



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montague Elementary School	43-69674-6048938	May 2023	June 8, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

Targeted Support and Improvement

Additional Targeted Support and Improvement

Montague has been identified as an "Additional Targeted Support and Improvement" (ATSI) school by the California Department of Education (CDE).

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.

Montague Elementary School's plans and goals are developed based on data analysis with input from multiple stakeholders. The school's plan is aligned with the district's LCAP goals in order to enhance student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In order to better meet the needs of all our students, and to assure that our School Site Plan was addressing the collective goals of our school community, several meetings were conducted to discuss the data and effectively plan programs based on the needs and data. Specific items to improve our school and help all our students be successful were discussed and have been implemented in the school plan. Meetings included the Montague Staff, School School Site Council, the English Language Acquisition Committee (ELAC), Parent Teacher Association (PTA), and a general Parent Community Meeting. Fifth-grade students took the Healthy Kids Survey this year, again.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classrooms are observed on a regular basis by the principal, both through formal evaluations, and frequent walk throughs. The observations are focused on student learning, student success, and behavior interventions. Teachers also have had opportunities to observe each other in curricular areas. New teachers have had the opportunity to observe veteran teachers to help them with new curriculum and classroom management strategies.

Classrooms participated in Code to the Future innovation partnership. Students participated in weekly coding lessons.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards-based instructional materials as required by the Williams Act.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, LIT, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, iReady, Raz Kids, My Lexia, Orange Folder target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, summer school, alternative and opportunities programs, and educational options.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, the Principal and staff work with the Site Leadership Team (SLT), the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA), to determine site priorities and needs. School achievement and climate data and school wide goals are discussed, and the annual budget is reviewed. A plan is developed for how to best utilize Targeted and Title 1 funds provided to the site, and consensus is reached with input from all stakeholders.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	110	73	69
Grade 1	57	38	41
Grade 2	64	39	35
Grade3	49	48	36
Grade 4	61	41	51
Grade 5	60	59	40
Total Enrollment	401	298	272

Conclusions based on this data:

1. Montague has seen a decrease in enrollment over the last 3 years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	117	115	94	29.20%	38.6%	34.6%
Fluent English Proficient (FEP)	44	43	37	11.00%	14.4%	13.6%
Reclassified Fluent English Proficient (RFEP)	3			2.6%		

Conclusions based on this data:

1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	48		0	47		0	47		0.0	97.9	
Grade 4	57	41		0	40		0	40		0.0	97.6	
Grade 5	57	57		0	55		0	55		0.0	96.5	
All Grades	160	146		0	142		0	142		0.0	97.3	

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2443.			38.30			17.02			21.28			23.40	
Grade 4		2461.			20.00			25.00			20.00			35.00	
Grade 5		2472.			14.55			34.55			10.91			40.00	
All Grades	N/A	N/A	N/A		23.94			26.06			16.90			33.10	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		38.30			42.55			19.15		
Grade 4		17.50			62.50			20.00		
Grade 5		18.18			54.55			27.27		
All Grades		24.65			52.82			22.54		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.02			57.45			25.53	
Grade 4		15.00			55.00			30.00	
Grade 5		16.36			52.73			30.91	
All Grades		16.20			54.93			28.87	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		19.15			65.96			14.89	
Grade 4		15.00			72.50			12.50	
Grade 5		9.09			69.09			21.82	
All Grades		14.08			69.01			16.90	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.66			55.32			17.02	
Grade 4		17.50			65.00			17.50	
Grade 5		12.73			54.55			32.73	
All Grades		19.01			57.75			23.24	

Conclusions based on this data:

1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	48		0	48		0	48		0.0	100.0	
Grade 4	57	41		0	41		0	41		0.0	100.0	
Grade 5	57	57		0	56		0	56		0.0	98.2	
All Grades	160	146		0	145		0	145		0.0	99.3	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2449.			27.08			29.17			29.17			14.58	
Grade 4		2468.			14.63			36.59			21.95			26.83	
Grade 5		2460.			10.71			17.86			23.21			48.21	
All Grades	N/A	N/A	N/A		17.24			26.90			24.83			31.03	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.08			54.17			18.75	
Grade 4		24.39			43.90			31.71	
Grade 5		10.71			41.07			48.21	
All Grades		20.00			46.21			33.79	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		33.33			45.83			20.83	
Grade 4		19.51			53.66			26.83	
Grade 5		12.50			48.21			39.29	
All Grades		21.38			48.97			29.66	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.08			64.58			8.33	
Grade 4		19.51			58.54			21.95	
Grade 5		3.57			50.00			46.43	
All Grades		15.86			57.24			26.90	

