2022-2023 School Plan for Student Achievement Recommendations and Assurances

Site Name: Monroe (M7 - 264)

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

   8/25/2022
   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 _____ 9/1/2022 _____.
Date of Meeting

Attested:

Victor Zamora
Typed Named of School Principal

Victor Zamora
Signature of School Principal

9/1/2022
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	09/01/2022	09/13/2022

Purpose

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

Monroe Elementary is implementing a Schoolwide Program.

In January 2019, Monroe Elementary was identified as a Comprehensive Support and Improvement (CSI) school. Monroe exited out of CSI status in January of 2020, showing growth in 3 areas of the California dashboard; Increase in academics ELA and Math and decrease in suspensions.

Programs that continue to be implemented and support teachers with curriculum is the Benchmark (ELA) Core and Iready math coaching and district training continued throughout the school year. The Reading Corps program target K- 3rd grade tier 3 students, student growth with foundational skills increased with 75% of students being serviced.

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

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

With the support of the Community Assistant, the School provided many opportunities for parent training with various community organizations and district staff. A series of workshops were held: nutrition, mental health, parenting positive behavior reinforcement, Fresno State Digital Literacy to increase parent participation at school site.

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.

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.

Engaging Educational Partners

Resource Inequities

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

Comprehensive Needs Assessment Process

Comprehensive Needs Assessment Process Summary

Monroe school has met with the following committees and provided some recommendation for SPSA and reviewed the school mission, vision and data assessments. The following committees have met and identified the school's weaknessess and strengths in student achievement, school culture, and parent engagement. We conducted the school needs assessment using the IReady data.

Meeting Dates:

Leaderhsip Meeting August 8th,

ELAC- August 11th,

SSC - September 16, 2021: Review, input, and approval of SPSA goals and strategies.

AVID- June 29th, July 20th

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 such as Implementation Team, AVID Leadership Team, School Site Council (SSC), Comprehensive Support and Improvement (CSI), 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 2017-2018 academic year is around 535 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 assistatant 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.

Needs Statements Identifying Staffing and Professional Development Needs

Needs Statement 1 (Prioritized): There were insufficient opportunities of professional development for K-8 teachers and a lack of ongoing instructional support.
Root Cause/Why: Lack of teachers subs to release teachers for PD collaboration and academic conferences due to COVID.

Teaching and Learning

## Teaching and Learning Summary

James Monroe met with the following teams and survey the stakehiolders. They shared that the parents struggled communicating with the school due to the lact of electronic devices or no internet. Teachers reported that the process of meeting with parents in one-on-one Zoom or Google Meet virtual conference did not helped them to clearly share academic data on how students were progressing in the areas of ELA and Mathematics.

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 and teaching staff. 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 parctices include Writing, Inquiry, Collaboration, Organiztion, and Reading (WICOR). Using these strategies also allow teachers to creat 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 computer and if need an internet hotspot to bring home. 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 teachnology 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. Teacherss utilze common formative assessments created through illuminate that uses technology.

Reading Domains (6)
Phonological Awareness
Phonics
High Frequency Words
Vocabulary
Comprehension: Literature
Comprehension: Info. Text
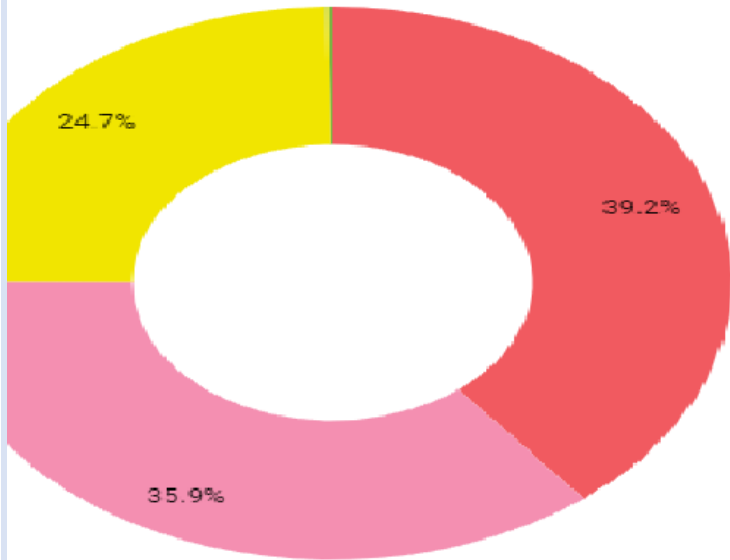
- 2 or More Levels Below
- 1 Level Below
- On Level
- Above Level

