

**Santa Ana Unified School District  
School Plan for Student Achievement Summary  
2023-24**



**Monroe Elementary**

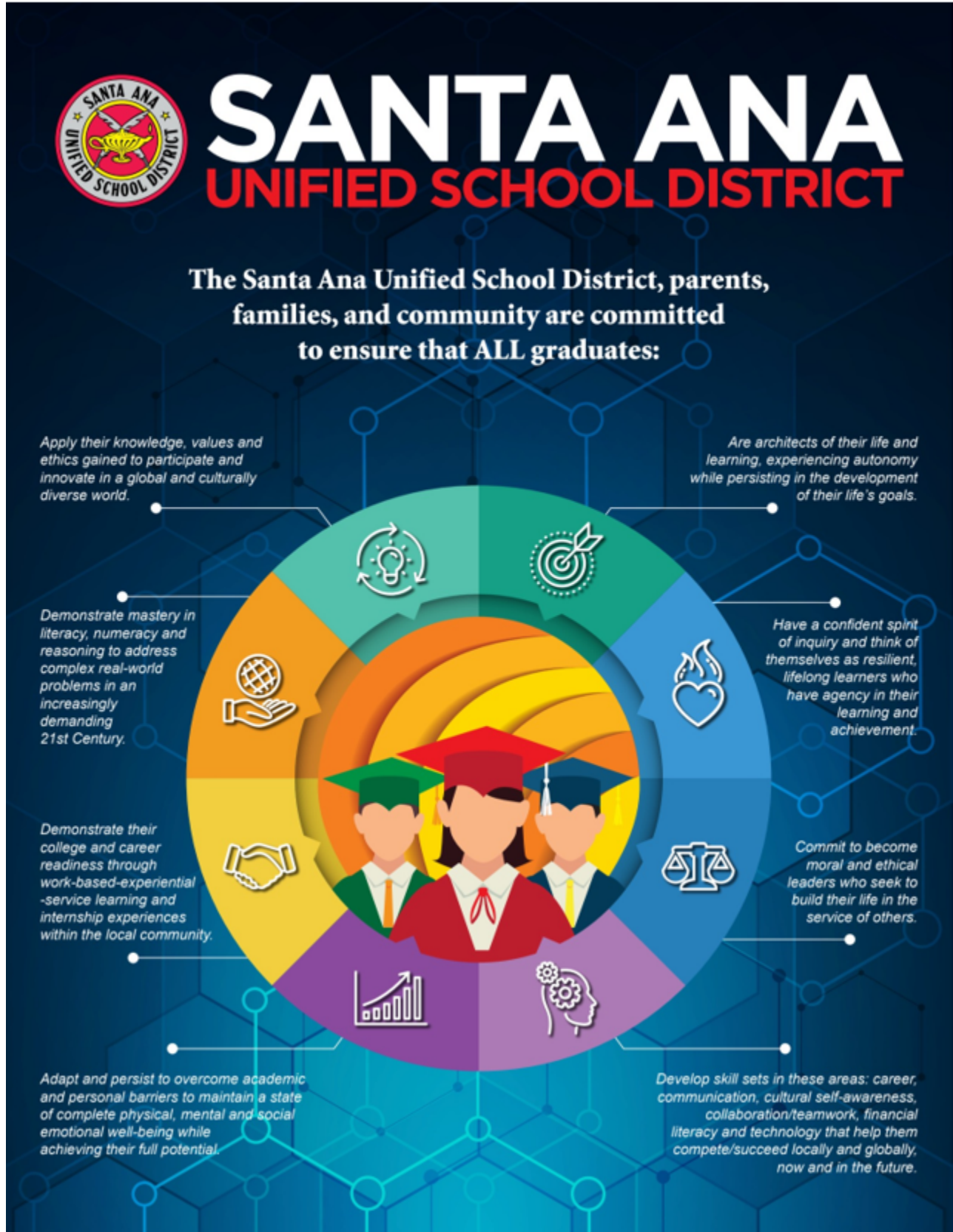
**Superintendent**

Jerry Almendarez

**Board of Education**

Carolyn Torres, President • Alfonso Alvarez, Vice President  
Hector Bustos, Clerk • Katelyn Brazer Aceves Member • Rigo Rodriguez, Ph.D., Member

