2023-2024 School Plan for Student Achievement Recommendations and Assurances

Site Name: _____

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 School 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:

      English Learner Advisory Committee

      _____
      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 _____.
                                                              Date of Meeting

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

_____   _____
         Committee   Date of Meeting

_____   _____
         Committee   Date of Meeting

_____   _____
         Committee   Date of Meeting

Attested:

_____   _____   _____
Typed Named of School Principal   Signature of School Principal   Date

School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monroe Elementary	39686766042709	05/18/2023	06/20/2023

Purpose

(Only required for CSI, TSI, or ATSI campuses) Briefly describe the purpose of this plan.

Monroe Elementary Elementary is implementing a Schoolwide Program. The purpose of this plan is to address the needs of students identified by ESSA in the Additional Targeted Support and Improvement (ATSI) program for African Americans.

Description

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.

All Monroe goals, strategies and activities are in alignment with Stockton Unified School Districts LCAP Goals

Engaging Educational Partners

Refer to the Comprehensive Needs Assessment

Resource Inequities

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

Refer to the Comprehensive Needs Assessment

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Surveys:

Classroom Observations: IReady Walkthroughs,

Analysis of Current Instructional Program

Standards, Assessment, and Accountability

Monroe has the following committees in place to develop and/or make recommendations for our SPSA. The process included the following committees: Staff Collaboration Meetings such as Implementation Team and, AVID Leadership Team, School Site Council, and ELAC. All committees were involved in the development of and assisted in completing a detailed needs assessment for our school plan. The committees completed the needs assessment based on current school-wide academic data such as the I-Ready diagnostics and District Data provided by Research and Accountability. Committees met and identified strengths and weaknesses. Given the detail of each strength and weakness, committees developed problem statements, root causes, and solutions to our problem statements.

Meeting Dates:

- Staff Collaboration Meeting: February 7, March 21, April 4, 2023
- AVID Leadership: April 7, 2023,
- School Site Council/Comprehensive Support and Intervention: September 2022, October 2022, November 2022, January of 2023, February 2023, March 2023, and April 2023
- ELAC: January, February March

Staffing and Professional Development

Staffing and Professional Development Summary

James Monroe has the following committees in place to develop and/or make recommendations for its School Plan for Student Achievement (SPSA). The process includes the following committees: Staff Collaboration Meetings, AVID Leadership Team, School Site Council (SSC), and English Language Advisory Committee (ELAC). All committees have been involved in the development and completion of a detailed needs assessment for our school plan. The committees completed the needs assessment based on current school-wide academic data such as the i-Ready Fall and Winter diagnostics and District Data provided by Research and Accountability. The committees met and identified the school's strengths and weaknesses in the following domains - student achievement, school culture, and parent engagement. Given the details, the committees contributed to the development of the problem statements, root causes, and solutions to our problem statements.

Staffing and Professional Development Strengths

Monroe is a Title 1 identified public school serving K-8th grade students located in the Stockton Unified School District with a morning and afternoon preschool program on campus. Our student population for the 2021-2022 academic year was 585 students (including PK students). On the State Standardized Assessment (CAASPP) our SBAC school wide results showed that around 22% of students met or exceeded standards in ELA and 17% met or exceeded standards in Math. Our school is made up of a diverse student body (52% Hispanic, 18% African American, 10% Asian, 5% 2 or more races, 3% American Indian, and 2% White) and our school culture celebrates and values students attendance, academics, and family engagement. At our school 86% are eligible for free lunch, 3% for reduced lunch, and with 226 identified English Learners. With our Family Center and community assistant we offer weekly trainings and classes for parents and community members.

We are an AVID certified site both in K-6th Elementary and our 7th-8th grade middle school. Our middle school has AVID elective classes offered Monday- Friday where tutors from local universities and colleges come in to assist with AVID tutorials. We have weekly teacher collaboration times built into our schedules every Tuesday. STEM instruction is integrated into project-based learning activities within the instructional day, Academic Parent Teacher conferences happen three times a year, ongoing professional development opportunities in addressing the Common Core State Standards instructional shifts, and we facilitate three times a year AVID Parent Academies. Also we are in the process to have school garden and are working with our school community to enlist parent and community support and participation in the ongoing development of the school garden project as well as health and wellness classes. Resources to benefit student learning within and outside of school instructional hours. As a Professional Learning Community we continue to develop and implement systems that address the learning and social-emotional needs of our students.

- Willingness of staff members to rearrange their daily instructional schedule around to receive support from instructional supporting staff.
- K-5 grade level team willing to complete the LETRS PDs outside of contracted hours.
- Through PLC groups, all grade level take ownership and responsibility of the PLC outcomes.
- Opportunities for staff feedback and input have been given, reviewed, and documented
- Teachers willing to provide own professional development for our own teachers
- Implementation of SIPPS has limited learning loss for our students

