student area needs with a Pretest and posttest will be collected every 4 to 5 weeks. Data will drive the instruction where teachers, Coaches and Program Specialist co-plan and co-teach the lesson to analyze, debrief and reflect on students growth. This information to be shared during staff, ELAC, Parent Coffee Connection and SSC meetings.
- **\$5,200 – 44000 – Equipment:** Reallocated funds to purchase equipment for teachers, such as document camera's / projectors are being replenished due to equipment that is over ten

years old. Equipment that is necessary for teachers to complete lessons through distance virtual learning. The Iready, ELPAC and SBAC will provide future evidence of students growth at the end of the school year. Identifying student area needs with a Pretest and posttest will be collected every 4 to 5 weeks. Data will drive the instruction where teachers, Coaches and Program Specialist co-plan and co-teach the lesson to analyze, debrief and reflect on students growth. This information to be shared during staff, ELAC, Parent Coffee Connection and SSC meetings.

SPSA: Goal 1, Strategy 2:

LCFF –

- **\$14,176 – 11500 – Teacher Additional Comp:** Reallocated funds for teacher additional comp to support professional development in AVID, CORE Curriculum ELA/Math coaching support. AVID & Core professional development to be implemented during PLC meetings (2 hours) and additional afterschool coaching cycles provided by instructional coaches, Program Specialist and administration (1 hr.). Data will be the focus to drive the instruction with individual and grade levels, a pre-assessment to determine areas of student deficiencies with specific priority standard. Teachers, Coaches, Program Specialist co-plan and co-teach lessons then a posttest to assess effectiveness, teachers then debrief and reflect. Teachers need more support with curriculum and strategies with distance learning where students struggle academically. Identifying student area needs with a Pretest and posttest will be collected every 4 to 5 weeks. Data will drive the instruction where teachers, Coaches and Program Specialist co-plan and co-teach the lesson to analyze, debrief and reflect on students growth. This information to be shared during staff, ELAC, Parent Coffee Connection and SSC meetings.

SPSA: Goal 1, Strategy 3:

LCFF –

- **\$10,376 – 58450 – License Agreements:** Reduce funds due to overbudgeting for license agreements.

SPSA: Goal 1, Strategy 5:

LCFF –

- **\$2,000 – 58100 – Consultant Instructional:** Reduce funds due to overbudgeting for consultant fees.

SPSA: Goal 2, Strategy 1:

LCFF –

- **\$11,000 – 58320 – Consultant Non-Instructional:** Reduce funds due to COVID-19 restrictions pertaining to social distancing and distance learning, consultant services were unable to be implemented as students are not physically at the school site.

SPSA: Goal 3, Strategy 1:

Due to a funding increase from the State in the District's 2020-2021 Title I allocation, Monroe is receiving additional monies in Parent Involvement (Cost Center: 50647). Monroe's revised Parent Involvement as of 12/2020 is shaded yellow. This increase will be distributed to object code 29500 – Community Assistant Additional Comp to support outreach to parents during distance learning.

School	Enrollment (CalPADS 12/16/19)	Eligible Students F/R Meals (CalPADS 12/16/19)	Poverty Rate (Oct 2019)	School Allocation	Revised Parent Involvement 12/2020	TOTAL SCHOOL PRELIMINARY ALLOCATION	Original Parent Involvement 07/2020	Increase of:
MONROE	578	521	90.1%	\$ 142,186	\$ 3,165	\$ 145,351	\$ 2,834.00	\$ 331.00

Title I –

- **\$2,034 – 43400 – Parent Meeting:** Reduce funds due to COVID-19 restrictions pertaining to social distancing, in-person parent meetings were unable to be held.
- **\$2,034 – 43200 – Non-Instructional Materials:** Reallocated funds for the purchase of hands-on materials supporting math, English and science skills taught to parents to support their student. Our site is planning a math support night (need hands on supplies to create flash cards), SEL (focused on relaxation techniques during COVID).

Monroe Elementary – Amendments

MONROE 264 REVISED

MONROE 264 REVISED

7/28/2020

INITIAL BUDGET/DATE

03/XX/2021

REVISED BUDGET/DATE

50647 - inc by \$331

TITLE I		TOTAL ALLOCATION		\$ 142,186		LCFF		TOTAL ALLOCATION		\$ 166,720		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 3,165				
TOTAL BUDGET DISTRIBUTED BELOW		\$ 142,186				TOTAL BUDGET DISTRIBUTED BELOW		\$ 166,720				TOTAL BUDGET DISTRIBUTED BELOW		\$ 3,165						
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0						
Object	Description	FTE	ACHIEVEMENT				LEARNING ENVIRONMENT				PARTNERSHIPS				TOTAL FTE	TOTAL BUDGET				
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE			50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS	FTE
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)	0.000		0.000	\$ 17,523	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ 17,523	
11700	Teacher Substitute (incl benefits)	0.000	\$ -	0.000	\$ 6,076	0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	\$ 6,076	
12151	Counselor	0.000	\$ -	0.000		0.000		0.450		0.000		0.000	\$ 20,034	0.000		0.000		0.000	0.450	\$ 20,034
30000	Statutory Benefits	0.000	\$ -	0.000	\$ -	0.000		0.000		0.000		0.000	\$ 12,056	0.000		0.000		0.000	0.000	
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
13201	Assistant Principal	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
19101	Program Specialist	0.750	\$ 95,489	0.500	\$ 26,260	0.000		0.000		0.000		0.000		0.000		0.000		0.000	1.250	\$ 121,750
30000	Statutory Benefits	0.000		0.000	\$ 10,740	0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
19101	Instructional Coach	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -
21101	Instructional Asst/CAI	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
21500	Inst Asst/CAI -Add Comp(incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
21101	Bilingual Assistant	0.000		0.000		0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
21500	Bit Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
22601	Library Media Assistant	0.000	0.625	\$ -	0.000	0.000	\$ 21,945	0.000		0.000		0.000		0.000		0.000		0.000	0.625	\$ 21,946
30000	Statutory Benefits	0.000		0.000	\$ -	0.000	0.000	\$ 29,518	0.000		0.000		0.000		0.000		0.000	0.000	0.000	
22500	Lib Med Asst-Addl Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
22901	Community Assistant	0.000		0.000		0.000	0.000	\$ -	0.000		0.000		0.625	\$ 43,863	0.000		0.000	0.625	\$ 43,864	
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ -	0.000		0.000	0.000	
29101	Parent Liaison	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	\$ -
30000	Statutory Benefits	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	0.000	
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000		0.000	\$ -	0.000		0.000		0.000		0.000		0.000	0.000	\$ -
Sub Total - Personnel/Benefits			\$ 95,489		\$ 60,599	\$ -		\$ 51,463	\$ -		\$ 32,090	\$ 43,863	\$ -		\$ -		\$ -		\$ 231,192	
Books & Supplies																				
42000	Books			\$ -				\$ -										\$ -	\$ -	
43110	Instructional Materials		\$ 2,834	\$ 8,000	\$ -	\$ -		\$ -			\$ -			\$ -				\$ -	\$ 10,834	
43200	Non-Instructional Materials		\$ -	\$ 2,462	\$ -	\$ -		\$ -			\$ -					\$ 2,365		\$ -	\$ 4,827	
43400	Parent Meeting										\$ -		\$ -	\$ 800		\$ 800		\$ -	\$ 1,600	
44000	Equipment			\$ 6,200														\$ -	\$ 6,200	
Sub Total - Books & Supplies			\$ 2,834	\$ 16,662	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	\$ 800	\$ 3,165		\$ -		\$ 23,461		
Services																				
57150	Duplicating			\$ -														\$ -	\$ -	
57250	Field Trip-District Trans																	\$ -	\$ -	
56590	Maintenance Agreement		\$ -	\$ -	\$ -	\$ -												\$ -	\$ -	
52150	Conference		\$ -															\$ -	\$ -	
58450	License Agreement		\$ -	\$ 5,106	\$ -	\$ -				\$ -								\$ -	\$ 5,106	
58720	Field Trip-Non-District Trans																	\$ -	\$ -	
58920	Pupil Fees																	\$ -	\$ -	
58100	Consultants-Instructional			\$ -														\$ -	\$ -	
58320	Consultants-Noninstructional																	\$ -	\$ -	
Sub Total - Services			\$ -	\$ 5,106	\$ -	\$ -		\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 5,106		
GRAND TOTAL			\$ 98,323	\$ 82,367	\$ -	\$ 51,463	\$ -	\$ 32,090	\$ 43,863	\$ 800	\$ 3,165									

Version 3 (Final 2020-2021 Version)

The purpose of the Version and SPSA adjustment is to incorporate changes to the 2021-2021 Title I Allocation, additional/adjustment to 2020-2021 strategies/activities based on the changes of COVID-19 restrictions, and the continuation of the SPSA for the upcoming 2021-2022 school year.

2020-2021 Title I Allocation Revision Statement

There are two reasons for the adjustment.

Reason 1: The district's overall Title I allocation increased, which resulted in an increase of Parent Involvement (50643) funds. This increase was communicated and captured through the Mid-Year SPSA change process for most school sites. However, due to changes based on Reason 2, further adjusted allocations again. State & Federal Programs is implementing funding alternatives to ensure schools will not be negatively impacted.

Reason 2: The district's 2020-2021 Title I allocation was calculated using the most current 2019-2020 CALPADS data available at the time of the CONAPP application submission, prompting the release of the 2020-2021 preliminary allocations. Since that time, the district's closure of Tyler Elementary and the subsequent opening of Mata Elementary school resulted in a shift of students attending the new school. Because of the shift in students, the 2019-2020 (previous year's CALPADS data) cannot be used. The most current and available CALPADS data is 2020-2021, resulting in allocation adjustment to all school sites. Unfortunately, the initial calculation was not favorable to school sites, meaning the new allocations were less than the preliminary budget allocations. Realizing the hardships this would cause, State and Federal Programs modified the per pupil rate to ensure schools would not be negatively affected.

2021-2022 SPSA Continuation Statement

The 2021-2022 SPSA Update has been incorporated in this version as a continuation update. The "final" 2021-2022 SPSA will be completed as a stand-alone plan following a review of October 2021 student enrollment data. Furthermore, sites may experience the need for re-evaluation of proposed strategies/activities due to instructional transitioning from distance learning, hybrid, and in-person. This re-evaluation may adjust the strategies/activities and their subsequent proposed expenditure of funds.

2021-2022 School/SMART Goals

Goal 1:

- ELA:

By EOY 2022, per i-Ready Diagnostic 3 ELA Results Report, the total number of students performing 2 or more grade levels below will decrease by 34 students.

By EOY 2022, per i-Ready Diagnostic 3 ELA Results Report, the total number of students performing grade level will increase by 24 students.

- EL:

By EOY 2022, per ELPAC Summative Results; all students performing at an overall proficiency level of 3 or below will improve proficiency by one performance band.

- Math:

By EOY 2022, per iReady Diagnostic 3 Math Growth Report, the total number of students performing 2 or more grade levels below will decrease by 29 students.

By EOY 2022, per iReady Diagnostic 3 Math Growth Report, the total number of students performing at grade level will increase by 22 students.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Update

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- 6th grade 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

****General supplies are unallowable using State & Federal funds.****

\$4,744 (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.

56590 Maintenance Agreements \$1000 - LCFF

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

57150 Duplicating, \$500 (LCFF)

Equipment for classroom use such document cameras and classroom printers. Teachers provide online ELA Benchmark and iReady math lessons from equipment. Equipment that is necessary for teachers to innovatively craft digital learning experiences that promote discovery and creation for all students. Costs for replacing equipment throughout the year as needed: approx. 5 @ \$500 for classroom printers and 5 @ \$500 for document cameras.

44000 Equipment \$5,200 – LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
4,744	4000 Series	Books & Supplies

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

0	5000 Series	Services
---	-------------	----------

Fund Source – LCFF:

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

0	1000 Series	Certificated Personnel Costs (including benefits)
---	-------------	---

0	2000 Series	Classified Personnel Costs (including benefits)
---	-------------	---

5,200	4000 Series	Books & Supplies
-------	-------------	------------------

1,500	5000 Series	Services
-------	-------------	----------

Comprehensive Support and Improvement (CSI) Addition:

None.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

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

0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
---	-------------	---

0	2000 Series	Classified Additional Comp (including benefits)
---	-------------	---

0	4000 Series	Books & Supplies
---	-------------	------------------

0	5000 Series	Services
---	-------------	----------

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

AVID Digital XP - Registration, Training Attendance, Pre Conference collaboration and post conference collaboration. Eligible Attendees with Title I: Teacher, Program Specialist, Instructional Coach, Administrator

Registration –

3 teachers X \$850 = \$2,550;

1 program specialist X \$850 = \$850;

1 instructional coach X \$850 = \$850;

1 administrator X \$850 = \$850;

1 counselor X \$850 = \$850

Training Attendance and Post Conference Collaboration –

5 teachers X 30 hours X \$60 = \$9,000 (Allocating \$8,204);

1 program specialist X 30 hours X \$60 = \$1,800;

1 instructional coach X 30 hours X \$60 = \$1,800;

1 administrator X 30 hours X \$60 = \$1,800;

1 counselor X 30 hours X \$60 = \$1,800.