In addition to addressing components of the District's Local Control and Accountability Plan (LCAP) and fulfilling other requirements as specified herein, this School Plan for Student Achievement (SPSA) is developed to support students and families in alignment with Santa Ana Unified School District's Graduate Profile Characteristics:



## Goal Areas and Planned Improvements

### Goal 1 - School Climate and Vision

#### LCAP Goal and SAUSD Board Priority Alignment

Goal 3: Social Emotional Wellness. The SAUSD community (staff and community partners) will provide students with resources and multi-tiered support to meet their individual social-emotional, mental health, behavioral and physical well-being.

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#### School Climate and Vision Goal:

Internal and external stakeholders at Monroe Elementary, which includes, students, staff, parents, and the community will follow a clear vision that includes a welcoming and committed learning environment where all students will be motivated, enthusiastic about learning, and meeting or approaching grade-level standards by June 2024. The administration will empower the staff; ensure community, parent, and student participation; and encourage ongoing communication, assessment analysis, and academic improvement.

During the 2021-2022 school year the COVID-19 Pandemic shifted the teaching modality to distance learning. However, in-person instruction resumed for the 2022-2023 academic year. Monroe has adopted an instructional focus that promotes the SAUSD LCAP goals.

#### LCAP Goal 1

Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st Century.

1a. All students will read fluently at grade level or higher each academic year, no later than grade 3, and all students will continue to progress at grade level or higher in fluency through grade 5, demonstrating 21st-century knowledge, skills, and values.

1b. All EL students will show continual and adequate annual growth towards English Language Proficiency, and reclassify no later than grade 5, affording EL students equitable access to high-quality programs at school and home each academic year.

1c. All students will show continual and adequate annual growth toward Mathematics Proficiency in grade 4, with grade-level competency in math fluency, number sense, and problem-solving analysis.

1d/e. Grade 4-5 students will participate daily in AVID Elementary Foundations to acquire College and Career Readiness Academic Skills.

1f. All students will demonstrate persistent post-secondary enrollment.

#### LCAP Goal 2

Students will have equitable access to a high-quality curricular and instructional program that is accessible from school and home.

2a. Students will have routine access to Internet-enabled technology at home and school. Students have access to the following online programs at home: ST Math, Lexia, Imagine Learning, Epic, XtraMath, and Khan Academy.

2c/d. Teachers will participate in professional development to promote the continued implementation of the new CA State Standards and methods to increase the number of recipients of the State Seal of Biliteracy, and effective technology integration as highly qualified teachers.

#### LCAP Goal 3

Students and staff will work in a healthy, safe, and secure environment that supports learning.

3a. Students will report feeling very safe in the California Healthy Kids Survey.

3b. Efforts to engage students in school will result in a reduction in the number of lost instructional days due to suspension and/or expulsion.

Students will receive extended learning to build skills necessary for college/career readiness, producing students who are productive citizens in the 21st century. Monroe Elementary will ensure that all teachers are caring, competent, and highly qualified. We have a school-wide culture that encompasses high expectations and the capacity to build diversified leadership based on strengths and expertise.

#### Strategy/Activity 1

Tier I: All students will participate in the PBIS program. They will be given trimester awards and incentives for citizenship, attendance, academic improvement, and academic excellence. Students without tardies or absences during each trimester will receive a perfect attendance award during the trimester awards assemblies.

Tier II: Students in this tier will be referred to the COST team. The COST team will meet monthly to recommend effective strategies such as counseling, academic intervention support, and/or provide additional family supports by the FACE worker.

Tier III: Students will be referred to the SST process and/or possible MDA assessment.