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): We have identified the lack of continuous focused professional development in the areas of Mathematics. Based on the i-Ready Diagnostic data, 86% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below.   **Root Cause/Why:** Continuous training in the use of math manipulatives. Continuous training in using the i-Ready Pathways. Continuous training in using the i-Ready Curriculum to build capacity across all grade levels.
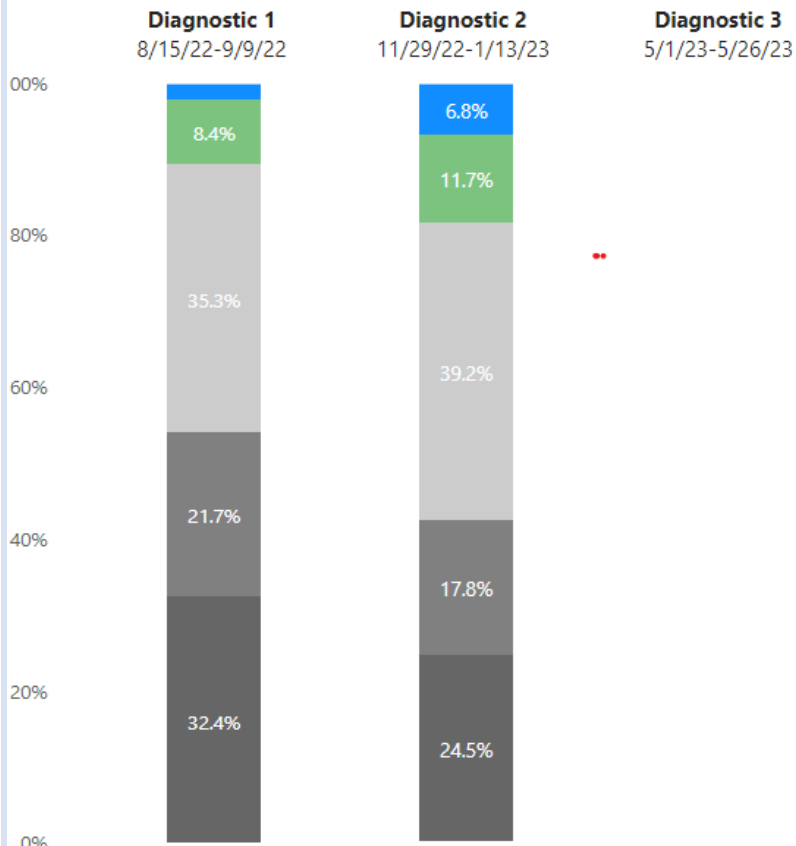
Needs Statement 2 (Prioritized): We have identified a lack of continuous focused professional development in the areas of English language arts. Teachers have identified that Based on the i-Ready Diagnostic data, 81% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below.   **Root Cause/Why:** On going common formative assessments across all grade levels. Need for Professional Learning Communities vertical alignment in identifying priority standards for all grade levels
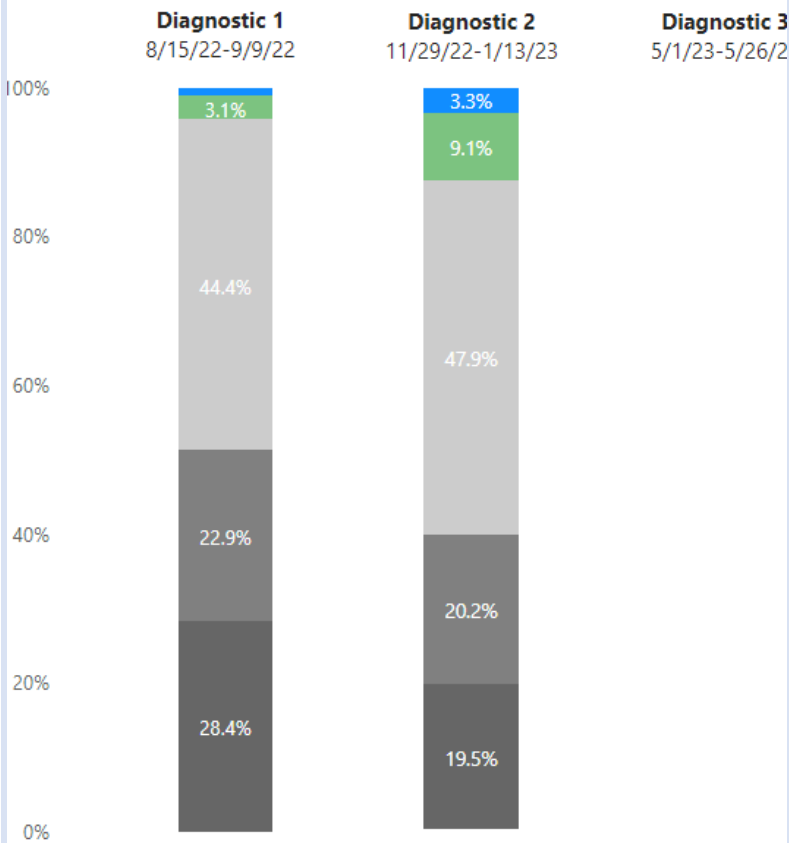
Teaching and Learning