2021-2022 Strategy Adjustment

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).

Teacher additional comp/teacher release to support professional development in AVID, CORE Curriculum ELA/Math coaching support. AVID & Core professional development to be implemented during PLC meetings (1.5 hours) and additional afterschool coaching cycles provided by instructional coaches, Program Specialist and administration (1 hr.). Data will be the focus to drive the instruction with individual and grade levels, a pre-assessment to determine areas of student deficiencies with specific priority standard. Teachers, Coaches, Program Specialist co-plan and co-teach lessons then a posttest to assess effectiveness, teachers then debrief and reflect. Teachers need more support with curriculum and strategies with distance learning where students struggle academically. Identifying student area needs with a Pretest and posttest will be collected every 4 to 5 weeks. Data will drive the instruction where teachers, Coaches and Program Specialist co-plan and co-teach the lesson to analyze, debrief and reflect on student growth. This information to be shared during staff, ELAC, Parent Coffee Connection and SSC meetings.

Teachers Additional Comp:

11 teachers X 1.5 hours X 10 months X \$60 rate of pay = \$9,900 - LCFF

Instructional Coach Additional Comp:

2 instructional coach X 1.5 hours X 3 months X \$60 rate of pay = \$540 - LCFF

Program Specialist Additional Comp:

1 program specialist X 1.5 hours X 10 months X \$60 rate of pay = \$900 - LCFF

Teacher Substitute Pay Calculation (Object Code 11700):

21 teachers X 2 days/hours X \$200 rate of pay for sub. = \$9,200 total cost – LCFF (Allocating \$4,710)

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

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

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
16,050	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Professional Learning supporting staff on instructional strategies that streamlines and alleviates barriers in transitioning from distance learning, hybrid learning, and in-person learning that builds capacity of staff. This may also include techniques to increase and reengage student participation and set-up and usage of instructional technologies.

Virtual Training – 689 registration X 40 staff = \$27,560

Collaboration supporting staff on development/alignment/calibration of scope and sequence, need, and alignment to school improvement focusing on transitioning from distance learning, hybrid learning, and in-person learning. Focusing on:

Scope and Sequence Planning such as vertical and horizontal alignment, looking at standards, knowledge base at end of school year for next year progression, reduction of need for re-teaching to move forward more efficiently:

In-Depth Root Cause Analysis and Need Assessment:

Stakeholder Involvement Plan:

In-Depth Data Analysis and Evaluation:

Walk-Through Visit - Observation of Actual Activities:

Debrief of Observation

Equity - Culturally Relevant Instruction Training and Planning:

Additional Comp – (Allocating \$18,729)

30 certificated staff X 7 hours X \$60 = \$12,600

10 classified staff X 7 hours X \$60 = \$4,200

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
14,529	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
4,200	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
27,560	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not Applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 FTE – 108,203 – Title I, .25 FTE - \$35,770 – LCFF)

75% - Title I – 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 monitors data growth in classroom as well as trains the bilingual aide to implement in class preview- review supplemental strategies with EL level 1 & 2 students, supports teachers with co-teaching AVID strategies. Supports ELA & math curriculum to organize small group instruction for all students in 4th-6th grade. AVID coordinator and monitors the CCI data certification of school site, Program Specialist provides supplemental professional development to teachers in reading, Math, EL strategies.

25% - LCFF – 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.

.4375 FTE Library Media Assistant (\$30,479 – LCFF) 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 for K-6th grade \$12,000 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
108,203	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
35,770	1000 Series	Certificated Personnel Costs (including benefits)
30,479	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
12,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 4

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 - LCFF

2021-2022 Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
3,240	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 4

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 5

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Everything in the strategy will remain the same except, Library Media Assistant.

2021-2022 Strategy Adjustment

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 – Title I

-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

Teachers provide hands on experiential learning opportunities to supplement core instruction through field trips and guest speakers (e.g. Nightmare on Puberty Street, The Best of Me, Peace Signs (Kaiser K-8), Science, etc.) to enhance the learning experience for all students. Additionally, arts and music integration occurs to allow artistic expression.

2021-2022 Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
2,000	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 5

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 6

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 6

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 2:

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

By June 30, 2022, maintain suspensions at 6% for all students.

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

By June 30, 2022, maintain chronic absenteeism for all students at 18%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 to help decrease chronic absenteeism and suspensions.

\$11,000 – 58320 – Consultant Non-Instructional - LCFF

School Counselor (1 FTE school counselor - .375 FTE – site LCFF \$32,761, .625 FTE district funded) for 5th-8th grade and .30 School Counselor for K-4th gr. to support students with PBIS, Restorative Justice meetings, provide in class support with 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.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
32,761	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
11,000	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

School Plan for Student Achievement| SY 2020-2021

Version 3 – Board Approval 09/28/2021

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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 (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

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 3

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 3

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)

\$ Amount(s)	Object Code	Description
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Goal 3:

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

By June 30, 2022, parent/community participation and other meaningful partnerships will increase by 10%.

Strategy/Activity 1

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

Total Goal 3, Strategy 1 – Title I Parent Involvement allocation is \$2,998.

2021-2022 Strategy Adjustment

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 (.625 FTE) - \$41,943 – Title I

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.

Parent Meeting - \$500: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement activities while using various strategies such as gallery walks. These materials will be used during Coffee hour and training sessions to provide visuals and hands-on activities for our parents. We want them to learn in a similar fashion that our students do.

Non-Instructional Materials - \$2,498: Materials for parent and student involvement activities, such as literacy night, science night, PLTW, STEM, Project Based Learning (PBL), multicultural night. These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.

2021-2022 Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
41,943	2000 Series	Classified Personnel Costs (including benefits)
2,998	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 1

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

Strategy/Activity 2

2020-2021 Strategy Adjustment

Final 2020-2021 Proposed Expenditures are identified in the 2020-2021 Budget Spreadsheet section.

None.

2021-2022 Strategy Adjustment

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.

2021-2022 Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Fund Source – LCFF:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Personnel Costs (including benefits)

\$ Amount(s)	Object Code	Description
0	2000 Series	Classified Personnel Costs (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Comprehensive Support and Improvement (CSI) Addition:

Not applicable.

CSI Proposed Expenditures for this Strategy/Activity 2

List the amount(s) and funding source(s) for the proposed expenditures. (Be sure to itemize and be specific within the narrative.)

Fund Source - Title I:

\$ Amount(s)	Object Code	Description
0	1000 Series	Certificated Additional Comp/Substitutes (including benefits)
0	2000 Series	Classified Additional Comp (including benefits)
0	4000 Series	Books & Supplies
0	5000 Series	Services

Early Literacy Support Block Grant (ELSB) Addition:

Not applicable.

2020-2021 Budget Spreadsheet

MONROE 264 REVISED

INITIAL BUDGET/DA1

7/28/2020

REVISED BUDGET/D

03/XX/2021

TITLE I		TOTAL ALLOCATION		\$ 160,890		LCFF		TOTAL ALLOCATION		\$ 166,720		TITLE I - PARENT - 50647		\$ 2,998		\$ 46,289		\$ 376,897		
TOTAL BUDGET DISTRIBUTED BELOW		\$ 160,890				TOTAL BUDGET DISTRIBUTED BELOW		\$ 166,720						\$ 2,998		\$ 46,289		Print Formatted for 11 x 17		
TO BE BUDGETED (Should be \$0.)		0				TO BE BUDGETED (Should be \$0.)		0				0		0		0				
Object	Description	FTE	ACHIEVEMENT						LEARNING ENVIRONMENT				PARTNERSHIPS				50344 CSI 2019-19 Ende 9/28/21	TOTAL FTE	TOTAL BUDGET	
			50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARE NTS	50647 GOAL #3 MEANINGFUL PARTNERSHIPS PARENTS									
Personnel Cost-Including Benefits																				
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 8,204	0.000	\$ 17,523	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000		\$ 18,729	0.000	\$ 44,456		
11700	Teacher Substitute (incl benefits)	0.000	\$ -	0.000	\$ 6,076	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ 6,076		
12151	Counselor	0.000	\$ 1,800	0.000	0.000	0.000	0.450	0.000	0.000	0.000	\$ 20,034	0.000	0.000	0.000			0.450	\$ 21,834		
30000	Statutory Benefits	0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ 12,056		
12500	Counselor-add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
13201	Assistant Principal	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
19101	Program Specialist	0.750	\$ 95,489	0.500	\$ 26,260	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			1.250	\$ 121,750		
30000	Statutory Benefits	0.000	\$ 1,800	0.000	\$ 10,740	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ 12,540		
19500	Pres Spec-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
19101	Instructional Coach	0.000	\$ -	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
30000	Statutory Benefits	0.000	\$ 1,800	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ 1,800		
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
21101	Instructional Asst/CAI	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
21500	Instr Asst/CAI-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
21101	Bilingual Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
21500	Bit Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
22601	Library Media Assistant	0.000	0.625	\$ -	0.000	0.000	\$ 21,945	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.625	\$ 21,946		
30000	Statutory Benefits	0.000	0.000	\$ -	0.000	0.000	\$ 23,518	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ 23,518		
22500	Lib Med Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
22901	Community Assistant	0.000		0.000	0.000	0.000	\$ -	0.000	0.000	0.000	0.625	\$ 43,863	0.000	0.000			0.625	\$ 43,864		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	0.000	0.000			0.000	\$ -		
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	\$ -	0.000	0.000			0.000	\$ -		
29101	Parent Liaison	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
30000	Statutory Benefits	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
29500	Par Lia-Add Comp (incl benefits)	0.000	\$ -	0.000	\$ -	0.000	0.000	\$ -	0.000	0.000	0.000	0.000	0.000	0.000			0.000	\$ -		
Sub Total - Personnel/Benefits			\$ 109,093		\$ 60,599		\$ -		\$ 51,463		\$ -		\$ 32,090		\$ 43,863		\$ -	\$ 18,729	\$ 315,839	
Books & Supplies																				
42000	Books			\$ -			\$ -									\$ -		\$ -		
43110	Instructional Materials		\$ 2,834	\$ 8,000	\$ -	\$ -	\$ -		\$ -		\$ -		\$ -		\$ -			\$ 10,834		
43200	Non-Instructional Materials		\$ -	\$ 2,462	\$ -	\$ -	\$ -		\$ -		\$ -		\$ -		\$ 2,198			\$ 4,660		
43400	Parent Meeting								\$ -		\$ -		\$ 800		\$ 800			\$ 1,600		
44000	Equipment			\$ 6,200														\$ 6,200		
Sub Total - Books & Supplies			\$ 2,834	\$ 16,662	\$ -	\$ -	\$ -		\$ -		\$ -		\$ -		\$ 800		\$ 2,998	\$ -	\$ 23,294	
Services																				
57150	Duplicating			\$ -														\$ -		
57250	Field Trip-District Trans																	\$ -		
56590	Maintenance Agreement		\$ -	\$ -	\$ -	\$ -	\$ -											\$ -		
52150	Conference		\$ 5,100														\$ 27,560	\$ 32,660		
58450	License Agreement		\$ -	\$ 5,106	\$ -	\$ -	\$ -		\$ -		\$ -							\$ 5,106		
58720	Field Trip-Non-District Trans																	\$ -		
58920	Pupil Fees																	\$ -		
58100	Consultants-Instructional			\$ -														\$ -		
58320	Consultants-Noninstructional										\$ -							\$ -		
Sub Total - Services			\$ 5,100	\$ 5,106	\$ -	\$ -	\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	\$ 27,560	\$ 37,766	
GRAND TOTAL			\$ 117,027	\$ 82,367	\$ -	\$ 51,463		\$ -		\$ 32,090		\$ 43,863		\$ 800		\$ 2,998	\$ 46,289			