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**Budgeted Amount:**500

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**Strategy/Activity 2**

In understanding that parents play a key role in the school climate and student achievement, parent participation will continue to be encouraged. The school will continue to send notices home, post reminders at the school site, Parent Square, phone calls, school marque, teacher contacts, and newsletters, enabling parents to become better informed. In addition, teachers will use ClassDojo to keep the lines of communication with parents open. Parents will also be informed regarding committee membership opportunities, events occurring at the school and within the community, have input on school functions, and relevant local, state, and national policies regarding their school-aged children. All efforts will be made to send home information in their home language as well. Parents will be invited to Cafecito with the Principal once a month to discuss school events and/or data. Mr. Nunez, FACE liaison will include parents in parent trainings, meetings, etc.

**Budgeted Amount:**1,000

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**Strategy/Activity 3**

Students and staff will participate in the implementation of AVID strategies which will provide 21 century skills, organization and leadership traits.

**Budgeted Amount:**1,000

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**Strategy/Activity 4**

Partnership with Banc of California will bring financial budgeting and money management class for all students.

**Budgeted Amount:**

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**Strategy/Activity 5**

Partnership with Oasis International will bring successful entrepreneurs, artists and professionals in various disciplines. They will offer courses for students in hip hop, cartooning, and architectural design to 4th and 5th grade students.

**Budgeted Amount:**5,000

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**Strategy/Activity 6**

All students at Monroe Elementary will participate in the Positive Behavioral Intervention System (PBIS) based on a Multi-Tiered System of Support model to improve behavior, academic achievement and to establish a safe, positive climate driven by the core values of respect, responsibility, and safety.

In addition to the above, teachers will use PBIS lessons that were created around our PBIS expectations (Be responsible, Be respectful, Be Safe) behavior expectations and a school-wide behavioral expectations matrix as well as include the expectations in their discipline plans at the beginning of each school year.

Tier I: Positive Behavior Program:

To achieve the previously stated goal, PBIS and COST meetings will be held monthly to address with staff concerns and implementing a referral process for students who are not making academic progress and/or who have social-emotional needs.

Referrals will be monitored by the COST team and administration. The COST team will recommend interventions including: behavior contracts, CICO, Social Skills groups, SST and/or TP group counseling services. A critical component of the interventions will be the Turning Point counselor, Makena Knapp.

Tier II: Positive Behavior Program:

Students needing Tier II support are a few in number, but they can have the biggest impact on classrooms and school culture. The COST team will create procedures and protocols for students in both general and special education, and develop individualized interventions based on student needs and data.

Tier III interventions will include FBA, BIP, SST, IEP, 504 Plans and 1:1 Counseling, therefore, a crucial component of the interventions will be the Turning Point counselors, the psychologist and the SST coordinators.

**Budgeted Amount:**500

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**Total Expenditures**

8,000.00

**Goal 2 - English Language Arts****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Language Arts Goal:**

In accordance with Monroe's school-wide goal of having all students be proficient readers by 3rd grade, all students will participate daily in challenging, standards-based learning experiences based on Common Core Standards for ELA, utilizing the ELA curriculum Benchmark Advance and Benchmark Adelante programs and SIPPS strategies as the primary sources of instruction. The 90-10 model of dual-language instruction for grades TK-K to 3rd grade will be implemented this school year to promote bilingualism and biliteracy in Spanish and English.

The Instructional Leadership Team and grade-level teams will meet to discuss strategies and resources to plan standards-based lessons and units of study that reflect the Common Core Standards. Implementation of AVID strategies will actively engage students and help them succeed in the development of meaningful comprehension, high levels of academic language, and effective communication skills that will enable students to be successful citizens of the 21st century. Monroe students will meet or exceed MAP projected goals in ELA, along with data from various sources such as SIPPS, Imagine Learning, Lexia, and Accelerated Reader. Data will be analyzed regularly by grade-level teams and appropriate instructional strategies will be implemented and/or modified for student success. In addition, all teachers in grades K-5 will start implementing AVID strategies. Students who do not meet proficiency goals will receive differentiated instruction and regular progress monitoring to increase growth. In addition, teachers will offer extra instruction to support students in tiers two and three. After-school tutoring will also be offered to students in need of additional academic support.