Teaching and Learning Summary

James Monroe met with the following teams and survey the stakehiolders. Student academic achievement at Monroe is measured using multiple instruments. The district i-Ready Fall, Winter, and Spring Diagnostics along with the California Assessment of Student Performance and Progress (CAASPP) are two of the metrics that the team has used to decipher its students' academic performance. CAASPP data for the 2019-2020 and 2020-2021 academic school years are not available due to the state test not being administered because of COVID-19. Student at Monroe School participated in a career and college readiness program that is administered by our counseling team. This program, Xello, is supported district wide among all grades at every school. Student progress is monitored by the counseling team, teaching staff, and the admin team. Students are encouraged to complete a career and college path that adjusts to the students preference using a survey based on the responses. Student also participate in a college and career readiness school wide using Advancement Via Individual Determination (AVID) strategies which are embedded in instructional practices and supported school wide.. These practices include Writing, Inquiry, Collaboration, Organiztion, and Reading (WICOR). Using these strategies also allow teachers to create a system for students deemed chronically absent. This allows teachers to re-teach and address the needs of those students who may be at risk of failing. Also Monroe has equitable access to technology while on campus and at home. Students are issued a chromebook. Students while at school aslo are offered access to an issued chromebook in class. During instructional periods, students use the technology as dictated by the teacher(s). Many teachers provided a blended experience of technology and direct instruction. Teachers also have the option to utilize core curriculum using technology as well as hardcopied books, manuals, handouts, etc. The i-Ready Diagnostic is administered online with the use of technology as well as benchmark assessments. Teachers utilze common formative assessments created through illuminate that uses technology.Monroe has a lack of continuous focused professiona development in the areas of Mathematics and ELA. Due to the pandemic and shortage of instuctional coaches, we have learning loss.

Reading

Diagnostic 1	**Diagnostic 2**	**Diagnostic 3**
8/15/22-9/9/22	11/29/22-1/13/23	5/1/23-5/26/23

Diagnostic 1
- 8.4%
- 35.3%
- 21.7%
- 32.4%

Diagnostic 2
- 6.8%
- 11.7%
- 39.2%
- 17.8%
- 24.5%

Math

Diagnostic 1	**Diagnostic 2**	**Diagnostic 3**
8/15/22-9/9/22	11/29/22-1/13/23	5/1/23-5/26/2

Diagnostic 1
- 3.1%
- 44.4%
- 22.9%
- 28.4%

Diagnostic 2
- 3.3%
- 9.1%
- 47.9%
- 20.2%
- 19.5%

As of Winter 2022 all SMART goals had been met:,

- the total number of students performing 2 or more grade levels below on ELA, had decreased by 44 students.

- The total number of students performing at grade level on ELA increased by 33 students.

- the total number of students performing 2 or more grade levels below on Math, had decreased by 53 students.

- The total number of students performing at grade level on Math increased by 37 students.

- ELA and Math both showed

  - an increase in students at or above grade level

  - an increase in students 1 grade level below

  - A decrease in students who are 2 or more and 3 or more grade levels below

Teaching and Learning Strengths

- **All primary teachers (K-3)plus the program specialist have received training in SIPPS.**
- **All teachers and supporting staff take ownership of all students and their successes.**
- **50 percent of teachers have been trained on at least one AVID strand.**
- **Teachers/colleagues are willing to open their classrooms for observations to support one another with strategic instructional approaches.**
- **Teachers embrace a growth mindset through their willingness to continue their learning.**
- **Implementation of SIPPS has limited learning loss for our students.**
-
  - **the total number of students performing 2 or more grade levels below on ELA, had decreased by 44 students.**

  - **The total number of students performing at grade level on ELA increased by 33 students.**

  - **the total number of students performing 2 or more grade levels below on Math, had decreased by 53 students.**

  - **The total number of students performing at grade level on Math increased by 37 students.**

  - **ELA and Math both showed**

    - **an increase in students at or above grade level**

    - **an increase in students 1 grade level below**

    - **A decrease in students who are 2 or more and 3 or more grade levels below**

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (Prioritized): Monroe has a lack of continuous focused professional development in the areas of Mathematics and ELA **Root Cause/Why:** Ongoing training in using the I-Ready Curriculum to build capacity across all grade levels.

Needs Statement 2 (Prioritized): There is a high percentage of students performing 2 or more grade levels below proficiency in ELA and Math. To improve instruction the site is in need of more on-going instructional support , further development of collaborative practices, training for differentiated student support, and alignment of curriculum/assessments. **Root Cause/Why:** Challenges of filling classroom vacancies to release grade- and/or life-level teachers on a consistent basis to join administrators, instructional coaches, and/or instructional consultants for collaborations, planning, and data analysis. Increase in staff chronic absenteeism, being out for 10 consecutive days due to testing positive, triggering a loss of quality instructional time

Needs Statement 3 (Prioritized): A small percent of students demonstrate mastery of NGSS standards and the development of essential 21st century life skills. More opportunities are needed for students to engage students in project based learning of STEAM fields and empower them with critical thinking and career skills necessary to find solutions to global needs. **Root Cause/Why:** Lack of focus on science standards and few opportunities to participate in project based STEAM programs. Little professional development in the area of STEAM fields.

Needs Statement 4 (Prioritized): 18% of students in grades K-8 tier 1 in math 22% of students in grades K-8 tier 1 in Reading Winter i-ready results **Root Cause/Why:** Poor tier 1 instruction in ELA and Math in all grades ELA curriculum in grades K-3 is weak in teaching foundational reading skills Limited tier 2 and 3 intervention in ELA and Math in grades 4-8

Parental Engagement

Parental Engagement Summary

A survey was conducted this year's Back to School Night/Title 1 meeting which took place in July 28 and August 11, 2022 to collect input from students, parents, and the learning community on best days/times, focus topics, interests, and school safety and programs. Monroe implemented and our students, parents, staff, and the learning community participated in the following activities: Mindfulness Workshop, School Site Council meetings, Trunk or Treat, Renaisance Academic Awards Assemblies, Individual Teacher-Parent Conferences, Parent Coffee Hours, ELAC Meetings, etc based on the data that had been collected. In addition, we also measure our parent participation through completion of both district and school surveys. Our social media accounts are also monitored and respond to parents as need or follow up.