2021-2022 Budget Spreadsheet

2021-2022 BUDGET
MONROE - 264 - M7
PRELIMINARY - 04/16/2021

TITLE I		TOTAL ALLOCATION		\$ 160,890		LCFF		TOTAL ALLOCATION		\$ 152,000		TITLE I - PARENT - 50647		TOTAL ALLOCATION		\$ 2,998			
TOTAL BUDGET DISTRIBUTED BELOW				\$ 160,890				TOTAL BUDGET DISTRIBUTED BELOW		\$ 152,000		TOTAL BUDGET DISTRIBUTED BELOW				\$ 2,998			
TO BE BUDGETED (Should be \$0.)				0				TO BE BUDGETED (Should be \$0.)		0		TO BE BUDGETED (Should be \$0.)				0			
Object	Description	ACHIEVEMENT								LEARNING ENVIRONMENT		PARTNERSHIPS				L FTE	TOTAL BUDGET		
		FTE	50643 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	23030 GOAL #1 STUDENT ACHIEVEMENT LOW INCOME	FTE	50650 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	23020 GOAL #1 STUDENT ACHIEVEMENT ENGLISH LEARNERS	FTE	50671 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	23034 GOAL #2 LEARNING ENVIRONMENT SCHOOL CLIMATE	FTE	50672 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS			FTE	23035 GOAL #3 MEANINGFUL PARTNERSHIPS COMMUNITY/PARENTS
Personnel Cost-Including Benefits																			
11500	Teacher - Add Comp (incl benefits)	0.000	\$ 2,000	0.000	\$ 13,140	0.000		0.000		0.000		0.000		0.000		0.000		0.300	\$ 15,140
11700	Teacher Substitute (incl benefits)	0.000		0.000	\$ 4,710	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 4,710
12151	Counselor (incl benefits)	0.000		0.000		0.000		0.000		0.000		\$ 32,761		0.000		0.000		0.000	\$ 32,761
12500	Counselor-add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000	\$ 2,000	0.000		0.000		0.000		0.000	\$ 2,000
13201	Assistant Principal (incl benefits)			0.000				0.000				0.000				0.000			
13201	Assistant Principal-add Comp (incl benefits)			0.000				0.000				0.000				0.000			
19101	Program Specialist (incl benefits)	0.350	\$ 108,203	0.250	\$ 35,770	0.000		0.000		0.000		0.000		0.000		0.000		1.000	\$ 143,973
19500	Prog Spec-Add Comp (incl benefits)	0.000		0.000	\$ 900	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 900
19101	Instructional Coach (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
19500	Instr Coach-Add Comp (incl benefits)	0.000		0.000	\$ 540	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 540
21101	Instructional Asst/CAI (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21500	Instr Asst/CAI-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
21101	Bilingual Assistant (incl benefits)			0.000		0.000		0.000				0.000				0.000		0.000	
21500	BI Asst-Add Comp (incl benefits)			0.000		0.000		0.000				0.000				0.000		0.000	
22601	Library Media Assistant (incl benefits)		0.438	\$ 30,479		0.000		0.000				0.000				0.000		0.438	\$ 30,479
22500	Lib Med Asst-Add Comp (incl benefits)			0.000		0.000		0.000				0.000				0.000		0.000	
22901	Community Assistant (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000	\$ 41,943	0.000		0.000	\$ 41,943
22500	Comm Asst-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
23101	Parent Liaison (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
23500	Parent Liaison-Add Comp (incl benefits)	0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000		0.000	
Sub Total - Personnel/Benefits			\$ 110,203		\$ 85,539		\$ -		\$ -		\$ 2,000		\$ 32,761		\$ 41,943		\$ -		\$ -
Books & Supplies																			
43700	Books/Supplies/Materials (less than \$500 per item)		\$ 4,744		\$ 4,000													\$ 2,498	\$ 11,242
43400	Parent Meeting																	\$ 500	\$ 500
44000	Equipment (\$500 - \$4393.33 per item)				\$ 5,200														\$ 5,200
Sub Total - Books & Supplies			\$ 4,744		\$ 9,200		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ 2,998
Services																			
57150	Duplicating				\$ 500														\$ 500
57250	Field Trip-District/Non-District Trans		\$ 2,000																\$ 2,000
56590	Maintenance Agreement				\$ 1,000														\$ 1,000
52150	Conference																		\$ -
58450	License Agreement				\$ 12,000														\$ 12,000
58920	Pupil Fees																		\$ -
58100	Consultants-Instructional/Non-Instructional											\$ 11,000							\$ 11,000
Sub Total - Services			\$ 2,000		\$ 13,500		\$ -		\$ -		\$ -		\$ 11,000		\$ -		\$ -		\$ -
GRAND TOTAL			\$ 116,947		\$ 108,239		\$ -		\$ -		\$ 2,000		\$ 43,761		\$ 41,943		\$ -		\$ 2,998
Assumptions:																			
* State and Federal Programs will have final determination to cover additional compensation in the event the projection was underestimated and may require a budget adjustment from another object code. Staff must be identified in the SPSSA.																			
** State and Federal Programs will have final determination of instructional, non-instructional, books categorization for the object code. For the purpose of the SPSSA and budget, supplies/materials will be identified as 43110.																			
*** State and Federal Programs will have final determination of District/Non-District categorization for the object code. For the purpose of the SPSSA and budget, Field Trip-District/Non-District Trans will be identified as 57250.																			
**** State and Federal Programs will have final determination of in-person or virtual categorization for the object code. For the purpose of the SPSSA and budget, professional learning will be identified as 52150.																			
***** State and Federal Programs will have final determination of instructional or non-instructional categorization for the object code. For the purpose of the SPSSA and budget consultants will be identified as 58100.																			

2021-2022 Staffing Overview

The following staffing projections were made during the Winter 2021 in preparation of the 2021-2022 school year.

Stockton Unified School District State & Federal Strategic Preliminary Action List

LOCATION: M7

MONROE K-8

RETAIN	ELIMINATE	FUND CHANGE	INCREASE FTE	DECREASE FTE	PCN	POSITION	RESC	ORG KEY	OBJ	FTE	PCT
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	27203546	PROGRAM SPEC	0090	12303021M7	19101	0.2500	0.2500
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	27203546	PROGRAM SPEC	3010	15064321M7	19101	0.7500	0.7500
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41059912	COUNSELOR ELEMENTARY	0090	12303431M7	12151	0.3000	0.3750
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64169562	LIBRARY MEDIA ASSISTANT	0090	12303024M7	22601	0.6250	1.0000
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70501839	COMMUNITY ASST	3010	15067226M7	22901	0.6250	1.0000
TOTALS, THIS LOCATION:										264	2.5500

RETAIN = No changes / Personnel Authorization not needed.

ELIMINATE = Route Personnel Authorization form to assigned State & Federal Program Technician, before January 22, 2021.

FUND CHANGE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

Fund Change for PCN Program Spec.. New Fund 50% Title 1

Fund Change for PCN Program Spec. New Fund 50% LCFF

Fund Change for PCN _____ New Fund _____

INCREASE FTE, DECREASE FTE = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

NEW POSITIONS:

	POSITION	FTE	ORG KEY & OBJECT
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

NEW POSITIONS = Route Personnel Authorization form to assigned State and Federal Program Technician when SPSA is approved by SSC and uploaded to Title1Crate.

On Monroe School Site Council reviewed and preapproved the staffing plan for LCFF & Title 1 funded positions for the 2021-22 school year.

Site Administrator's Approval:

Mary Lou Rios

DATE: 1/21/21

Report ID: Staff_Position_Listing_NO_SALARY_STATE_FED_Landsca

Report Location: CDD \ Accounting\ State and Federal

User ID: TOWNLEY, KELLY LEIGH

Current Date: 12/14/2020

Current Time: 04:05:14

Page #: 24

2020-2021 SPSA Evaluation

Comprehensive School Profile Data

Continuous Improvement: Decision Making Model -- Essential Questions 2021-22

--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	
Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>Student Achievement: ELA IREADY 25% Math IREADY 21%</p> <p>EL subgroup ELA iReady 12% Math iReady 16%</p>	<p>ELA - schoolwide data (k-8 according to iReady data)</p> <ul style="list-style-type: none"> Currently 51% of students are proficient in phonics; our goal is to increase to 61% Currently 24% of students are proficient in vocabulary; our goal is to increase to 34% 	<ul style="list-style-type: none"> Organization and collaboration regarding standards instructions, curriculum and rigor need to improve. COVID-19 Distance Learning Parent Support with attendance, (disengagement) Learning Environment Technology-internet and parent knowledge Lack of Mental Health support Lack of Parent 	<ul style="list-style-type: none"> Support 2 & 3, K- 3rd grade with Reading Corps Math Corps 4-6th gr. STAR/ AR program, assess (2nd-6th gr) Focus vocabulary 4th-8th grade IREADY Mental Health PD Target Small group / monitor progress Bader Assessment to assess phonics and 	<ul style="list-style-type: none"> District budgeting for all staff/leaders to be trained Provide supports needed in the classroom to teachers: Co-teaching, Co-planning (content and instructional practices) Modeling of lessons and Targeted Feedback Differentiation of instruction Standards based grading Fidelity with the 	<ul style="list-style-type: none"> Monitor all data points on a quarterly basis, including: District summative assessments, Reading Corps, IAB data, Learning Walks, AVID CCI, SBAC, Iready, PLC Data Analysis.

<p>School Climate: Chronic Absenteeism 17%</p> <p>School Climate Survey: (Winter)</p> <p>Currently 72% of students feel like they are part of the school.</p>	<p>K-3 Foundational Skills Focus</p> <p>Phonemic Awareness Currently, our proficiency rates in phonemic awareness are: 59% in K 36% in 1st 54% in 2nd proficient in phonological awareness (we could average this out to 50% proficient k-2) and will increase proficiency by 10%</p> <p>Phonics Currently, our proficiency rates in phonics are: 49% in K 19% in 1st 24% in 2nd 35% in 2nd proficient (or we average them to be 32%; our goal is to increase by 10%</p> <p>High-frequency Words</p>	<p>participation and barriers</p>	<p>phonological awareness on a monthly basis with students that are 2 years below grade level</p> <ul style="list-style-type: none"> • EL PD from LDO • Increase ELAH participation • Teams ELD curriculum • Target EL students for Reading Corps • AVID walk throughs with assessment AVID tool • <u>Social/Emotional Support:</u> • The school needs to increase trauma informed, culturally responsive instructional 	<p>Assessment for learning (data cycles) Breaking down standards and identifying essential skills.</p> <ul style="list-style-type: none"> • Counselor (1 full time & 1- 3 days a week) provides strategies for students to participate in Restorative Circles, conflict management between students, and mentor trauma students. Will support the monitoring of SEL curriculum, supports PLUS Team teacher, Tracks chronic absenteeism, do home visits, do check ins, run SST's, BIP's, monitor with PBIS team data, implement behavior 	
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<p>Currently 24% of students surveyed feel tension at school between different cultures, races, or ethnicities. Currently 59% of students surveyed felt it was difficult to stay focused when participating in distance learning.</p> <p>Currently 82% of students surveyed stated they had an adult at home to help them when having a hard time.</p> <p>Parent Partnership:</p>	<p>Currently, our proficiency rates in high-frequency word recognition are: 57% in K 26% in 1st 29% in 2nd 88% in 3rd proficient (or we average them to be 50 %; our goal is to increase by 10%</p> <p>Vocabulary Currently, our proficiency rates in vocabulary are: 56% in K 28% in 1st 18% in 2nd 35% in 3rd proficient (or we average them to be 34%); our goal is to increase by 10%</p>		<p>support, and equity practices to teachers.</p> <ul style="list-style-type: none"> • The school needs to increase services to best support students with peer and teacher conflicts, mental health, family conflicts, sexual identity, self-esteem and individual worth. • 	<p>strategies (SPSA Goal 2)</p> <ul style="list-style-type: none"> • To support and meet student needs emotionally and academically to increase student achievement. • Provide parent surveys at least 3 times a year on what types of or academic training or emotional support is needed for the family or child. (SPSA Goal 2) • Implement student incentive program and school wide activities to improve positive school climate/culture 	
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	<p>Math- schoolwide data (k-8 according to iReady data)</p> <p>Number & Op's School proficiency averages at 29% and is most strong in grades 3 - 7. The goal is to increase here by 10%</p> <p>Algebraic Thinking School avg. is 26%, and is the strongest domain for 3 grades, the weakest for 3, and in the middle for 3. The goal is to increase to 36%.</p> <p>Measurement School avg is 27% and is the strongest domain in 3 grades. It is weakest in K & 1 (as is reasonable). The goal is to increase here by 10%.</p> <p>Geometry School avg is 21%, the weakest</p>				
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	domain. It is weakest in 6 grades and never the strongest. Increasing by 10% here should have a larger impact on school averages.				
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Monroe Decision Making Model -- Essential Questions 2020-21