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**Strategy/Activity 1**

Under the direction of the Instructional Leadership Team and Administration, Grade level teams will plan, implement, and modify standards-based lessons that actively engage students and promote literacy and academic success, as measured by ongoing teacher observation and assessments provided by publishers of the core curriculum, the district, and the state. The ELA Benchmark Advance program will be fully implemented, incorporating grade-level standards, bundled standards, technology, and differentiation of instruction to meet the needs of all students. Small group instruction and intervention Strategies will be implemented 60 min.daily at all grade levels. Collaborative conversations and differentiation of instruction through small-group instruction will be fully implemented across grade levels. Research-Based Strategies are utilized by all teachers to promote student engagement. Strategies include AVID strategies, GLAD Strategies, Thinking Maps, Common Core Strategies, and blended learning. Funds will allow for substitute teachers and extra duty time for certificated personnel. Classified employees will support selected teachers during small group instruction time as an extra duty time.

**Budgeted Amount:**

3,000

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**Strategy/Activity 2**

Substitute teachers will be provided during data chats. Teachers will meet with students, discuss results and plan individual goals. Results from MAP, SIPPS will be discussed and analyzed. 3rd-5th grade teachers will assess students three times per year using SBAC interim assessments and MAP NWEA.

Tier I students: Implementation universal ELA supports

Tier II students: Implementation of small group instruction to meet the varied needs of students

Tier III: Small group instruction, one-one-one instruction, Check-In Check-Out Program

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**Budgeted Amount:**

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**Strategy/Activity 3**

Supplemental materials from TeachersPayTeachers to support Reading/Language Arts instruction and close the achievement gap for struggling learners will be used.

**Budgeted Amount:**

2,400

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**Strategy/Activity 4**

Classroom intervention programs will include: Benchmark Advance/Adelante Intervention, SIPPS, 6 Minute Solution, Lexia, STAR test, and Imagine Learning will be used to progress monitor students participating in intervention programs. Computer technician and TOSA will maintain this programs up to date and will offer support to parents and students before and after school.

**Budgeted Amount:**

1,500

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**Strategy/Activity 5**

Tier I: With the goal of reading proficiency by 3rd grade and re-designation of English Learners by 5th year in the program, before and after school academic tutoring opportunities will be offered by certificated staff, instructional assistants and/or Engage 360 personnel in reading comprehension/academic language development.

Tier II and Tier III: During the school day, intervention workshop through small-group instruction will assist students working below proficiency levels to improve academic achievement. In addition, Monroe will provide MTSS interventions, RTI/DIBELS progress Monitoring in grades TK-3 and Lexia and Imagine Learning for TK-5.

**Budgeted Amount:**

3,000

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**Strategy/Activity 6**

Students will be attending an academic field trip of their choice. The field trip will be academic in nature and provide students with additional learning connected to the California Content State Standards outside their classroom.

**Budgeted Amount:**

11,000

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**Strategy/Activity 7**

Through our after school program Engage 360, teachers will provide students with reading comprehension activities embedded in the after school class rotations.

**Budgeted Amount:**

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**Strategy/Activity 8**

Teachers will utilize technology to improve instruction in Language Arts and will include the use of computers, ViewSonic TVs, projectors, smart board, document camera readers, a green screen for movie recordings, and individual student Chromebooks to promote student engagement in learning.

**Budgeted Amount:**

1,200

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**Strategy/Activity 9**

AVID, Lexia, ST math, Imagine Learning, GATE and Accelerated Reader Trainings will be attended by all classroom teachers, TOSA, and principal. This will support student achievement by keeping

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teachers fully trained on online programs, learning new online strategies, differentiating instruction, and forming groups of students based on academic levels. In addition, teachers will support student achievement by monitoring student progress and learning by creating progress reports and guiding their instruction.