At Monroe our staff and family have created positive and nurturing environment for our students. This school year parents were allowed on campus for most of the schoolwide events. Parent conferences and parent meetings have been offered at various times throughout the day to support parents. All our communication was sent to our families in the Wednesday folder, phone calls, emails, class dojo, website, social media, and marquee.

Parental Engagement Strengths

- parents receive early notification of parent engagement opportunities through multiple communication means such as BlackBoard, Class Dojo, school marquee, flyers, Wednesday folder, etc parent or learning community initiated workshops, trainings, and/or professional development opportunities autonomy in the way how the assemblies, meetings, trainings, professional development opportunities, etc are hosted in-person,
- Provide early outreach to parents
- Establishing the purpose of involvement with each family
- Scheduled group parent meetings throughout the school year to review class SMART goals and expectations'
- Same group of parents participating through the school year with PTA, and schoolwide events

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): Monroe has a lack of parental engagement.   **Root Cause/Why:** * Due to the COVID-19 Pandemic, this has caused a severe lack of parental engagement. These include parent academic conferences, parent coffee hours, family nights, and other school events and celebrations.

Needs Statement 2 (Prioritized): There is low participation and engagement of Monroe parents in virtual, and/or in-person school events. Few parents are involved in site committees and community partnerships.   **Root Cause/Why:** Communication and outreach methods were ineffective and partnership initiatives need further development.

Needs Statement 3 (Prioritized): Only 3 % of Monroe parents have participated in parent activities in 202-2023 School   **Root Cause/Why:** Parents were permitted on campus to the parent coffee hours, ELAC meeting, SSC meetings, parent workshops and school wide events but parents do not have the time to participate in all parent meetings or workshops.

School Culture and Climate

School Culture and Climate Summary

James Monroe is a Title 1 community school is located in the southside of Stockton, California on 2236 East 11th street. Its current student enrollment for the 2022-2023 academic school year is around 458 students in Kindergarden through 8th-grade. James Monroe also offers AM/PM Pre-school programs to provide a program where students can develop socially, emotionally, physically, and intellectually while gaining self-control, independence, and respect for others. Surveys have been administered throughout the academic school year to collect data from students, parents, staff, and the learning community to improve the school culture and climate. Every day the students, teachers, support staff, and administrators meet on the primary/intermediate blacktop for the morning annoucements where the school vision and mission statements are being recited and important information are being relayed.

James Monroe ensures that the learning community receives outstanding customer services on a daily basis by reviewing, and revising its systems and policies. Furthermore, the learning community, who has expressed their feelings feel safe at James Monroe school and is proud to be involved in the planning process through the School Site Council, Comprehensive Support and Improvement, and English Language Advisory Committee meetings. First Day of School packets containing school-wide norms, expectations, and student conducts were sent to the families the first week of school. Parent Rights Under Title 1, Parent Involvement, School Achievement Data and AVID, Single Plan for Student Achievement, Title 1 Funding, Title 1 Parental Involvement Policy, and School Parent and Family Engagement Compact were topics that were shared with students, parents, staff, and the learning community back in July 28, 2022 during Back to School Night and Title 1 meeting.

Monroe has a lack of continuous focused professional development in the areas of Chronic Absenteeism. Due to the COVID-19 Pandemic, we have learning loss due to distance learning. This caused a severe loss of instructional minutes. Based on the current attendance data, Monroe has a current rate of 30% rate of chronic absenteeism rate. Due to the current data, a small percentage of our the intermediate (4- 8) students are displaying poor social-emotional behaviors in and out of the classroom.

In 22-23 school year Monroe data shows 71 suspensions.Thus far, we have had 30 students suspended out of 519 which is 6% of our population. The PLUS climate surveys are overall positive and students feel safe at school. There are some areas of need such as students requesting clubs, and fun school activities.The 22-23 school year Monroe hosted a school wide events like school book fair carnival, carreer week, muticultural event. Students and staff enjoyed the games and prizes. Parents were allowed on campus, but parents were still afraid of getting COVID. Unfortunately, Monroe chronic absenteeism is at an all time high percentage of absent students but compare to last school year we have met our SMART goal.

School Culture and Climate Strengths

- Chronic Absenteeism
  - Students are recognized for their trimester perfect attendance.
  - Teacher Incentives to promote good choices.
  - School wide incentives to promote good choices.
  - PLC's to promote a positive and safe learning environment.
  - students feel safe.....per the PLUS climate surveys chronic absentee students are working to improve attendance with the school counselors, teachers, and the Child Welfare and Attendance liaison.
  - Parents and students are part of the team to improve attendance.
  - Parent meetings have been provided by attendance liason regarding the importance of positive attendance.
- Student Suspension
  - Progressive discipline strategies and interventions.
  - Parent contact and documentation.
  - Restorative practices and logical consequences.
- PLUS
  - 3 forums
  -

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Monroe has a current chronic absenteeism rate of 30%   **Root Cause/Why:** Due to COVID-19 health concerns, there has been an increase in student and staff chronic absenteeism. This has interrupted systems for Positive Behavioral Intervention Supports and affected time spent building relationships and connections with the school.