Conclusions based on this data:

1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.8	1418.7		1423.5	1436.3		1411.2	1377.5		42	36	
1	1452.8	*		1470.6	*		1434.5	*		19	9	
2	1480.6	*		1468.1	*		1492.6	*		24	9	
3	1461.8	1482.8		1457.6	1479.2		1465.4	1486.2		19	13	
4	1465.6	1496.9		1460.0	1492.6		1470.8	1500.9		22	15	
5	1474.9	1480.1		1469.2	1492.8		1480.2	1466.8		20	14	
All Grades										146	96	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.05	5.56		35.71	38.89		23.81	41.67		21.43	13.89		42	36	
1	10.53	*		31.58	*		31.58	*		26.32	*		19	*	
2	25.00	*		41.67	*		25.00	*		8.33	*		24	*	
3	5.26	15.38		36.84	23.08		26.32	38.46		31.58	23.08		19	13	
4	23.81	20.00		14.29	20.00		23.81	33.33		38.10	26.67		21	15	
5	10.00	7.14		35.00	21.43		25.00	14.29		30.00	57.14		20	14	
All Grades	16.55	9.38		33.10	28.13		25.52	37.50		24.83	25.00		145	96	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	13.89		38.10	36.11		26.19	38.89		19.05	11.11		42	36	
1	31.58	*		26.32	*		31.58	*		10.53	*		19	*	
2	29.17	*		33.33	*		29.17	*		8.33	*		24	*	
3	10.53	23.08		47.37	46.15		26.32	15.38		15.79	15.38		19	13	
4	38.10	33.33		19.05	26.67		19.05	26.67		23.81	13.33		21	15	
5	35.00	21.43		30.00	28.57		5.00	21.43		30.00	28.57		20	14	
All Grades	25.52	17.71		33.10	36.46		23.45	32.29		17.93	13.54		145	96	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	0.00		16.67	19.44		33.33	55.56		21.43	25.00		42	36	
1	5.26	*		31.58	*		15.79	*		47.37	*		19	*	
2	20.83	*		37.50	*		25.00	*		16.67	*		24	*	
3	5.26	15.38		21.05	15.38		31.58	38.46		42.11	30.77		19	13	
4	14.29	6.67		14.29	20.00		19.05	26.67		52.38	46.67		21	15	
5	10.00	0.00		20.00	7.14		40.00	28.57		30.00	64.29		20	14	
All Grades	16.55	4.17		22.76	16.67		28.28	41.67		32.41	37.50		145	96	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.95	11.11		57.14	72.22		11.90	16.67		42	36	
1	36.84	*		52.63	*		10.53	*		19	*	
2	37.50	*		50.00	*		12.50	*		24	*	
3	26.32	30.77		47.37	23.08		26.32	46.15		19	13	
4	33.33	33.33		38.10	40.00		28.57	26.67		21	15	
5	20.00	7.14		60.00	85.71		20.00	7.14		20	14	
All Grades	31.03	18.75		51.72	62.50		17.24	18.75		145	96	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.95	13.89		46.34	66.67		31.71	19.44		41	36	
1	21.05	*		73.68	*		5.26	*		19	*	
2	29.17	*		58.33	*		12.50	*		24	*	
3	10.53	46.15		63.16	46.15		26.32	7.69		19	13	
4	28.57	33.33		52.38	53.33		19.05	13.33		21	15	
5	45.00	28.57		30.00	35.71		25.00	35.71		20	14	
All Grades	25.69	22.92		52.78	56.25		21.53	20.83		144	96	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.76	5.56		78.05	77.78		12.20	16.67		41	36	
1	10.53	*		47.37	*		42.11	*		19	*	
2	37.50	*		50.00	*		12.50	*		24	*	
3	5.26	7.69		47.37	30.77		47.37	61.54		19	13	
4	14.29	6.67		42.86	26.67		42.86	66.67		21	15	
5	15.00	14.29		40.00	28.57		45.00	57.14		20	14	
All Grades	15.28	8.33		54.86	50.00		29.86	41.67		144	96	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	13.89		16.67	55.56		33.33	30.56		42	36	
1	5.26	*		52.63	*		42.11	*		19	*	
2	20.83	*		54.17	*		25.00	*		24	*	
3	0.00	15.38		63.16	69.23		36.84	15.38		19	13	
4	9.52	13.33		52.38	66.67		38.10	20.00		21	15	
5	5.00	0.00		65.00	28.57		30.00	71.43		20	14	
All Grades	20.69	11.46		45.52	57.29		33.79	31.25		145	96	