**Budgeted Amount:**

1,000

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**Strategy/Activity 10**

AVID Materials such as binders, agendas, pencil pouches, tabbed folders, copies of instructional strategies, AVID weekly activities, etc. will be provided for staff and their students

**Budgeted Amount:**

500

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**Strategy/Activity 11**

Padres Unidos trainings will focus on parenting classes

**Budgeted Amount:**

8,320

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**Strategy/Activity 12**

During monthly parent meetings information in curriculum and data results are shared and explained to parents in order to set academic goals.

**Budgeted Amount:**

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**Total Expenditures**

31,920.00
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**Goal 3 - English Learner Progress**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School English Learner Progress Goal:**

All English Learners will acquire higher levels of English, including listening, speaking, reading, and writing skills using the ELD program; Benchmark Advance/Adelante. Teachers will follow the English Learner Common Core Standards in English and Spanish. The Instructional Leadership Team and grade level teams will meet regularly to discuss strategies and needed resources to plan Common Core Standard-based lessons incorporating ELD standards. Teachers will monitor ELD groups regularly and will place students in groups that help them succeed in achieving proficiency and allow the advancing ELD levels and make growth measured by ELD Benchmark rubrics and ELPAC assessments. A designated ELD and time will be allocated to teach English strategies for at least 40 minutes per day.

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**Strategy/Activity 1**

All English learners will participate daily in challenging, ELD standards-based experiences. A block of time will be set aside daily for designated ELD instruction in each classroom. Teachers will utilize materials and content from the Benchmark Advance program, and the ELD standards, in order to differentiate instruction by proficiency level, and also enhance/support instruction that takes place during English Language Arts whole group instruction. Title I funds will be used to purchase instructional supplies to support EL learning.

**Budgeted Amount:**

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2,908.04

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**Strategy/Activity 2**

Grade level teams will plan, implement, and modify standards-based lessons that actively engage students in the timely acquisition of English language proficiency and promote second language literacy and academic success, as measured by ongoing teacher observation and assessments provided by publishers of Benchmark Advance, and ELPAC assessment. Instructional assistants will support teachers during ELD time to make the full inclusive program a more effective ELD block.

**Budgeted Amount:**

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**Strategy/Activity 3**

Monroe will offer a high quality After School Program that provides English Language Development opportunities through homework help, academic enrichment, fitness, and other club activities.

**Budgeted Amount:**

9,000

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**Strategy/Activity 4**

Instructional Strategies will include: GLAD strategies, language Front-loading, Focused Approach, Language Frames, Thinking Maps, and collaborative conversations to provide comprehensible input for English Learners.

**Budgeted Amount:**

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**Strategy/Activity 5**

Grades K-2 will focus on Listening and Speaking components of ELD during structured, systematic ELD instruction. Teachers will embed the SAUSD framework for teaching and learning throughout instruction of ELD with the support of Benchmark Advance for ELD

**Budgeted Amount:**

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**Strategy/Activity 6**

Grades K-5 will focus on listening, speaking, reading and writing components of ELD during virtual structured, systematic ELD instruction to better prepare Monroe's English Learners for re-designation. Teachers will embed the SAUSD framework for teaching and learning throughout instruction with the support of Benchmark Advance for ELD.

**Budgeted Amount:**

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**Strategy/Activity 7**

Small Group/individualized Instruction for Beginners/Newcomers will be offered, in addition supplementary programs and materials such as Imagine Learning and Rosetta Stone will be used to support this group of students.

**Budgeted Amount:**

500

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**Strategy/Activity 8**

Accelerated Reader software to support our dual immersion classes and SEI classes will support the quality of Monroe's ELD program .

**Budgeted Amount:**

1,837.55

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**Strategy/Activity 9**

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K-1 classrooms will be provided with headphones with microphones that allow students to effectively interact online reading and math programs (Imagine Learning/ST Math). Grades 2-5 will also receive earbuds to help them interact with the programs avoiding external distractions.

**Budgeted Amount:**

500

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**Strategy/Activity 10**

Parent Notification Letters are sent home to notify parents of their child's performance on the ELPAC

During the Tiltel 1 meeting, parents will have the opportunity to represent all parents on the ELAC and DELAC committees. During ELAC and DLAC Meetings. Parents will provide input into the school's program for ELs and make recommendations to the SSC.