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
<p>Monroe Comprehensive School Profile Data:</p> <p>2017 : ELA 17.63% Math 18.08%</p> <p>2018: ELA 17.83% Math 16.21%</p> <p>2019: ELA 23.5% Math 18.57%,.</p> <p>Winter I-Ready Data School-wide in 2020:</p> <p>ELA 45% Tier 3, 38% Tier 2, 17% Tier1 (Proficient)</p> <p>Math 33% Tier 3, 52% Tier 2 and 15% Tier 1 (Proficient)</p> <p>Lowest Subgroups: In ELA & Math - EL and Students with Disabilities are at or below 10%</p>	<p>To close the gap of 65.64% by 10% in ELA that does not meet standards.</p> <p>To close the gap of 77.17% by 10% in Math that does not meet standards.</p> <p>EL students are below 10% in both ELA & Math</p> <p>SPSA goal for next year is a 10% increase in ELA & Math SBAC & IReady.</p>	<p>There is a lack of rigorous instruction in the classroom.</p> <p>Teachers have curriculum, but still lack knowledge and application of standards based instruction in ELA and Math, Science, Social Studies</p> <p>Organization and collaboration regarding standards instructions, curriculum and rigor need to improve.</p>	<p>For administration to meet the expectation of 2 hrs. per day in the classrooms. Hiring a FT Program Specialist will allow site instructional leadership to examine and dig deep into trends, patterns, and next steps for professional development to improve teacher capacity with new curriculum Adoption requiring site support for all staff to ensure This would give my AP the ability to tend to creating and maintain a safe and positive school campus and climate.</p> <p>Teachers need to provide strong instructional supports for grade level instruction in current learning.</p>	<p>Program Specialist provide supports needed in the classroom to teachers: Co-teaching Co-planning (content and instructional practices) Modeling Targeted Feedback Differentiation of instruction Standards based grading Assessment for learning (CFUs) Support for creating consistency in lesson planning Task Analysis Breaking down standards and identifying essential skills. Support with new curriculum</p>	<p>Monitor all data points on a quarterly basis, including:</p> <p>CFAs, Reading Corps, IAB data, Learning Walks, AVID CCI, SBAC, Iready, PLC Data Analysis.</p>

<p>EL Reclassification rates increased: 2016-17: 17.30% 2017-18: 18.50% 2018-19: 21.50%</p> <p>College and Career Prepared: 2016- 21.50 2017- 20.40 2018- 21.20</p>			<p>Instructional rounds and the development of professional development based on site needs will allow instruction to be fine-tuned to meet student needs and increase achievement.</p>	<p>Driving data driven decision making Facilitate analysis of formative and summative assessments. Increase instructional time on grade level standards and appropriate remediation within the class period. Provide supports and monitor EL progress for all EL students and work with the EL teachers to identify best teaching strategies that support academic language and literacy. Monitor and support and coordinate AVID, ELPAC, SBAC and monitor Bilingual Assistant in classrooms during ELD. Monitor and support Tutors ,Tier 2 & 3 students with Reading Corp program. (SPSA Goal 1)</p> <p>Professional Development: Design and present effective content specific professional development offerings</p>	
---	--	--	---	--	--

				to teachers in the four core areas –ELA, Math, Science, Social Science and new teachers in all subject matter ~Guide teachers in instructional equity and culturally responsive teaching practices (SPSA Goal 1)	
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
There has been a slight increase of suspensions according to School Comprehensive Data.	Target goal is to decrease suspensions rates by 10% : Students with Disabilities at 15.6%	Lack of: Supervision during lunch recess and increase of referrals where the majority of	<u>Social/Emotional Support:</u> The school needs to increase trauma informed, culturally	Counselor (3 days a week) provides strategies for students to participate in Restorative Circles,	Monitor all data points on a quarterly basis, including: Data collection based on suspension rates,

<p>9.4% to 9.63%</p> <p>Suspension rates: 2017- 8.7% 2018 - 9.4% 2019 - 9.63%</p> <p>Chronic Absenteeism: 2017- 13.90% 2018- 14.30 % 2019- 13.78%</p> <p>California Dashboard: Chronic Absenteeism 18-19:14% Suspensions 18-19:9.4%</p> <p>Climate Survey Feb. 2020: In 4th-5th gr. 14 students out of 80 students (21%), have been bullied within the last 30 days. 54 out of 80 feel safe at school (68%)</p> <p>In 6th-8th gr. 14 students out of 184 students have been bullied within the last 30 days. 130 out of 184 feel safe at school.</p>	<p>Multiple races at 15.8% Afr. American 18.6% according to the Comprehensive School Data</p>	<p>the suspensions occur and the absence of the AP on the yard to do Program Specialist duties.</p> <p>SEL Curriculum PD and support teacher by monitoring implementation of lessons. Lack of emotional trauma support.</p> <p>High percentage of chronic Absenteeism. Lack of support for students to implement Monroe Mentor (M& M) program.</p> <p>Overall suspensions rates are at a 9.4 on California Dashboard. Current increase with referrals and not having a Program Specialist the AP has to assume these duties taking her away from being proactive and visible in the yard and accessible to our parents. If the AP is serving as LCAP and PBIS Coordinator the principal has to assume the disciplinary duties taking me away of being an instructional</p>	<p>responsive instructional support, and equity practices to teachers. The school needs to increase services to best support students with peer and teacher conflicts, mental health, family conflicts, sexual identity, self-esteem and individual worth.</p>	<p>conflict management between students, and mentor trauma students. Will support the monitoring of SEL curriculum, supports PLUS Team teacher, Tracks chronic absenteeism, do home visits, do check ins, run SST's, BIP's, monitor with PBIS team data, monitor , implement behavior strategies (SPSA Goal 2) To support and meet student needs emotionally and academically to increase student achievement. Provide parent surveys at least 3 times a year on what types of or academic training or emotional support is needed for the family or child. (SPSA Goal 2)</p> <p>Fund incentive programs to support and encourage reduction in Chronic Absenteeism, grades, behavior, and school connectedness. (SPSA Goal 2)</p>	<p>Climate survey, student attendance, CFAs, Learning Walks, AVID CCI, PLC Data Analysis.</p> <p>Data collection of Attendance, based on parent sign in sheets, Number of parent registering with Be-A- Mentor, LCAP survey, Learning Walks, AVID CCI, PLC Data Analysis.</p>
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		leader.			
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
Chronic Absenteeism is at 13.78% in 2019. Currently data shows 12% in January and February 2020.	Overall Chronic Absenteeism in 18-19 at 13.78, way above target of 10% Target goals to decrease Chronic absenteeism rates of students with white at 26.7% to decrease to 10%, Mutli-Races 20% to decrease to 10% , Homeless 31% to decrease to 10% and African American 34% to decrease to 10%	Low parent participation and support	Consistently receive feedback from parents and connect through phone dialers, flyers, assemblies, parent training, Parent Coffee Connection meetings, ELAC and SSC meetings. Parent Education and training. Home visits, individual out-reach to families in transition.	Parent Community Aide supports and bridges the gap between home and school. To help parents get information, support and to ensure their child's academic and social success. Making home visits, phone calls, organize training for parent education, clothing Operation School Bell, graduation requirements, school expectations etc... Consistently receive feedback from	Data collection based on sign in sheets, parent input and assessments, support with LCAP survey.

				parents and connect through phone dialers, flyers, assemblies, parent training, Parent Coffee Connection meetings, ELAC and SSC meetings. Parent Education and training. Home visits, individual out-reach to families in transition. (SPSA Goal 3)	
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Current Performance Level	Gap Analysis Results	Cause Analysis Results	Design & Improvement	Success Assurances	Implementation & Evaluation
<i>Do I know where I am?</i>	<i>Do I know the gap between where I am and where I want to be?</i>	<i>Do I know what's causing me to be where I am?</i>	<i>Do I know what I need to do to get where I want to be?</i>	<i>Do I know what I need to do to assure that what I do works?</i>	<i>Do I know what I need to do to confirm what I do works?</i>
	<p>SPSA goal for next year is a 10% increase on I-Ready and SBAC.</p> <p>10% Increase of all subgroups in reading</p>	<p>To meet the expectation of a 10 % increase in I-Ready scores and SBAC with student achievement an increase to a 1.0 FTE library Media Clerk will allow students to receive support in reading, Social Studies, Science and Math. To provide students to receive equal access with library supports in selecting books from library to support in class research projects and encourage reading at home where most students do not have access to computers.</p>	<p>Library Clerk provides, motivates students and develops the love of reading through various strategies. (Family Literacy Program, Book Fairs, Literacy activities, AR medals for growth and highest scores).</p>	<p>Library Media Clerk Works along side teachers and students support with curriculum. Monitors AR reading material which allows instruction to be fine-tuned to meet student needs and increase achievement. Assists students with selection of AR library books. (SPSA goal 1)</p>	<p>Data collection based on CFAs, AR data, I-Ready Data, Learning Walks, AVID CCI, PLC Data Analysis.</p>
--- CONFIRMS WHY ---			CONFIRMS HOW	--- CONFIRMS WHAT ---	

Progress

school search

Monroe Elementary

2020-2021

Overview: The 2021 progress report provides 2020-2021 data for Stockton Unified and all schools in the areas of academics, engagement, and school climate. Reports include: overall progress, enrollment, chronic absenteeism, iReady, curriculum assessments, ELPAC initial assessments, RFEPs, MDTP, HS report card, and PLUS survey. Measures are reported for all students and student groups. Summarized data is provided by CWA, PLUS, and Research. Reports are updated as information is available. SUSD RA v1.1

January



550

Enrollment

32.5%



EL



FOS



HOM

84.7%



SED

10.2%



SWD

87.8%



UPC

December

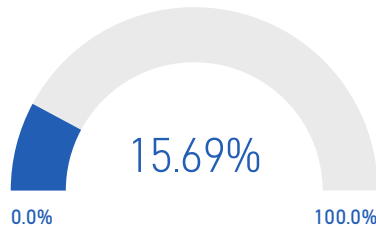


CWA

9

Parent Outreach

Engagement



Chronic Absenteeism

Winter

Academics



Participation

95%

ELA: K-11

On-Track

24%

Percent



Participation

98%

Math: K-8

On-Track

17%

Percent



Participation

(Blank)

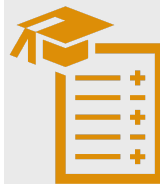
MDTP-Fall

Nearly + Ready

(Blank)

Percent-Fall

High School: No Credits Earned



English Learners

ELPAC IA

68%

Percent GL Tested

ELPAC IA

25

Total Tested

Reclassification



RFEP ● Eligible

Curriculum:

Tests Administered Through January

Benchmark

1290

Total Test Count

Ready Class

1308

Total Test Count

Saavas

561

Total Test Count



Plus Survey

School Climate

19.0%

81.0%

At my school, there is a teacher or other adult who really cares about me.

21.0%

79.0%

I feel like I am part of this school.



Enrollment

school search

Monroe Elementary

Month

All

Student G...

All

2020-2021

Change: All Enrollment

(current-previous month)

-5↓

Dec-Jan change

01-Aug

537

Enrollment

06-Jan

545

Enrollment

02-Sep

540

Enrollment

03-Oct

543

Enrollment

04-Nov

549

Enrollment

05-Dec

550

Enrollment

SUSD RA v1.1

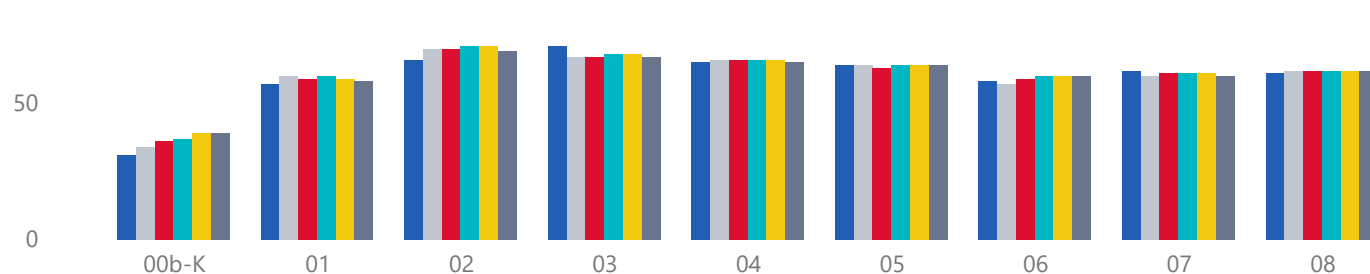
Overview: Enrollment data includes the monthly TK-12 school enrollment count by student group, program participation/eligibility, and grade level. Reports includes all active students in Synergy on date reports were extracted.