Conclusions based on this data:

1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
298	31.5	38.6	0.3
Total Number of Students enrolled in Montague Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	115	38.6
Foster Youth	1	0.3
Homeless		
Socioeconomically Disadvantaged	94	31.5
Students with Disabilities	41	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	3.0
American Indian		
Asian	72	24.2
Filipino	44	14.8
Hispanic	114	38.3
Two or More Races	16	5.4
Pacific Islander		
White	41	13.8

Conclusions based on this data:

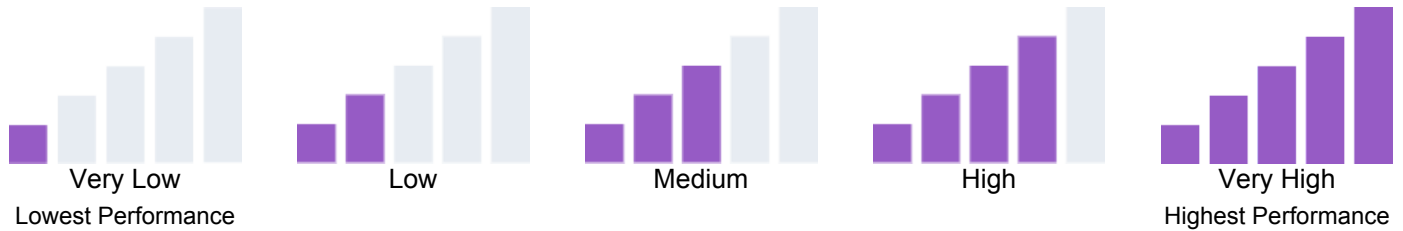
1. Socioeconomically disadvantaged is our largest student subgroup.
2. Hispanic and Asian are our largest ethnic subgroups.
3. Enrollment has increased over the last three years.