**Budgeted Amount:**

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**Strategy/Activity 11**

Students will demonstrate their level of self-efficacy, pride and self-confidence in their acquisition and use of their oral English language skills by engaging in presentation of cultural events, academic research projects, readers' theater, computer based presentations and other language based performances in front of large audiences (parents, students)

**Budgeted Amount:**

1,000

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**Strategy/Activity 12**

Special recognition will be given to students who reclassify from EL to RFEP at student assemblies. Awards and medals will be purchased to promote and increase awareness of reclassification.

Parents and families will be invited.

**Budgeted Amount:**

500

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**Total Expenditures**

16,245.59
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**Goal 4 - Math**

**LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Math Goal:**

All students will receive Common Core Standards-based learning experiences utilizing the Expressions Houghton Mifflin Mathematics program, the Irvine math Project, and the Mind Institute Technology Program. Based on results, the Instructional Leadership Team and grade level teams will ensure that collaboration meetings will include discussion of strategies and needed resources to plan standards-based lessons that will actively engage students and help them succeed in attaining high levels of mathematical skills and critical thinking. Emphasis on academic discourse will be part of the teacher's daily routines. Students at Monroe Elementary will demonstrate a 10% gain from the baseline of students performing at or above the mean RTI scores. In the 2022-23 school year, teachers will continue training on integrating Common Core instructional strategies to ensure higher-level thinking skills. Monroe students will meet or exceed grade-level standards on the trimester Math MAP Assessments according to the 2020 norms. Assessment data will be analyzed by grade-level teams and appropriate instructional strategies implemented that

encourage students' success. Students who do not achieve proficiency will increase progress by a minimum of 8% growth on the MAP assessment each year.

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**Strategy/Activity 1**

Grade level teams will plan, implement, modify, and supplement lessons as needed to actively engage students in the acquisition of the computational and procedural skills, conceptual understanding, and problem solving abilities required to achieve timely mastery of the Common Core standards, as measured by ongoing teacher observation and assessments provided by publishers of core curriculum, the district, and the state. Instructional staff will utilize Math Expressions, the Math Irvine Project, and supplementary programs and materials to ensure all students are taught the grade mathematics content standards.

**Budgeted Amount:**

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**Strategy/Activity 2**

Alignment - Teachers will follow the mathematics curriculum maps and pacing guides and will keep records of standards taught to students to ensure alignment to the mathematics curriculum. Additionally, Math academic discourse strategies and Math Talks lessons will be aligned to mirror what is being taught in the classroom.

**Budgeted Amount:**

1,000

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**Strategy/Activity 3**

All teachers will use curriculum from Project Lead the Way to offer students lessons in STEAM Science, Technology, Engineering, Arts and Mathematics.

**Budgeted Amount:**

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**Strategy/Activity 4**

All teachers provide intervention, acceleration, and enrichment as needed. Teachers help students to make connections among mathematical ideas and between mathematics and other cross-curricular disciplines, through Math Expressions. Title I funds will be utilized to purchase supplementary materials to support these efforts.

**Budgeted Amount:**

1,500

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**Strategy/Activity 5**

Based on MAP assessments, interventions and after school support will be given to students to evaluate progress. Students who do not achieve a RIT score at 50 percentile or higher will show 10% growth on end of year MAP assessment. Materials to support and supplement math instruction will be purchased as necessary.

**Budgeted Amount:**

1,200

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**Strategy/Activity 6**

Staff will utilize Mind Institute and classroom Math Data, Data Walls, and Data Conversations, to monitor/discuss student progress.

**Budgeted Amount:**

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**Strategy/Activity 7**

Students in grades K-5 will be given additional opportunities to engage in extended response activities that will enhance their understanding of mathematical concepts. Teachers will make themselves available during office hours as needed to clarify concepts and homework support.