Needs Statement 2 (Prioritized): There has been an increase in citations for bullying.   **Root Cause/Why:** Transitioning from distance learning to in-person learning. Increase in negative social media consumption.

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 Goal

Goal 1: Student Achievement SUSD will implement a Multi-Tiered System of Support (MTSS) to increase student achievement and provide all students with a well-rounded educational experience, the delivery of high quality instruction, and exposure to rigorous and relevant curriculum to become life-long learners and to address barriers to learning with targeted services for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority student groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities).

Goal 1.1

* ELA: By EOY 2024, per I-Ready Diagnostic ELA Results Report, the total number of students performing 2 or more grade levels below will decrease by 22 students. By EOY 2024, per I-Ready Diagnostic ELA Results Report, the total number of students performing grade level will increase by 19 students. * EL: By EOY 2024 per ELPAC Summative Results; the number of students reclassifying as Fluent English Proficient will maintain at 20 students per year. * Math: By EOY 2024, per I-Ready Diagnostic Math Results Report, the total number of students performing 2 or more grade levels below will decrease by 23 students. By EOY 2024, per I-Ready Diagnostic Math Results Report, the total number of students performing at grade level will increase by 24 students.

Identified Need

We have identified the lack of continuous focused professional development in the areas of Mathematics. Based on the i-Ready Diagnostic data, 86% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

We have identified a lack of continuous focused professional development in the areas of English language arts. Teachers have identified that Based on the i-Ready Diagnostic data, 81% of students are at Tier 2 and below. This would indicate students are at least 1 or more grade levels below.

Monroe has a lack of continuous focused professional development in the areas of Mathematics and ELA

There is a high percentage of students performing 2 or more grade levels below proficiency in ELA and Math. To improve instruction the site is in need of more on-going instructional support , further development of collaborative practices, training for differentiated student support, and alignment of curriculum/assessments.

A small percent of students demonstrate mastery of NGSS standards and the development of essential 21st century life skills. More opportunities are needed for students to engage students in project based learning of STEAM fields and empower them with critical thinking and career skills necessary to find solutions to global needs.

Monroe has a lack of parental engagement.

There is low participation and engagement of Monroe parents in virtual, and/or in-person school events. Few parents are involved in site committees and community partnerships.

Only 3 % of Monroe parents have participated in parent activities in 202-2023 School

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing at grade level	ELA 122 students Math 112 students	ELA 141 students Math 136 students
Number of students performing 2 or more grade levels below	ELA 138 students Math 158 students	ELA 116 students Math 135 students
Number of students reclassifying as Fluent English Proficient	20 RFEP Students	20 RFEP Students

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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, and Program Specialist co-plan and co-teach lessons while assessing effectiveness. The team follows up with a debrief session to reflect on lessons. Teachers need more support with curriculum and strategies with distance learning where students struggle academically. Identifying student area needs with a 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. PLC (CAPS) California Principals Suport Network Gained an understanding of how to used your limited time, energy and attention on the strategies and practices that most impact teaching and learning. Develop leadership skills to to an CALIFORNIA PRINCIPALS SUPPORT NETWORK Building the Capacity of Leadership Teams Year Two Northern California 2023-24 Gain an understanding of how to use your limited time, energy and attention on the practices that most impact teaching and learning. Develop leadership skills to analyze the needs of your school, develop evidence-based action plans to address those needs, and take effective action to improve student outcomes. Unplug and join a community of supportive Three teachers and admin team will join the principals team in leading a professional learning culture focused on improving student outcomes. Teams will learn ways to develop a focus on learning and will examine practices that improve school culture, enhance teacher efficacy and establish school wide supports for student learning. We know that school leadership matters. But it's not just any leadership that matters. Teams will learn to focus their limited time and resources on the most impactful leadership actions for creating equitable school systems and improved student learning. This is a PLC program through UC Davis. Six full-days of professional development throughout the 23-24 school year: Tentative dates: September , October , November , January , March , April . A cohort model of collegial support among 25-30 K-12 principals, as well as coaching support between sessions. All Network sessions will be held from 8:30 am - 4:00 pm at or near Solano County Office of Education, Fairfield, CA. Fee: $3000 per principal and $500 per teacher leader. ($4500) Teachers Additional Comp: 11 teachers X 1 hours X 11 months X $70 rate of pay = $8,602- 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 2 hours X 10 months X $70 rate of pay = $1400 - LCFF Teacher Substitute Pay Calculation (Object Code 11700): 10 teachers X 2 days/hours X $250 rate of pay for sub. = $4000 total cost - LCFF (*In the event substitutes are not available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not available, funds may be transferred to support additional compensation.) # 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 ATSI: 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 = 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 - 20 certificated staff X 7 hours X $60 10 classified staff X 7 hours X $60 Students receive resources and supports to increase reading and writing proficiency across all content areas to supplement core instruction. AVID WICOR (writing, inquiry, collaboration, organization and rigor) and Focus Note-Taking strategies (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Focused / Cornell Notes, etc.) are implemented to support student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fish bowl, etc.) and achievement. PLC Leadership analyze and calibrate once a month writing & CAT meeting CFA data samples for K-8th grade to analyze student growth. AVID Learning Walks / writing sample Data (Leadership monitor Data once a month) - Learning Walks focus on Teacher Practices / Costa's Levels of Questioning data AVID Tool assessment checklist completed by teacher Students are provided with organizational tools that support AVID organizational strategies to meet grade level expectations (e.g. homework folders, binders, agenda planners, desk checks, etc.) supporting student collaboration (e.g., binder checks, etc.). Action/Learning Walks - Observation Leadership collaboration Monroe will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for collaboration and training. Progress Monitoring Metrics: # of students making growth # of students below standards # of students at standards Student/ Student Binder checks Teacher/Student Binder checks