39.2%
24.7%
35.9%

| FOSTER ▼ | HOMELESS ▼ | SWD ▼ |

Learner (EL) - An individual that was not born in the United States or has a
language other than English.
Youth (Foster) - Students who are currently in foster care (Foster Placement
or Family Maintenance).
ss (Homeless) - Individuals who lack a fixed, regular, and adequate nighttime
ce.
s with Disabilities (SWD) - Students participating in the Special Education
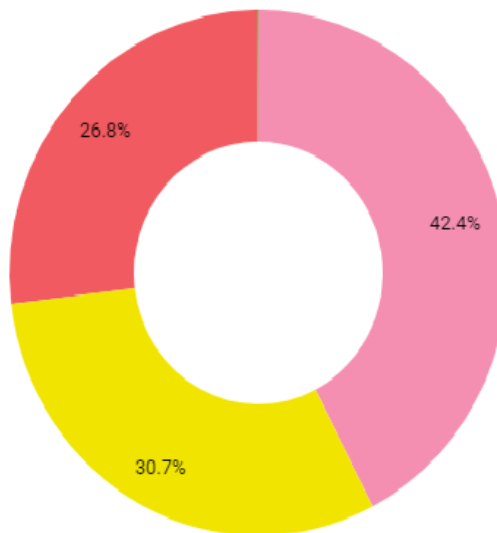n.

Overall Performance

Record Count
1.2K
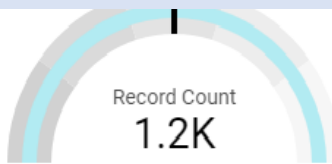
✓ Grade
✓ null
✓ 1
✓ 2
✓ 3

Note. Grade Kindergarten is listed as "null".

✓ Ethnicity
🔍 Type to search
✓ American Indian or Ala...
✓ Asian
✓ Black or African Ameri

Math Domains (4)
Numbers and Operations
Algebra and Algebraic thinking
Measurement and Data
Geometry

26.8%
42.4%
30.7%

- 1 Level Below
- On Level
- 2 or More Levels Below
- Above Level

| EL ▼ | FOSTER ▼ | HOMELESS ▼ | SWD ▼ |

English Learner (EL) - An individual that was not born in the United States or has a
native language other than English.
Foster Youth (Foster) - Students who are currently in foster care (Foster Placement

Teaching and Learning Strengths

- The majority of teaching staff take ownership of all students and their successes in all aspects of their educational journey regardless of the assigned teacher.

- 50 percent of the classroom teachers have been trained on at least one strand of AVID.

- Teachers and their 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 and professional growth.

Needs Statements Identifying Teaching and Learning Needs

Needs Statement 1 (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 2 (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 and curriculum.

Parental Engagement

Parental Engagement Summary

A survey was conducted at 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, triannual Academic Awards Assemblies, Winter STEAM Family Night, Individual Teacher-Parent Conferences, Parent Coffee Hours, ELAC Meetings, Spring Family Festival, etc based on the data that had been collected.

Our parent participation were virtual meetings. In addition, we also measure our parent participation through completion of both district and school surveys. Our social meadia 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. Currently, due to COVID 19 restruction parents were not allowed on campus for most of the school year. 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, hybrid, virtual based on the current COVID-19 Health and Safety Guidelines at the time

Needs Statements Identifying Parental Engagement Needs

Needs Statement 1 (Prioritized): There is low participation and engagement of Monroe parents in virtual, hybrid, and/or in-person school events. Few parents are involved in site committees and community partnerships. **Root Cause/Why:** Parents were unfamiliar with using video conference platforms such as Zoom or Google Meet, not having adequate internet connection or bandwidth, and/or computer fluency levels and abilities. Communication and outreach methods were ineffective and partnership initiatives need further development.

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 gathering where the school vision and mission statements are being recited and important information are being relayaed.

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 Langauge 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.

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.
- Student Suspension
  - (42) days of suspension as of May 22
  - Progressive discipline strategies and interventions.
  - Parent contact and documentation.
  - Restorative practices and logical consequences.
- PBIS Assemblies
- PLUS
  - 6 forums

Needs Statements Identifying School Culture and Climate Needs

Needs Statement 1 (Prioritized): Monroe has a current chronic absenteeism rate of 43.3%. **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.