School and Student Performance Data

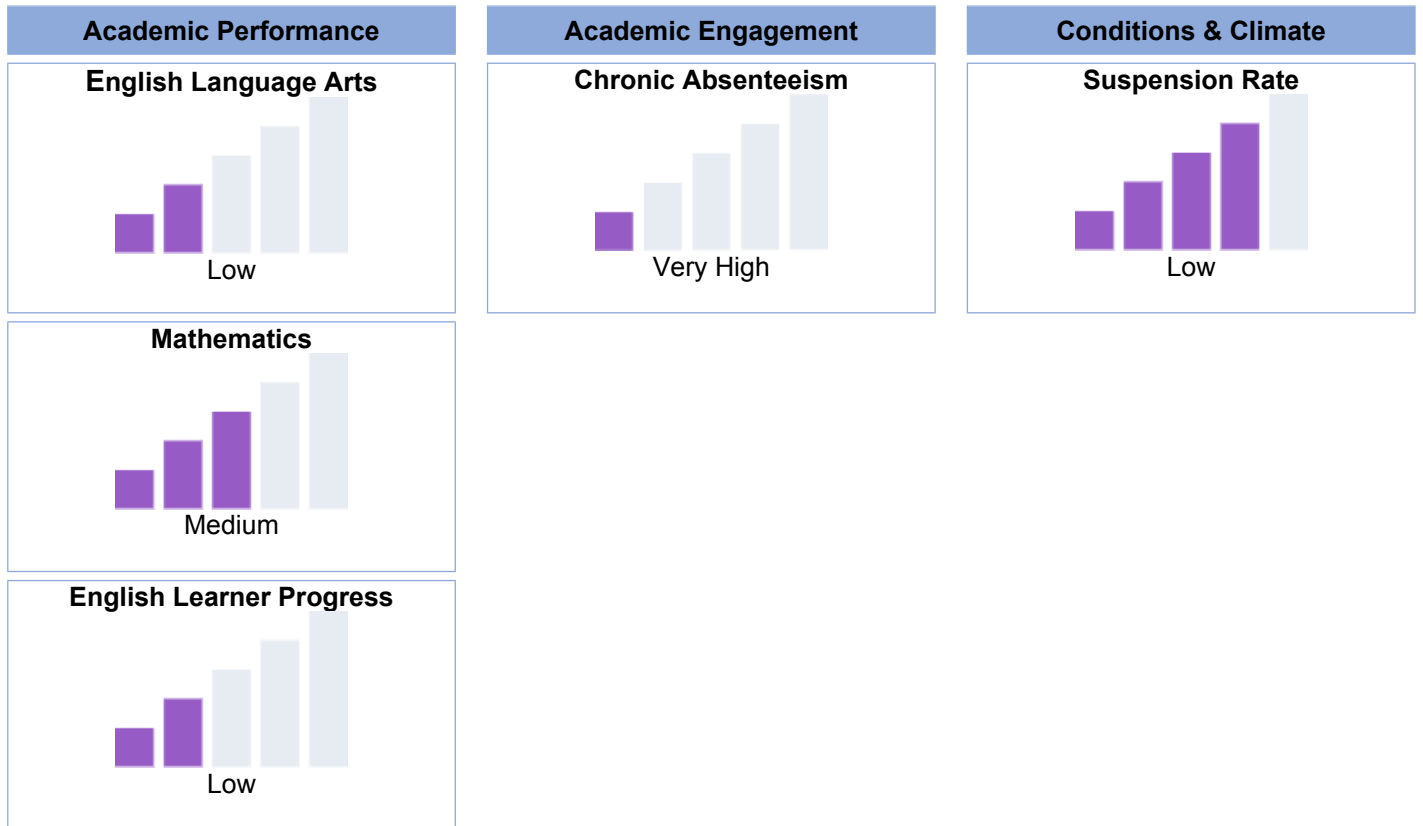
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

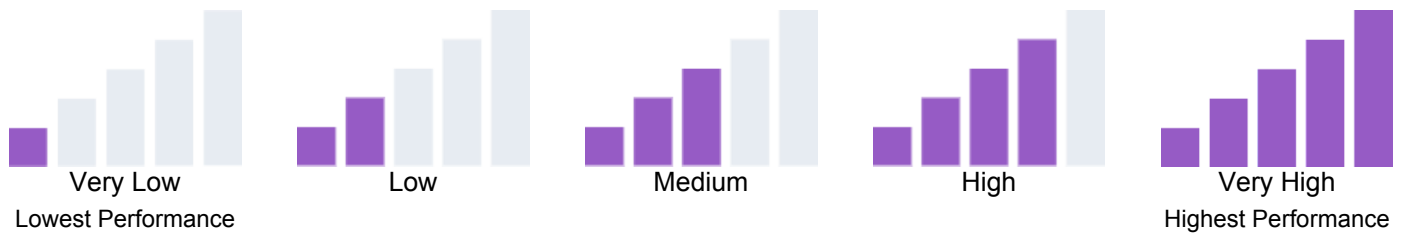
1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

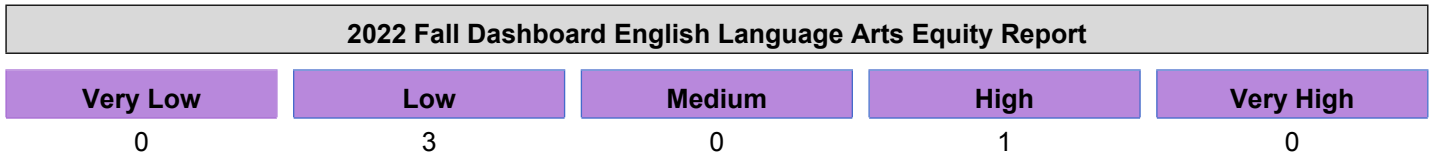
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