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$4,000	23030 - LCFF (Site)
$4,000	23030 - LCFF (Site)
$639	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.2

Students to be Served by this Strategy/Activity

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

English Learners
All Students
Foster Youth
Low Income

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports Program Specialist/AVID Coordinator monitors growth through data (.75 FTE - 118,309 - Title I, .25 FTE - $39,436 - LCFF) 75% - Title I - Program Specialist provides student support with monitoring data; observes, trains, coaches and monitors tutors which provide one to one tutoring for our tier 3 students 1st to 3rd grade. Program Specialist maintains student progress data on IReady and is part of the RTI (Response to Intervention) team, academic conferences and CARE Team provide monitors data growth in classroom as well as trains the bilingual aide to implement in class preview- review supplemental strategies with EL level 1 & 2 students, supports teachers with co-teaching AVID strategies. Supports ELA & math curriculum to organize small group instruction for all students in 4th-6th grade. AVID coordinator and monitors the CCI data certification of school site, Program Specialist provides supplemental professional development to teachers in reading, Math, EL strategies. 25% - LCFF - Program Specialist is part of the PBIS Team, which monitors student attendance, helps create a positive learning environment for students. The specialist is also part of the CARE Team to monitor Tier 3 students that need intervention with 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 iReady testing. Instructional coaches (1 @ .5 FTE Instructional Coach - District

Provided) will provide on going instructional support through co-teaching, co-planning, or demo lessons in the classroom. .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. (If personnel are vacant for any portion of the school year, salary and additional compensation funds associated with these staff will be reallocated to alternate resources that achieve the objective of the original expenditure - such as instructional materials, equipment, consultants, additional compensation, etc.) 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 & demonstrates 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 & 3studentsto improve student achievement. Teacher Additional Comp Pay Calculation (Object Code 11500): 3 teachers X 3 days per week X $70 per hour X 6 weeks = 3780 LCFF 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. Guidance Lessons from Counselors on SEL program to improve student climate and support Social Emotional Learning Needs. Monroe will provide certificated and classified additional compensation/substitute costs needed for supplemental instruction, intervention, and enrichment. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$118,309	50643 - Title I
$39,436	23030 - LCFF (Site)
$29,774	23030 - LCFF (Site)
$2,198	23030 - LCFF (Site)
$18,660	50643 - Title I Salary Contingency
$11,655	23030 - LCFF Salary Contingency

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

Low Income
All Students
English Learners
Foster Youth

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Students receive resources and supports to increase reading and writing proficiency across all content areas to supplement core instruction. AVID WICOR (writing, inquiry, collaboration, organization and rigor) and Focus Note-Taking strategies (e.g., marking the text with highlighters, critical reading, 2/3 column notes, Focused / Cornell Notes, etc.) are implemented to support student collaboration (e.g., pair-share, philosophical chairs, carousel, Socratic seminars, fish bowl, etc.) and achievement. Supplemental instructional materials support, enhance, and engage students with ELA Benchmark, My Perspectives and iReady Math curriculum and provide supplemental lessons. Items include: math manipulatives, graphic organizers, writing tools (highlighters, pens, pencils, color pencils, calligraphy pens, storyboards, whiteboards/chart paper, novels/books, 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 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 supplemental materials for reading project tasks and small groups. Supplies include: writing/word banks using journals, post-its, pencils, color pencils, vocabulary cards for flash cards, highlighters to highlight words and inferences and main ideas in ELA reading, Sentence frames for word and sentence chart, construction paper to create projects, 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 grade implement AVID binders with 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 require supplemental materials for number sense, place value, addition & subtraction, multiplication, division, fractions, patterning, word problems, measurement, perimeter & area, geometry, statistics & probability. Materials needed include construction paper, scissors, cutting squares to count, math index cards for vocabulary, charts for posting instructional routines and re-teaching 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) Students are provided 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. AR License Agreement Cost for K-6th grade $5,142 - LCFF Equipment for effective classroom instruction are updated as needed. Items include: document cameras, classroom printers, interactive smartboards, projectors, wireless audio components, and other instructional ancillary devices. Teachers provide online ELA Benchmark and I-Ready math lessons from equipment. These essential resources are necessary for teachers to innovatively craft digital learning experiences that promote discovery and creation for all students. Costs for replacing equipment throughout the year approximately - 5 @ $500 for classroom printers and 5 @ $500 for document cameras. 44000 Equipment $5,200 - LCFF Garden flower beds STEM Science, centralized funding Monroe will provide supplemental instructional materials, books, equipment, licenses, subscriptions, and software to support instruction and improve student achievement. Progress Monitoring Metrics: # of students making growth # of students below standards # of students at standards Student/Student Binder checks Teacher/ Student Binder checks

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

Amount(s)	Source(s)
$4,000	50643 - Title I

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
All Students
English Learners
Foster Youth

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 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 $3000 - 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, $1000 (LCFF) Students provided 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. 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. 58920 Student Fees and 58170 Transportation Title I

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

Amount(s)	Source(s)
$3,000	23030 - LCFF (Site)
$1,000	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1.1.5

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 opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities.