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**Budgeted Amount:**

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**Strategy/Activity 8**

Teachers in Grades 3-5 offer flexible, homogenous math groupings to accelerate and enrich mathematics instruction for GATE and academically talented students.

**Budgeted Amount:**

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**Strategy/Activity 9**

Students who are not proficient on MAP Math will receive small group tutoring during office hours by classroom teachers. In addition ST Math fluency intervention will be used in grades 1-5

**Budgeted Amount:**

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**Strategy/Activity 10**

Students will utilize ST Math, Khan Academy, and Prodigy at home to increase knowledge of grade level math concepts and standards. In addition, teachers will utilize technology to improve instruction in Mathematics and will include the use of: computers, projectors, smart boards, digital cameras, document readers, individual student devices such as I- Pads, Chrome books, Lap tops, ViewSonic TV and other equipment to promote student engagement in the learning.

**Budgeted Amount:**

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**Strategy/Activity 11**

Daily teacher office hours will be available to all students to extend students' mathematical comprehension, reasoning, and problem-solving skills beyond what is possible. Students will also be using computer software and Internet applications. Programs available: ST Math, Xtra Math, Khan Academy, etc

**Budgeted Amount:**

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**Strategy/Activity 12**

K-5 classes will have 1:1 Chromebook access to enrich and enhance the core program. Students will be given direct instruction on the computer devices utilizing a variety of mathematical applications with follow-up activities throughout the year.

**Budgeted Amount:**

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**Strategy/Activity 13**

Weekly data analysis grade level meetings provide teachers time to discuss student performance, interventions, and instruction. Substitute teachers will be provided. In addition, classroom teachers will review student's mathematics performance during parent conferences, mid-trimester report conferences, COST meetings, and/or Student Study Team meetings to update parents on Mathematics performance with additional conferences as needed. Family learning activities, student incentive events and assemblies, will be focused on helping parents know how they can support their children's learning in Mathematics.

**Budgeted Amount:**

1,000

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**Strategy/Activity 14**

Parents will be invited to attend classroom presentations in the areas of math and science. Title I funds will be used to provide training and informational materials about understanding the shifts in common core math and STEAM next generation science standards.

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**Budgeted Amount:**500

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**Total Expenditures**

5,200.00

**Goal 5 - Content Area Goal****LCAP Goal and SAUSD Board Priority Alignment**

Goal 1: Student Achievement SAUSD will design, develop, and deliver high quality, flexible innovative, culturally responsive, standards-based core curriculum and instruction and tiered supports that empower ALL students.

**School Content Area Goal:**

At Monroe Elementary all students will have equitable access to high-quality content instruction which includes but is not limited to: social science, science, health, physical education, and Visual and Performing Arts. Students will reach proficiency in the content areas with rigorous, research-based, instructional approaches found within the CCSS and the 21st Century Learning and Innovation Skills. Writing, reading, and oral language standards will be integrated and reinforced throughout the content areas so that students begin to understand these as connected and not isolated. Teachers will utilize assessments in all areas to determine proficiency and to adjust instruction.

Teachers will implement PLTW Project Lead the Way units of study in the STEAM field. Students will utilize technology with access to the wide world web to assist the learning of the content standards for targeted, personalized learning. Students will have routine access to Internet-enabled technology at home or school. Additional, personalized and focused instruction during small group workshops, intervention programs and/or after school tutoring and/or enrichment will be provided by certificated and classified personnel.

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**Strategy/Activity 1**

Students will Participate in two art sessions with the program Meet the Masters where they will learn about recognized painters such as Pablo Picasso and Henri Matisse

**Budgeted Amount:**1,972.46

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**Strategy/Activity 2**

All staff at Monroe will be trained in the PLTW program. Students will have the opportunity to engage in STEAM activities through grade level design units of study. Every classroom will participate in two PLTW units during the school year 2020-21

**Budgeted Amount:**

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**Total Expenditures**

1,972.46

## Goal 6 - Parent Engagement

### LCAP Goal and SAUSD Board Priority Alignment

Goal 2: Family and Community Engagement. SAUSD will design, develop, and deliver a multi-tiered system of services and supports that promotes family, staff, and community as active partners in preparing ALL students for college and career readiness and future life success.