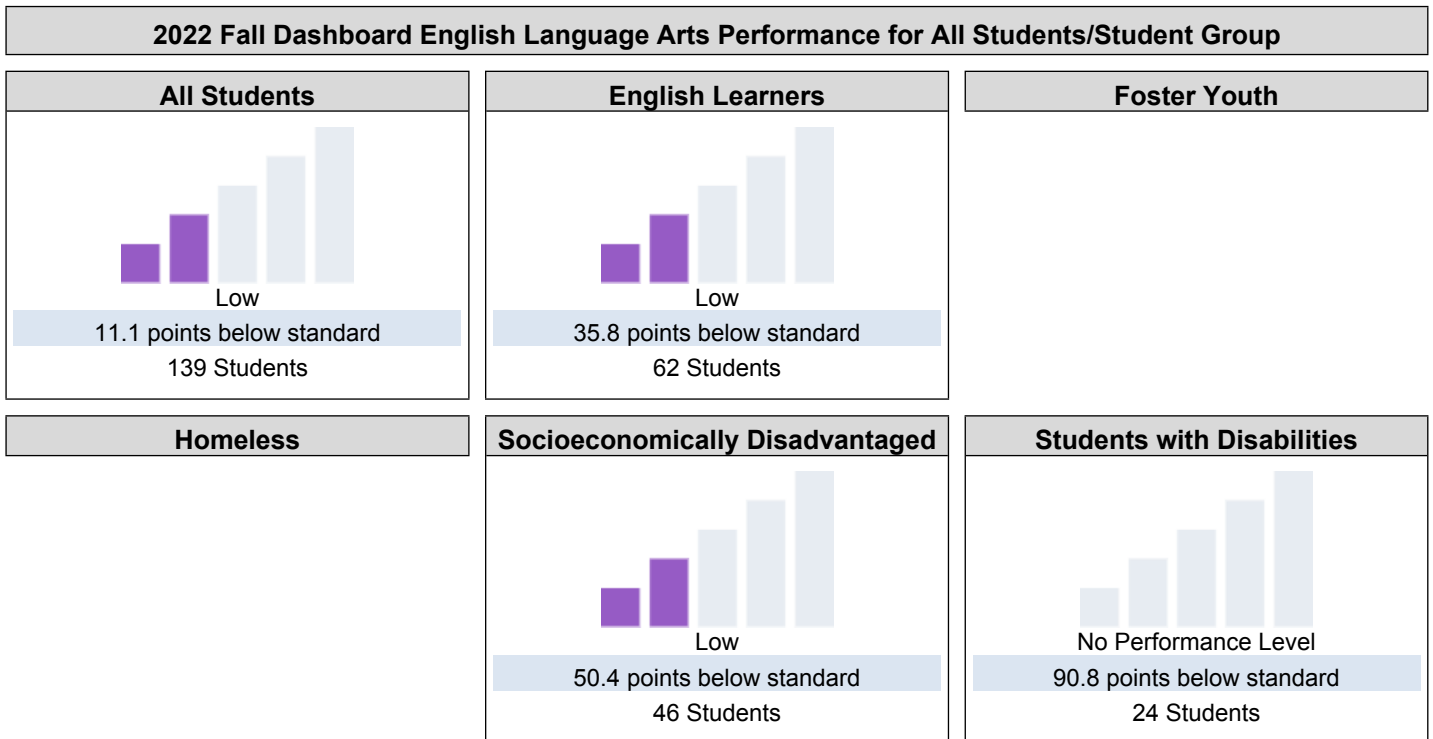
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