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

Monroe met all SPSA goals related to student achievement. This was accomplished primarily through the use of CORE curriculum, AVID strategies, SIPPS, PLC collaboration, data analysis, and Leadership meetings. Teachers used the district adopted curriculum, met during their PLC and analyzed student assessment data. Academic conferences were held where smart goals and strategies were discussed among teachers, counselors, program specialists, and administration. Regular SIPPS intervention in grades K-3 provided targeted reading intervention, particularly in phonemic awareness and phonics. AVID proved to be an effective program at helping achieve the goals. WICOR strategies, AVID binders, and focused notes were key contributors to student achievement. Students were provided with necessary supplies to aid in their success. Members of the AVID site team attended summer institute and brought back knowledge to disseminate with the Leadership team. This team met monthly and focused on writing across K-8. AVID walkthroughs helped maintain the schoolwide consistency of the program.

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

Due to sub shortages and a vacancy in one middle school class, it was difficult to fully implement all the strategies outlined in the SPSA. Individuals were pulled away to often sub in classrooms and unable to maintain a consistent schedule of providing support to teachers. This school year we did not get an instructional coach due the shortages of teachers school district wide. The coach was centralized. Allocated money for substitutes to release teachers for professional development during the school day as well as the allocated money for teachers to collaborate did not occur to the level planned.

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

No major changes are needed to the goal. Changes to how the strategies are implemented will have an impact on student achievement in the future. Monroe School Site Council made the following recommendations for Campus Goal 1 continue with Math- technology for ELA and Math. Continue with Teacher Pay Teacher supplemental activities in ELA and Math. Continue with Scholastic News- Social Studies and Science supplemental articles. Add Newsela for ELA, Social Studies, and Science. Strategy/Activity 1 Continue with the same strategy/activity 1 for goal 1. We will not purchase SIPPS or . The Program Specialist ($118,309 - 35% Title I, $39,438 - 65% LCFF), Library Media Salary - $23,31 - LCFF. also additional compensation X 50.00 per hour x 20= $1,00-title 1 Substitutes will be used to provide teachers the opportunities to attend academic conferences and professional development with instructional coach, program specialist, counselors, and administration. Substitute Pay Calculations (Object Code 11700) 4 substitutes X 16 full time days X $184= $11,776 (Allocating $12,000 - Title I,

LCAP Goal

Goal 2: Safe and Healthy Learning Environments SUSD will implement and promote a Multi-Tiered System of Support (MTSS) to promote a safe and healthy learning environment to enhance the social-emotional and academic learning for all students necessary to become productive members of society. Increased access of academic and social-emotional supports for our unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) will be addressed through MTSS targeted strategies.

Goal 2.1

School Goal for Suspension: (Must be a SMART Goal) By June 30, 2024, maintain suspensions at 6% or below for all students. School Goal for Attendance/ Chronic Truancy: (Must be a SMART Goal) By June 30, 2024, reduce chronic absenteeism for students to 18% of the population.

Identified Need

Monroe has a current chronic absenteeism rate of 30%

There has been an increase in citations for bullying.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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 Classroom circle weekly-on going PD training for staff Restorative Justice PLUS program School Counseling curriculum (SEL curriculum etc.) Monroe will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for PBIS supports, development of Social Emotional Learning, and training to improve school climate. Metrics for Progress Monitoring:

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports School Counselor (1 FTE school counselor - .375 FTE - site LCFF $36,586, .625 FTE district funded) for 5th-8th grade and .30 School Counselor for K-4th gr. to support students with PBIS, Restorative Justice meetings, provide in class support with SEL curriculum, support teachers with data during collaboration with the following list: 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. Monroe will provide certificated and classified additional compensation/substitute costs needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$36,586	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.3

Students to be Served by this Strategy/Activity

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

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Provide students with social and emotional supportive resources that positively impacts student learning through programs that will help decrease referrals and suspensions: PROWL Tickets Raffle- student incentives (pencils, positive bracelets, stickers, etc.) Restorative Justice PLUS program School Counseling curriculum (SEL curriculum etc.) Monroe will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for SEL instruction and PBIS supports. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 2.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 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 (SEL curriculum etc.) Classroom circle weekly-on going PD training for staff Structured student engagement activities during recess and lunch provided by admin, supporting staff, campus security, noon duties to help decrease chronic absenteeism and suspensions. $5,858 - 58320 - Consultant Non-Instructional - LCFF 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. 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, every day. Monroe will pay student fees, professional services, and duplicating costs

associated with SEL development and PBIS implementation to improve school climate.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

This school year we implemented the PBIS school wide expectations during our morning announcements on the blacktop. This has been done by the admin team as well as the counselors and program specialist. Also we had multiple assemblies where we reviewed the school routines and procedures. Thus far, we have had 30 students suspended out of 519 which is 6% of our population. (Meets SMART goal)

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

This school year we did not work with ALEVO to do structure activities due to ALEVO not being a vendor for the school district. However we have once a month structures activities to decrease the number of suspensions.