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 2023, per I-Ready Diagnostic ELA Results Report, the total number of students performing 2 or more grade levels below will decrease by 34 students.

By EOY 2023, per I-Ready Diagnostic ELA Results Report, the total number of students performing grade level will increase by 24 students.

* EL:
By EOY 2023, per ELPAC Summative Results; the number of students reclassifying as Fluent English Proficient will increase by 11 students.

* Math:
By EOY 2023, per I-Ready Diagnostic Math Results Report, the total number of students performing 2 or more grade levels below will decrease by 29 students.

By EOY 2023, per I-Ready Diagnostic Math Results Report, the total number of students performing at grade level will increase by 22 students.

Identified Need

There were insufficient opportunities of professional development for K-8 teachers and a lack of ongoing instructional support.

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 current chronic absenteeism rate of 43.3%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students performing at grade level	ELA 117 students Math 105 students	ELA 141 students Math 127 students
Number of students performing 2 or more grade levels below	ELA 190 students Math 164 students	ELA 156 students Math 135 students
Number of students reclassifying as Fluent English Proficient	11 RFEP Students	22 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

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- 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 $2000 - 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 I-Ready 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

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)
$4744	50643 - Title I
$2000	23030 - LCFF (Site)
$5200	23030 - LCFF (Site)
$500	23030 - LCFF (Site)

Strategy/Activity 1.1.2

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).

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 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. = $5000 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

CSI:
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 -
30 certificated staff X 7 hours X $60
10 classified staff X 7 hours X $60

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)
$8602	23030 - LCFF (Site)
$540	23030 - LCFF (Site)
$1400	23030 - LCFF (Site)
$5000	23030 - LCFF (Site)

Strategy/Activity 1.1.3

Students to be Served by this Strategy/Activity

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

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 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 $5,142 - LCFF

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)
$108203	50643 - Title I
$35770	23030 - LCFF (Site)
$30479	23030 - LCFF (Site)
$5142	23030 - LCFF (Site)

Strategy/Activity 1.1.4

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 & 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 =   LCFF

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)
$undefined	23030 - LCFF (Site)

Strategy/Activity 1.1.5

Students to be Served by this Strategy/Activity

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 - 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.

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)
$2000	50643 - Title I

Strategy/Activity 1.1.6

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: 2021-2022
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.
Site change in leadership interfered with the process of completing a productive and comprehensive review/evaluation of prior year strategy and activity effectiveness.

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

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.

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, 2023, maintain suspensions at 6% or below for all students.

School Goal for Attendance/Chronic Truancy: (Must be a SMART Goal)
By June 30, 2023, reduce chronic absenteeism for students to 18% of the population.

Identified Need

Monroe has a current chronic absenteeism rate of 43.3%.

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

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 ELEVO or Sport for Learning to help decrease chronic absenteeism and suspensions.
$5,858 - 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.

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)
$5858	23030 - LCFF (Site)
$32761	23030 - LCFF (Site)

Strategy/Activity 2.1.2

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 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.

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]

Strategy/Activity 2.1.3

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

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
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: 2021-2022
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.
Site change in leadership interfered with the process of completing a productive and comprehensive review/evaluation of prior year strategy and activity effectiveness.

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

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.

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, 2023, parent/community participation and other meaningful partnerships will increase by 10%.

Identified Need

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

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

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 (.625 FTE) - $32,795 - Title I and $9148 LCFF

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 - $2,253: 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.

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)
$32795	50643 - Title I
$undefined	50647 - Title I - Parent
$2753	50647 - Title I - Parent
$9148	23030 - LCFF (Site)

Strategy/Activity 3.1.2

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

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
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: 2021-2022
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.
Site change in leadership interfered with the process of completing a productive and comprehensive review/evaluation of prior year strategy and activity effectiveness.

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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.

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	$150495
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	$292895

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	$147742
50647 - Title I - Parent	$2753
50608 - Title I/ELA/Math Coach,InstSprtSu	$[Enter Amount here]

Subtotal of additional federal funds included for this school: $150495

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)	$142400
50039 - ELSB	$[Enter Amount here]

Subtotal of state or local funds included for this school: $142400

Total of federal, state, and/or local funds for this school: $292895