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#### School Parent Engagement Goal:

At Monroe Elementary, parents and the community are an integral part of our students' academic achievement. Communication will take place on a regular basis between school staff, students, parents and the community to promote the new Common Core standards and academic growth during the 2022-2023 school year. All stakeholders will be involved in the decision-making process. The school will provide programs that promote parental involvement throughout the school year. The Monroe's Wellness Center, under the leadership of Alvaro Nunez, will offer programs such as Early Childhood Education Program, Leadership classes, nutrition, and English as a second language. Parental involvement will seek to engage parents through Parent Training, Community Events, School Site Council, PTO, Nutrition Network, and English Learner Advisory Committees. In addition, the school will seek partnerships with local agencies, individual donors, and businesses in order to support our students, parents, and community.

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#### Strategy/Activity 1

Parents will be invited and encouraged to participate in selected school-related activities. They will be invited to attend trainings as needed in the areas of Language Arts, Science, ELD and mathematics. Incentives and training materials will be distributed such as flashcards, educational games, etc.

#### Budgeted Amount:

500

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#### Strategy/Activity 2

A Wellness Center with a community liaison, Alvaro Nunez, will be operational at Monroe Elementary. Parents and members of the community will be able to access resources and receive support for the well being of their children.

#### Budgeted Amount:

500

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#### Strategy/Activity 3

Parents will have the opportunity to check out hot-spots and Chromebooks from the computer lab to support their children with instruction and educational computer programs.

#### Budgeted Amount:

#### Strategy/Activity 4

District-approved reading sources such as Epic, Sora, and Tumble Books will be available to students. Parents are encouraged to read and monitor books with their children.

#### Budgeted Amount:

#### Strategy/Activity 5

Twenty Parent Training sessions will be offered through Padres Unidos to all parents including, but not limited to, SSC/ELAC members, Title I parents, and the community at large.

#### Budgeted Amount:

8,320

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#### Strategy/Activity 6

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Parents will be offered links to AR, Lexia, Imagine Learning, and ST math accounts to progress monitor the reading habits and the academic progress of their children. In addition they will receive regular information regarding AR points and program progress.

**Budgeted Amount:**

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**Strategy/Activity 7**

Parents will interact on a daily basis with teachers regarding academic progress via Parent Square and Class Dojo. Parent Trainings/Workshops that address parenting skills, discipline, interpretation of assessment scores, graduation goals, Parent University, College and Career Readiness, and motivational techniques for students will be offered regularly through the Wellness Center

**Budgeted Amount:**

500

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**Strategy/Activity 8**

ELAC and SSC members will attend Parent trainings related to student data offered by the School District.

**Budgeted Amount:**

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**Strategy/Activity 9**

Santa Ana College and other partners established by the Wellness Center will provide leadership workshops for parents on a weekly basis. Parenting classes will foster academic college awareness, common belief in success as well as family and community involvement.

**Budgeted Amount:**

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**Strategy/Activity 10**

Parents will attend SST meetings and teacher conferences to discuss student progress for Reading, Math and English Language Arts. Classified Staff or other staff will be available when needed for translating.

**Budgeted Amount:**

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**Strategy/Activity 11**

Computer lab technician will offer virtual workshops and supports to prepare parents with basic computer skills and to assist them with technology.

**Budgeted Amount:**

500

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**Total Expenditures**

10,320.00
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## Expenditures by Goal

<b>Goal Area</b>	<b>Total Expenditures</b>
Goal Area 1, School Climate and Social-Emotional Wellness	8,000.00
Goal Area 2, English Language Arts	31,920.00
Goal Area 3, English Learner Progress	16,245.59
Goal Area 4, Math	5,200.00
Goal Area 5, Content Area Goal	1,972.46
Goal Area 6, Parent Engagement	10,320.00
<b>Total Funds Budgeted</b>	<b>73,658.05</b>