Navigation: All months and students groups are on display, use month and/or student group filters to change displays. Ctrl for multiple selections.

Source: Synergy, LCAP Monthly Reports; **Frequency:** Reports are updated monthly; **Updated:** 01-06-2021

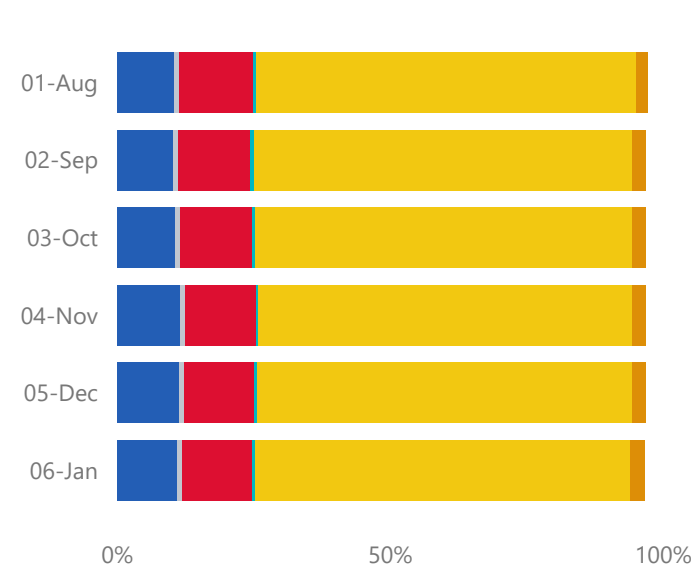
Grade Level: Student Count

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec ● 06-Jan



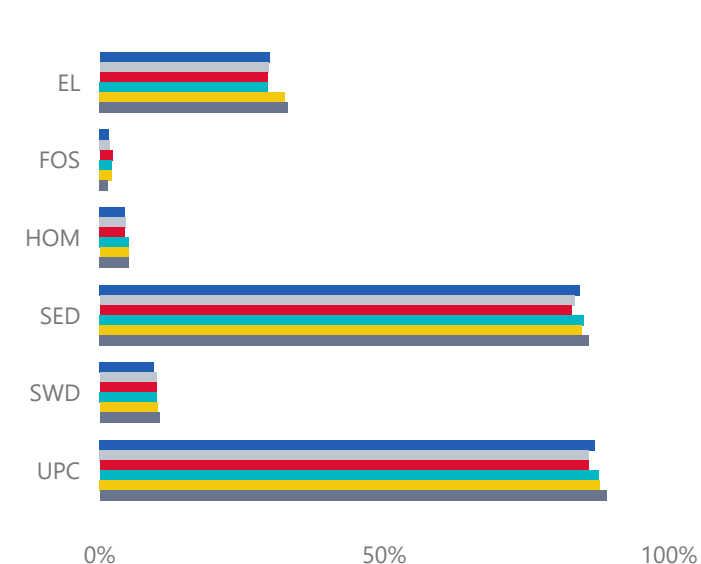
Race/Ethnicity: Percent

Student Group ● AA ● AI ● AS ● FI ● HI ● PI ● WH



Student Groups: Percent

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov



Engagement

school search

Monroe Elementary

Month

All

2020-2021

Connections

Rate Change:
Chronic Abs

0.01↑

Nov - Dec change

Overview: Student Engagement data includes the monthly Tk-12 chronic absenteeism rate, and is reported as the count of students considered chronically absent (absent for 10% or more of the days they were expected to attend).

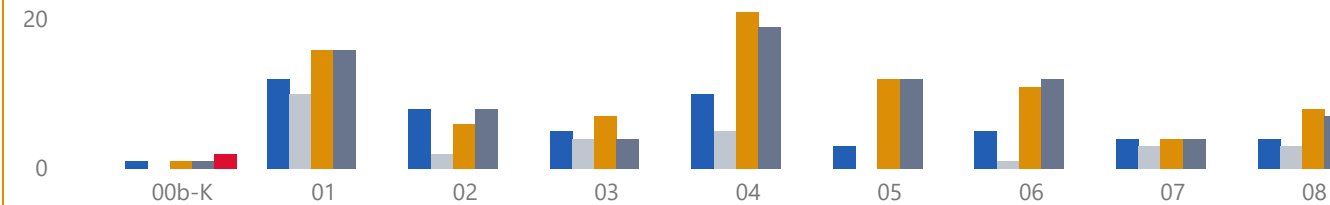
CWA outreach includes: **CWA Parent Outreach** (parent calls, conference, home visits, presentation), and **Tier 2:** student check in, attendance contracts, referrals for services. .

Navigation: All months and students groups are on display, use month filter to change displays. Ctrl for multiple selections.

Source: Student Support Services; **Frequency:** Reports are updated monthly; **Updated:** January 2021

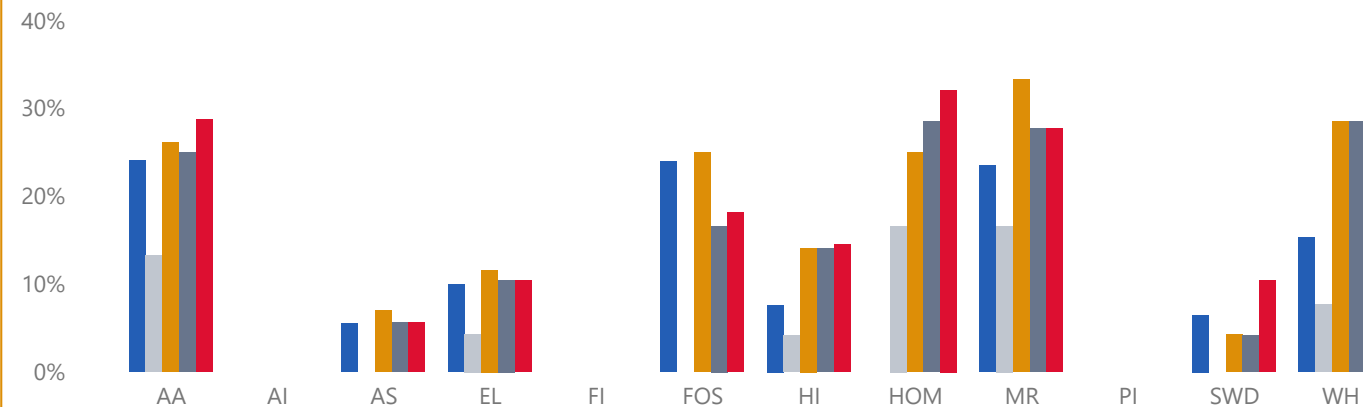
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



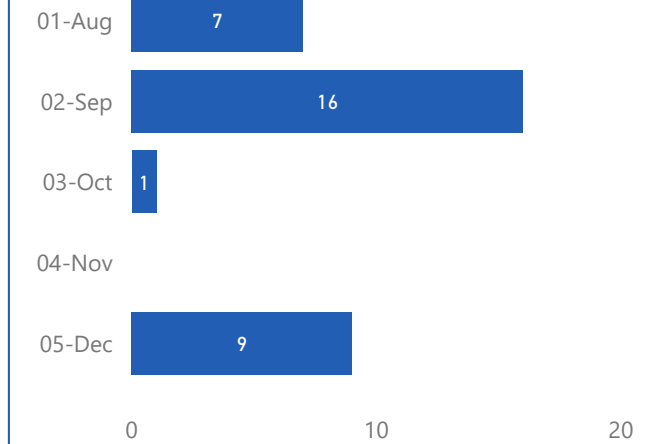
Chronic Absenteeism: Student Group

Month ● 01-Aug ● 02-Sep ● 03-Oct ● 04-Nov ● 05-Dec



CWA Connections

SubCategory ● Parent Outreach ● Tier 2



counselors : coming soon!

Participation		
89%	95%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

- On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
- Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
- No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; **Updated:** January 2021 - winter.

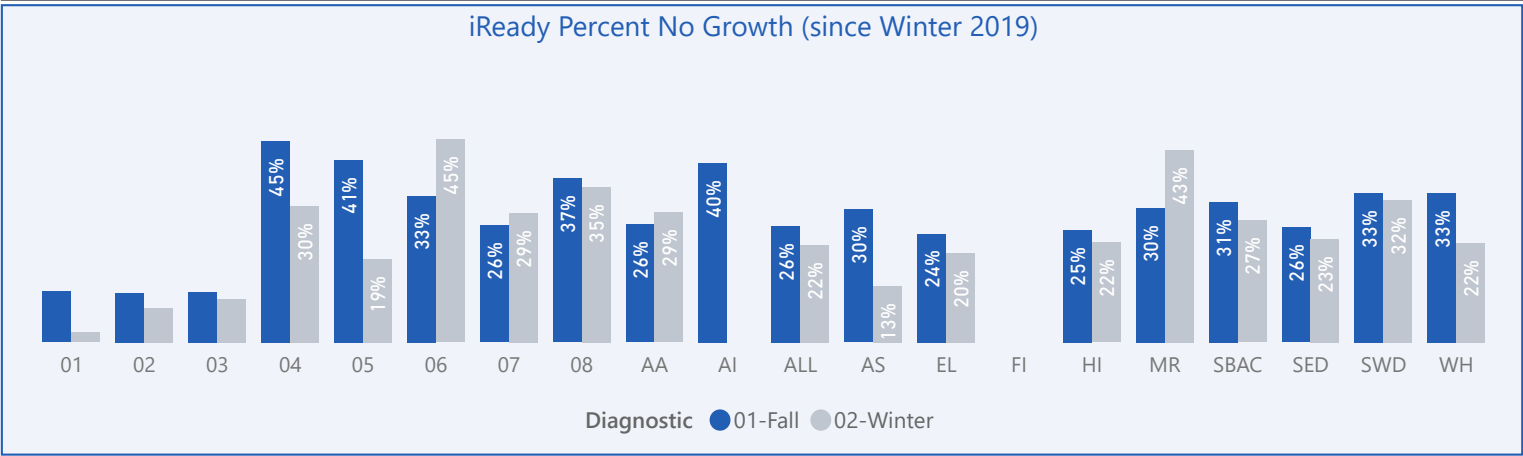
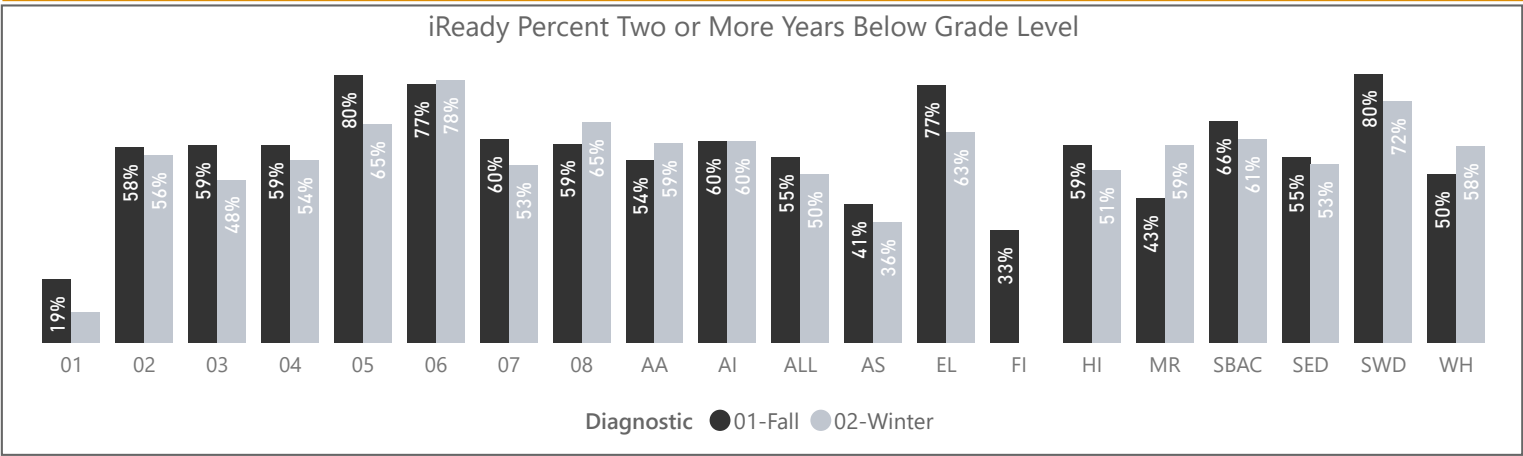
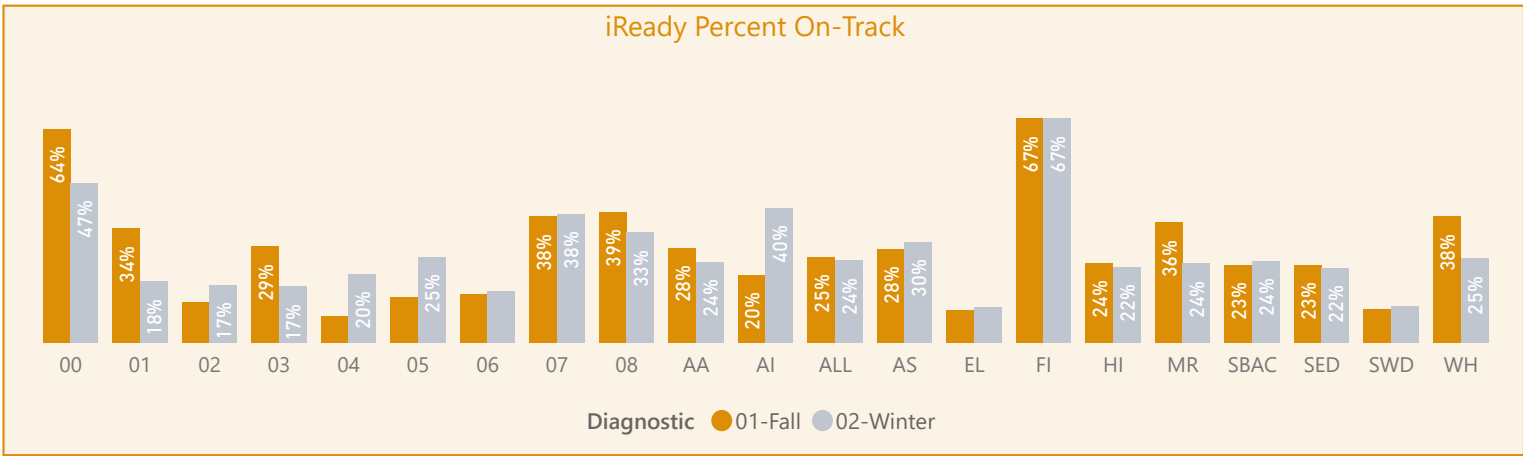
High School Data Currently Not Reported