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.

We will continue with more weekly structures activities run by CSA and noon duties during lunch recess to help decrease the number of discipline referrals.

LCAP Goal

Goal 3: Meaningful Partnerships Together, in collaboration with families and community stakeholders, SUSD will create a culture of inclusion that will build meaningful partnerships, increase student and parent engagement, and address and remove barriers to learning for unduplicated pupil populations (i.e. English Language Learners, Foster Youth, and Students living in Low-Socioeconomic Status) and priority sub-groups (inc. homeless students, ethnic minorities, disproportionate students of color, and students with disabilities) so all students acquire the attitude, skills, and knowledge to become successful members of society.

Goal 3.1

School Goal for Meaningful Partnerships: (Must be a SMART Goal) By June 30, 2024, parent/community participation and other meaningful partnerships will increase by 10%.

Identified Need

Monroe has a lack of parental engagement.

There is low participation and engagement of Monroe parents in virtual, and/or in-person school events. Few parents are involved in site committees and community partnerships.

Only 3 % of Monroe parents have participated in parent activities in 202-2023 School

Monroe has a current chronic absenteeism rate of 30%

There has been an increase in citations for bullying.

Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Professional Development, Collaboration, and Ongoing Instructional Support Plan 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 (3 per school year) -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. Monroe will utilize appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Metrics for Progress Monitoring:

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Income
Foster Youth
English Learners
All Students

Strategy/Activity

Support Staff Salary for Plan Implementation and Additional Instructional Supports 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) - $38,569 - Title I and $10,751 LCFF Monroe will provide certificated and classified additional compensation/substitute costs needed for building educational partnerships, community events, and engaging parents in student support. Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$38,569	50643 - Title I
$10,751	23030 - LCFF (Site)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.3

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Supplemental Curriculum, Materials, and Programs to Support Improvement Parent Meeting - $500: 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. Light snacks and refreshments also provided. Non-Instructional Materials 43200 Title I Parent - $1972 Meeting expenses 43400 Title I Parent - $1000 Non-Instructional Materials 43200 - $2,253: 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. Monroe will provide supplemental instructional materials, books, licenses, subscriptions, and software needed for parent training, community events, and building educational partnerships Metrics for Progress Monitoring:

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
$1,000	50647 - Title I - Parent
$1,972	50647 - Title I - Parent

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 3.1.4

Students to be Served by this Strategy/Activity

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

All Students
English Learners
Foster Youth
Low Income

Strategy/Activity

Other Services and Operational Costs Associated with Plan Implementation 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 share stories, model reading and the love of reading, presents anti-bullying presentations, provide dental service and be a role model to students. Monroe will pay student fees, professional services, and duplicating costs associated with parent training, community events, and building educational partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
In Place of the Add Fund Source	[Add source(s) here]

Annual Review

SPSA Year Reviewed: 2022-2023 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.

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

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

Monroe community and the admin team provided parent trainings during the 22-23school year. The community assistant and specialist will continue to provide parent workshops in the areas of social, emotional development, attendance, literacy and math. We wil continue to do virtual and in person workshops for reach out as many parents.

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

For the 23/24 school year we will provide more parent/teacher conferences during school hours. This will be done as group to set goals with the students and provide different resources/tools to help parents at home to help their kids. Also provide more opportunities for after-school tutoring for all students with a focus on reading. Parent have been asking for workshops for parents to learn how to support their child/ren at home with their homework. Parents also voiced an interest in better communication from teachers about homework, student academic progress (not just waiting for progress reports and report cards to contact parents about students struggling academically) as well as communication from administration on several different portals to make sure parents are able to stay informed and attend workshops and trainings through phone calls, school website, flyers, and ClassDojo, etc. Parents have been asking for more sports activities during school hours or after school.

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	$183,149.00
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter Amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$325,549.00

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 ($)
50643 - Title I	$161,517.00
50647 - Title I - Parent	$2,972.00
50608 - Title I/ELA/Math Coach,InstSprtSu	$0.00
50643 - Title I Salary Contingency	$18,660.00

Subtotal of additional federal funds included for this school: $183,149.00

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

State or Local Programs	Allocation ($)
23030 - LCFF (Site)	$130,745.00
50039 - ELSB	$0.00
23030 - LCFF Salary Contingency	$11,655.00

Subtotal of state or local funds included for this school: $142,400.00

Total of federal, state, and/or local funds for this school: $325,549.00

Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature	Committee or Advisory Group Name
Mayra Terrones, Parent Member	Guadalupe Barriga, Parent/ Member
Corina Knox, Teacher	Marisol Yepiz, Parent member
Karen Abney, Teacher,	
Melissa Olivarez, Admin Assist, Secretary	

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. 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 05/18/2023.

Attested:

Principal, Victor Zamora on 05/18/2023
SSC Chairperson, Regina Odell, Teacher, Chairperson on 05/18/2023

Acronyms and Initialisms

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

A

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

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

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

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

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

D

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

E

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

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

F

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

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

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

H

Acronym	Description

I

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

J

Acronym	Description

K

Acronym	Description

L

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

M

Acronym	Description

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

N

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

O

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

P

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

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

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

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

T

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

U

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

V

Acronym	Description
VAPA	Visual and Performing Arts

W

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

X, Y, Z

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

Questions: Felicia Novoa | fnovoa@cde.ca.gov