SUSD RA v1.1

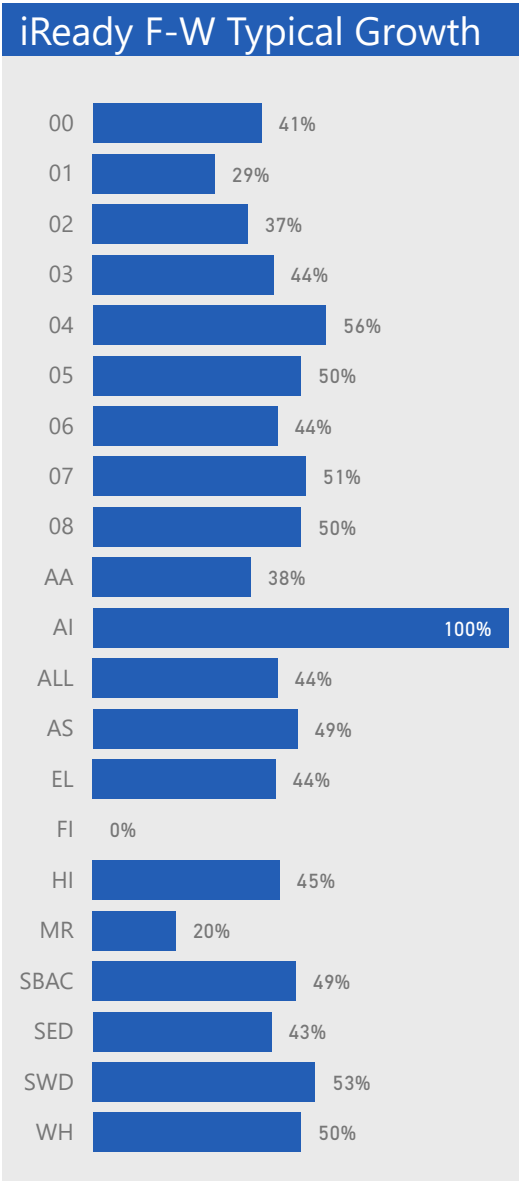
On Track
25%
Fall
24%
Winter
Spring

2+ Below
55%
Fall
50%
Winter
Spring

No Gro...
26%
All
22%
Winter
Spring



F-W Growth	F-S Growth
44%	
All	



Overview: Curriculum Assessment data reporting metrics is dependent on the availability of data and/or curriculum, and include:

* **Total Test Count:** Cumulative count of test administered online in the curriculum portals (ReadyMath, Saavas, and Benchmark).

* **Average Test Administered:** Of students who have completed at least one test in the system, the average number of tests administered by grade level (ReadyMath, MyPerspectives, and Benchmark).

* **Progress/Proficiency:** achievement (HS Math - midterm/final; Primary - Fluency)

Online Instruction: completion and engagement in iReady Online Instructional learning pathways.

* 30 minutes: percent of students averaging 30 minutes per subject per week

* Passed Lesson: percent of students passing online instruction (<70%)

Navigation: N/A

Source: Research; Curriculum Exports, Illuminate

Frequency: Reports are updated periodically; **Updated:** November 2020

January 2021

Curriculum Assessments

Ready Class

1308

Total Test Count

Saavas

561

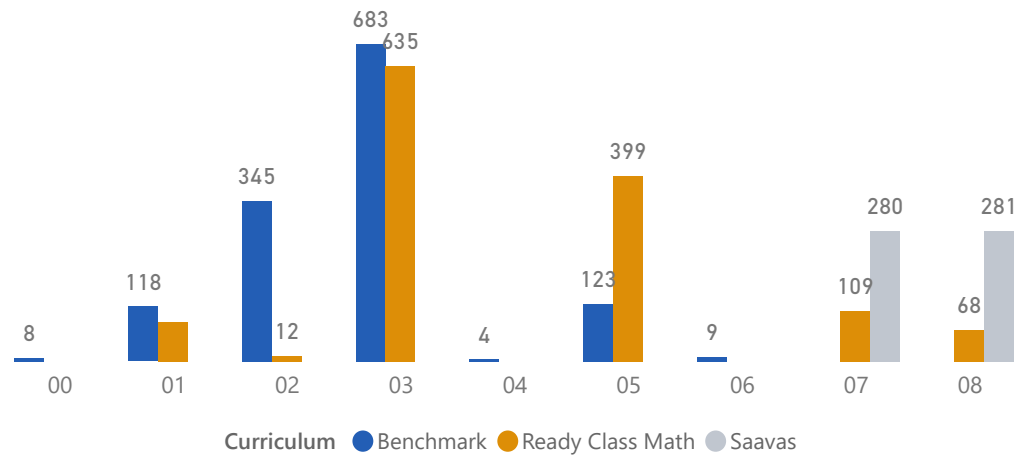
Total Test Count

Benchmark

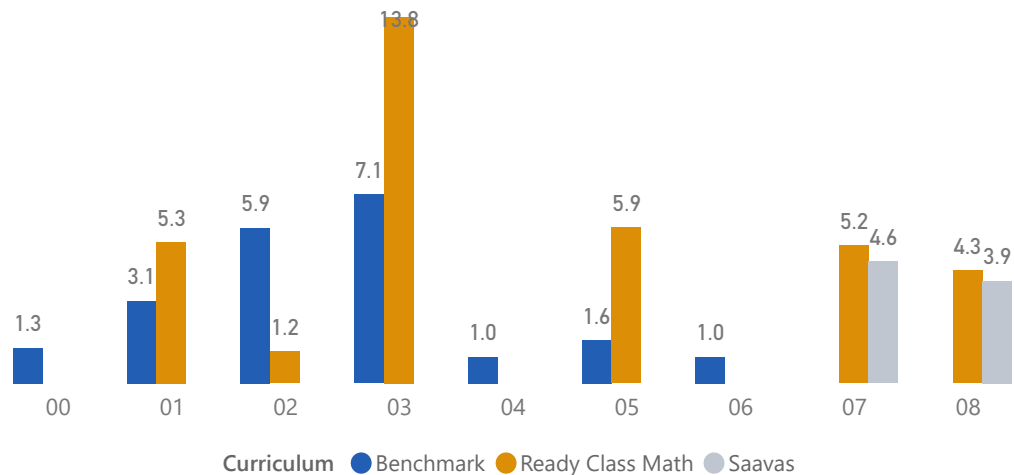
1290

Total Test Count

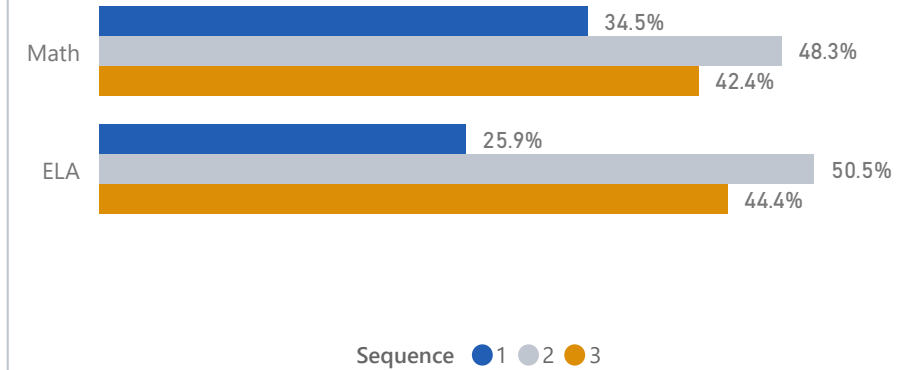
Curriculum: Test Count



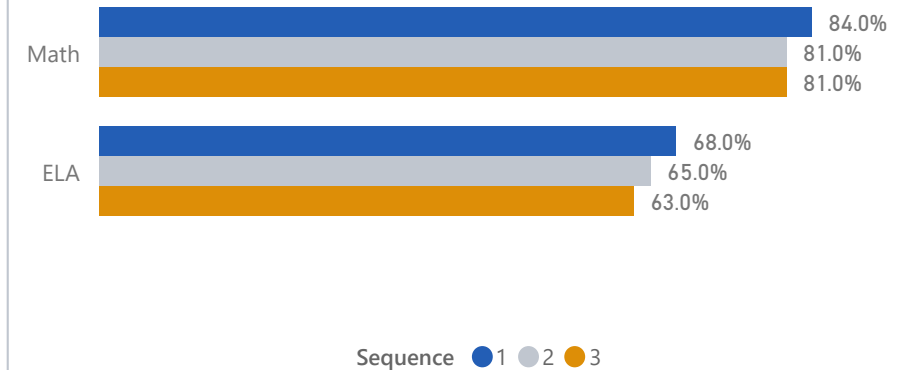
Curriculum: Average Test Count



Online Instruction: 30+ minutes



Online Instruction: Passed Lessons 70%+



Sequence: 1. Sep 28; 2. Nov 9; 3. Jan 11

Overview: English Learners' progress is reported through the Initial ELPAC (IA ELPAC) and RFEP eligibility.

* **IA ELPAC:** The Initial ELPAC is administered once to students in grades K-12 whose primary language is not English to determine their English language proficiency. Overall Performance is reported as a scale score and categorized as:

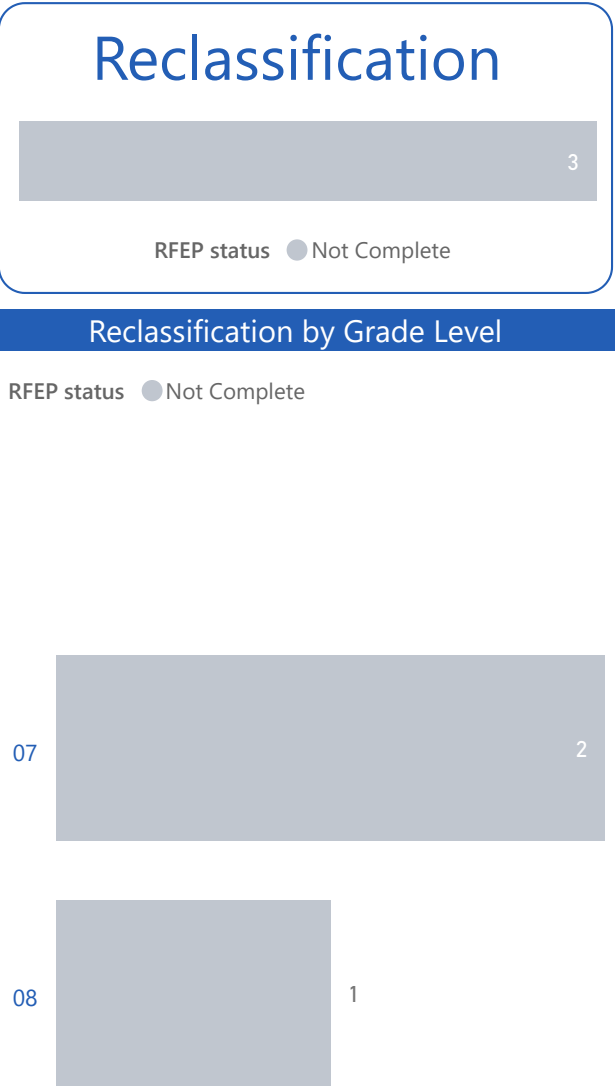
IFEP: Initial Fluent English Proficient
Intermeidate English Learner, and **Novice English Learner**.

Overall Performance is comprised of, Oral Language and Written Language, each domain is categorized as: Well Developed, Moderately Developed, and Minimally Developed.

* **RFEP Eligible:** Count of all English Learners eligible for reclassification: and have met the 4 criteria to be designated as Reclassified Fluent English Proficient (RFEP) are reported as:

1. Not Completed (met all criteria), documents not processed, designation is not complete
2. Completed: documentation has been processed and students are designated as RFEP.

Navigation: NA
Source: Research; ELPAC; Illuminate
Frequency: Reports are updated periodically;
Updated: January 2021

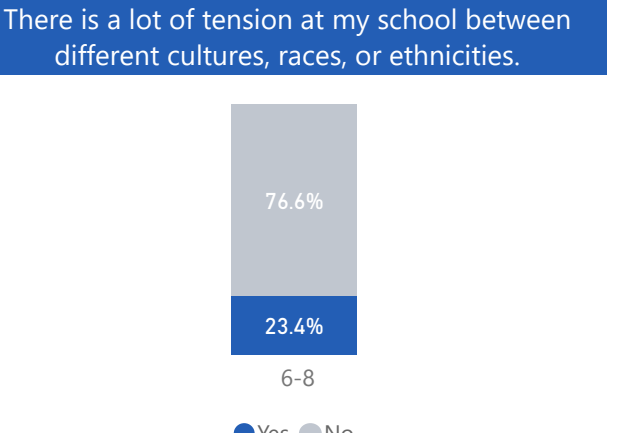
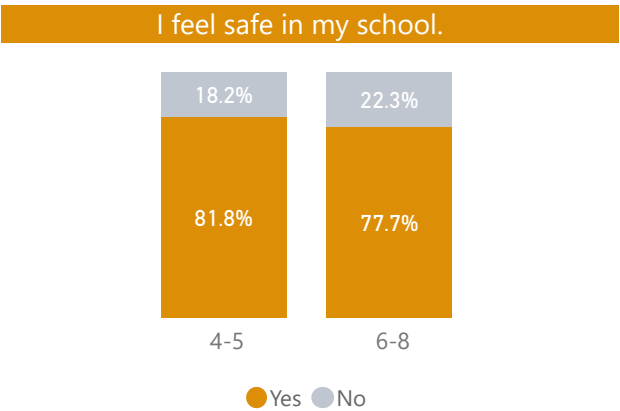
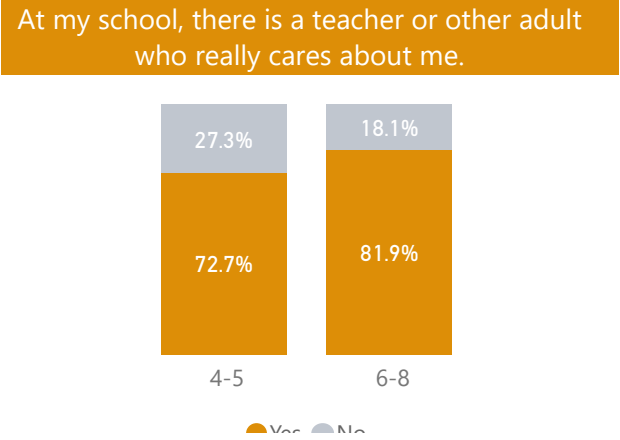
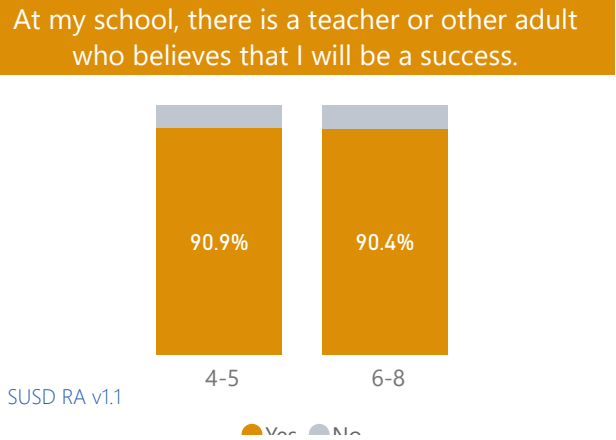
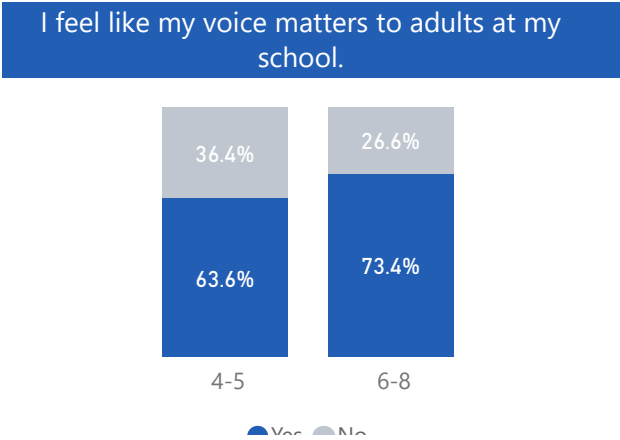
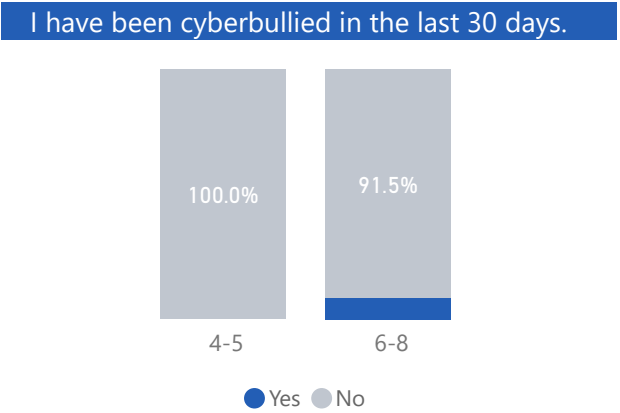
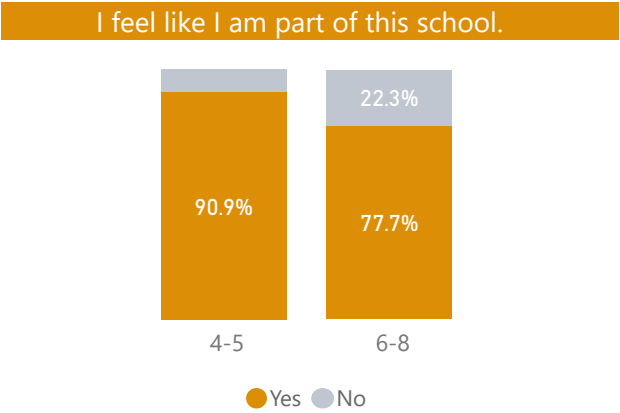
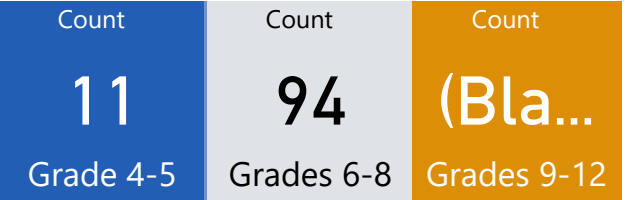
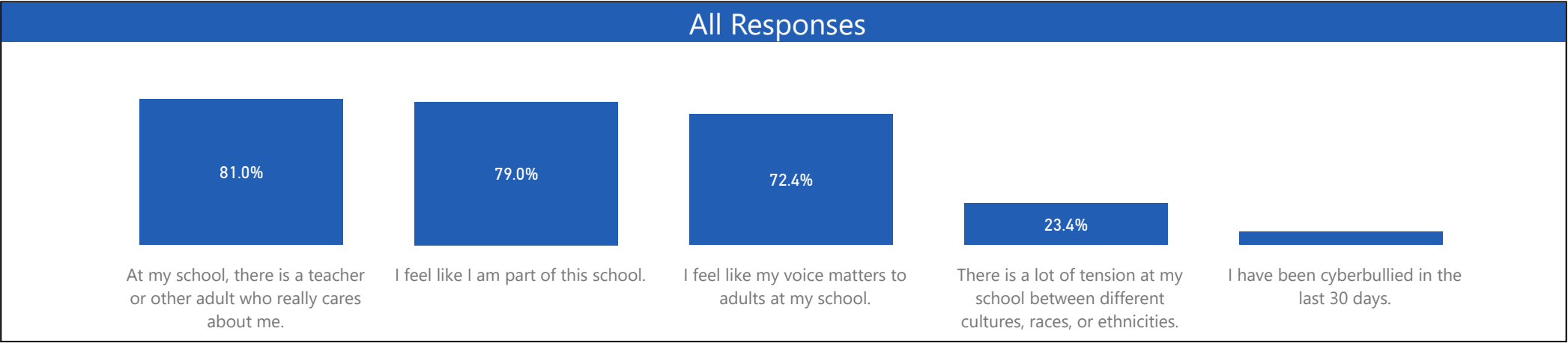


Overview: School climate data is reported from the School Climate Survey administered through the PLUS Program. The survey is conducted three times per year for students in grades 4-12. The school climate data collected is used for PLUS team actions, site/district program development and accountability, LCAP , CA Dashboard, PBIS teams, and program progress.

Navigation: NA

Source: Student Support Services - PLUS program

Frequency: Reportts are updated after survey administration (3x a year); **Updated:** Fall 2020



Grade Distribution and Term

Overview: Distribution of transcript grades reported by grade, course, and credits earned.

Transcript Grades:

* Non-Passing Grades: Grade marks of F, Not Completed (NC), No Marks (NM), and Not Reported (NR)

* Credits Earned: Credits earned as indicated on transcript

Credit Attempted/Earned: Count of students meeting the credit attempted and earned categories for the most recent grading period.

* All: all credits attempted were earned

* Half: more than half of credits attempted were earned

* Less than half: less than half of credits attempted were earned

* None: no attempted credits were earned

***MDTP** (9-11): The Mathematics Diagnostic Testing Project (MDTP) is a diagnostic tool designed to support secondary math programs in CA schools. MDTP is administered at the beginning of term and indicates students readiness for currently enrolled math course.

Readiness is indicated as **Near/Ready:** Ready (<67/68/69-100%), Nearly Ready (51-69), Not Ready (31-50), and Far from Ready (>30)

Navigation: NA; **Source:** Research; IS, Synergy

Frequency: Reports are updated after at end of term,

test: **Updated:** January 2021

Participation Fall

Near/Ready

(Blank)

Percent

(Blank)

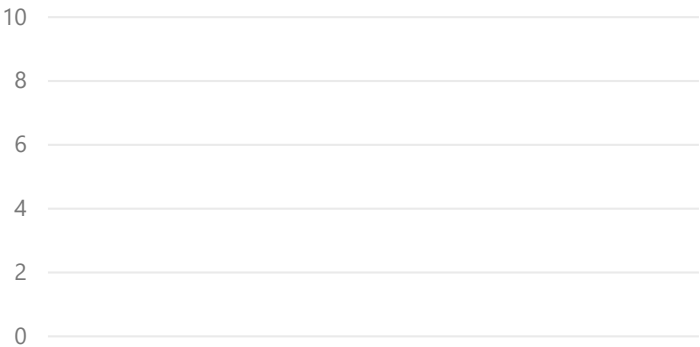
All

MDTP: Fall Diagnostic

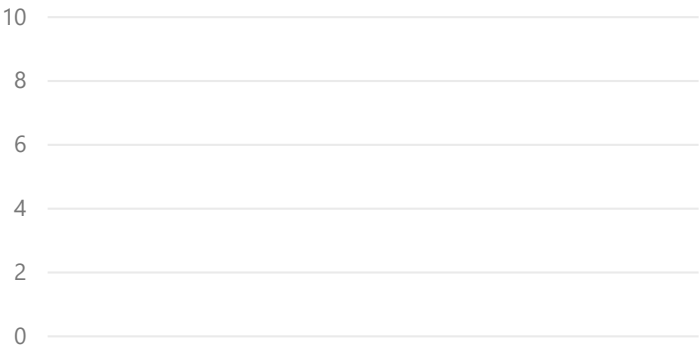
Subject and Non-Passing Grades

MDTP: Fall Diagnostic

Credits Earned (October)



Credits Earned (December)



Report Log

- * v1 01122021: preliminary review
- * v1.1 01212021 administrators - published

Report Content

Student Level Reports

- * [iReady](#) (portal), [Student Level](#) (Illuminate)
- * [RFEP eligibility](#) (Illuminate)
- * [ELPAC IA testing list](#)
- * [Benchmark Universe](#)
- * MDTP
- * [Saavas](#) (portal)

Acronyms

Student Groups

ALL – all students
AA – Black/African American
AI-American Indian/Native Alaskan
AS-Asian
FI-Filipino
HI-Hispanic
MR-Two or More
PI-Pacific Islander/Native Hawaiian
WH-White
EL-English Learner
FOS-Foster Youth
HOM-Homeless Youth
SED-socioeconomically disadvantaged, SWD-students with disabilities.

Metrics

Feedback Suggestions Comments
Questions Ideas

Share your thoughts with our team!

Participation		
93%	98%	
Fall	Winter	Spring

Overview: Interim Assessments reports include participation and academic progress results from SUSD's interrim/diagnostic assessments:

* **iReady** (ELA K-11, Math K-8): iReady is administered three (K-8) and two (9-12) times per year, and progress is reported as:

- On-Track for Grade Level:** percent of students on track to score grade level at the end of the year if they meet the typical growth target.
- Two or More Years Below:** (2 + Below) percent of students who are 2 or more years below grade level.
- No Growth:** (0 Growth) percent of students who showed no growth since the Winter 2019 diagnostic

Navigation: Use Filters to select ELA or Math; Term/Student Group; Focus: Right corner arrow

Source: Research; Program Exports

Frequency: Reports are updated after assessment administration; Updated: January 2021 - winter.

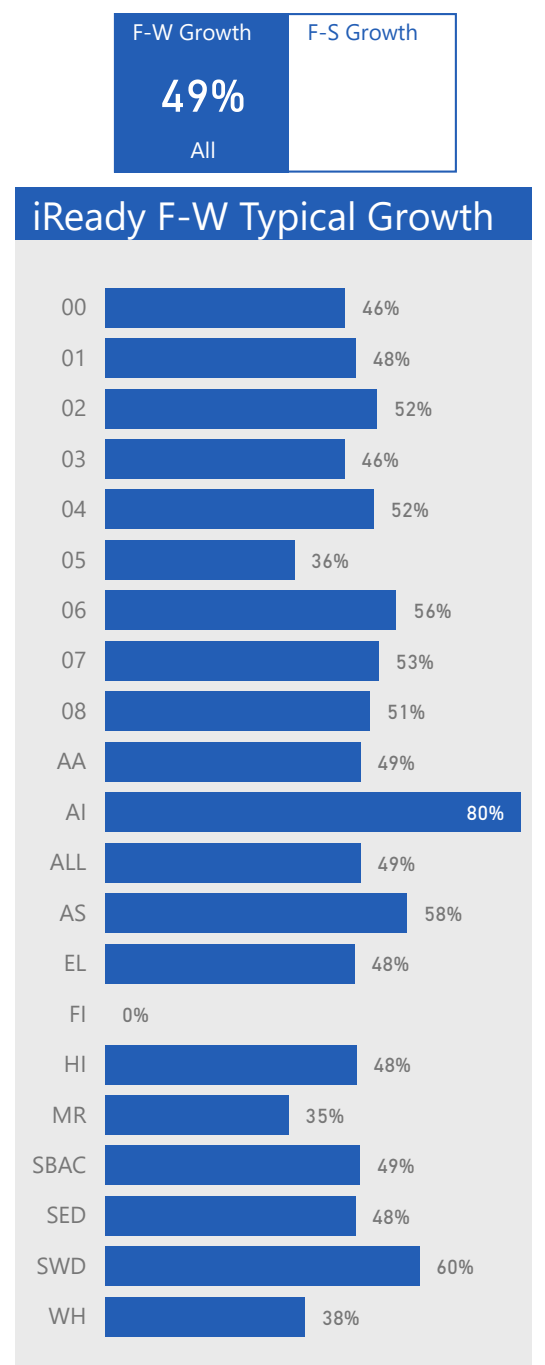
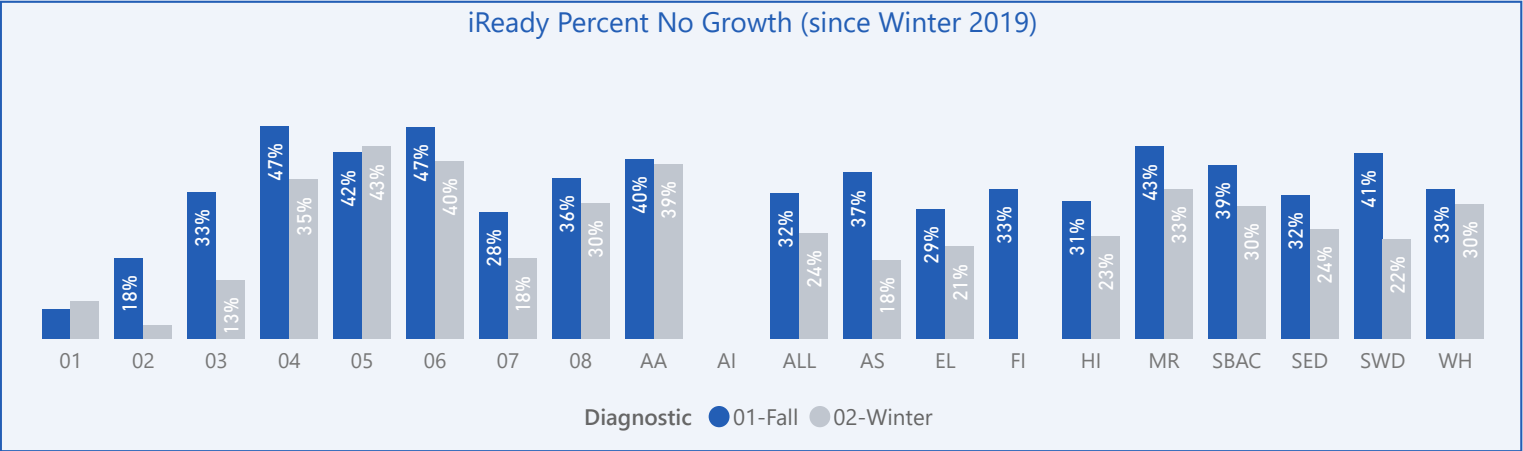
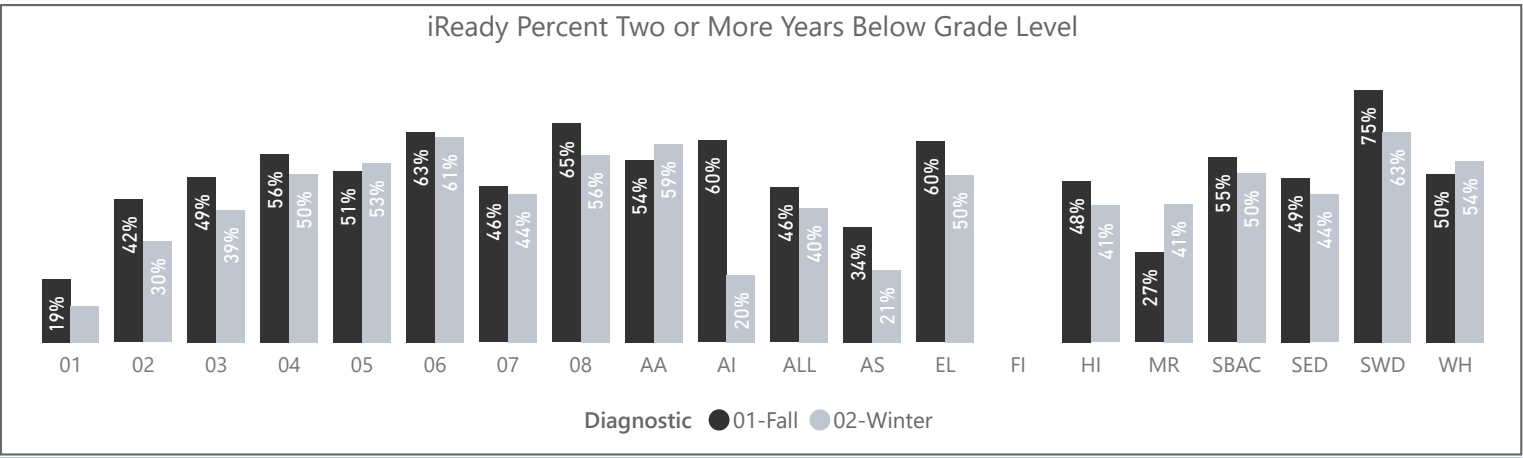
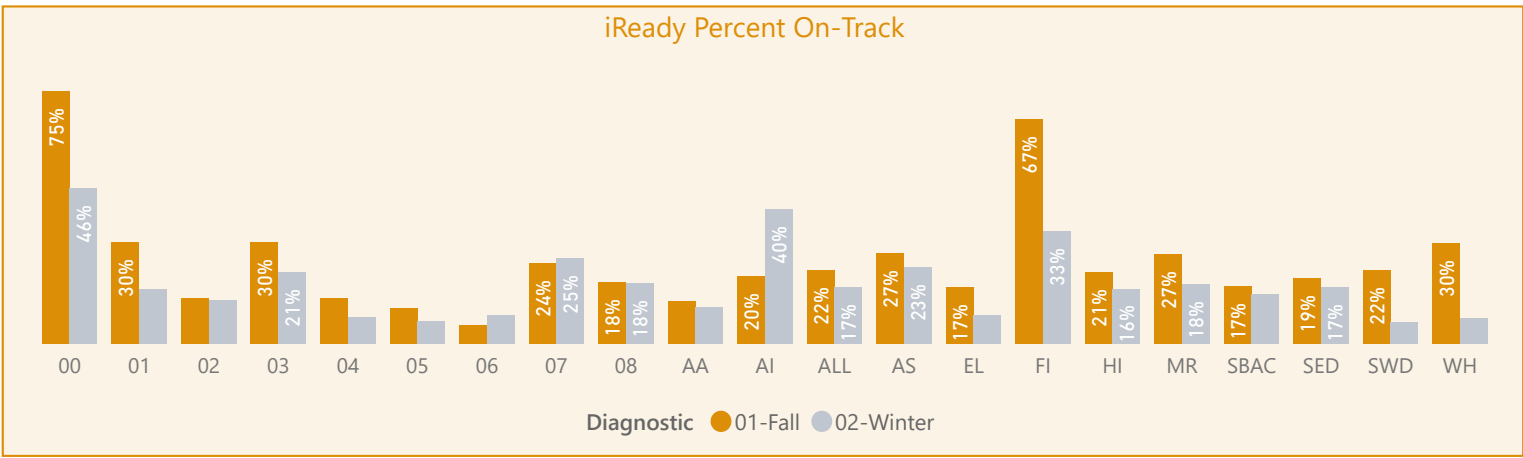
High School Data Currently Not Reported

SUSD RA v1.1

On Track
22%
Fall
17%
Winter
Spring

2+ Below
46%
Fall
40%
Winter
Spring

No Gro...
32%
All
24%
Winter
Spring



Recommendations and Assurances

Site Name: Monroe Elementary

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

English Learner Parent Involvement Committee 09/15/21
Date of Meeting

Other committees established by the school or district (list): _____
Date of Meeting

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 09/16/21
Date of Meeting

Attested:

April Scott
Typed Name of School Principal


Signature of School Principal

09/16/21
Date