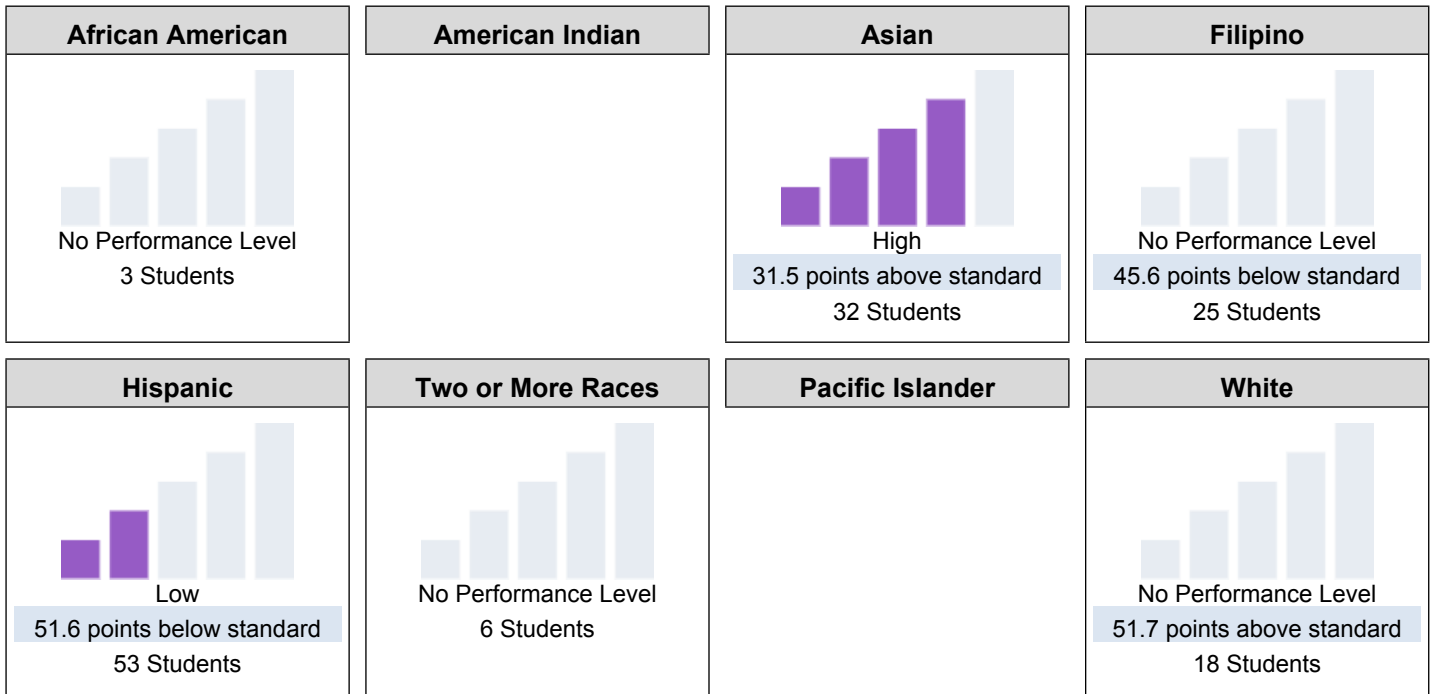
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
96.5 points below standard 37 Students	54.1 points above standard 25 Students	2.6 points above standard 60 Students

Conclusions based on this data:

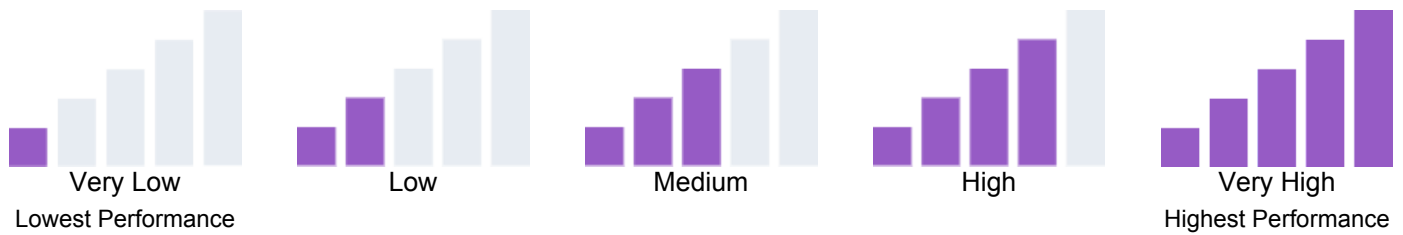
1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

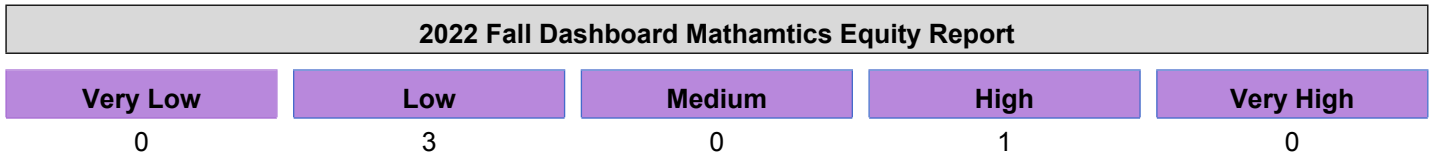
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

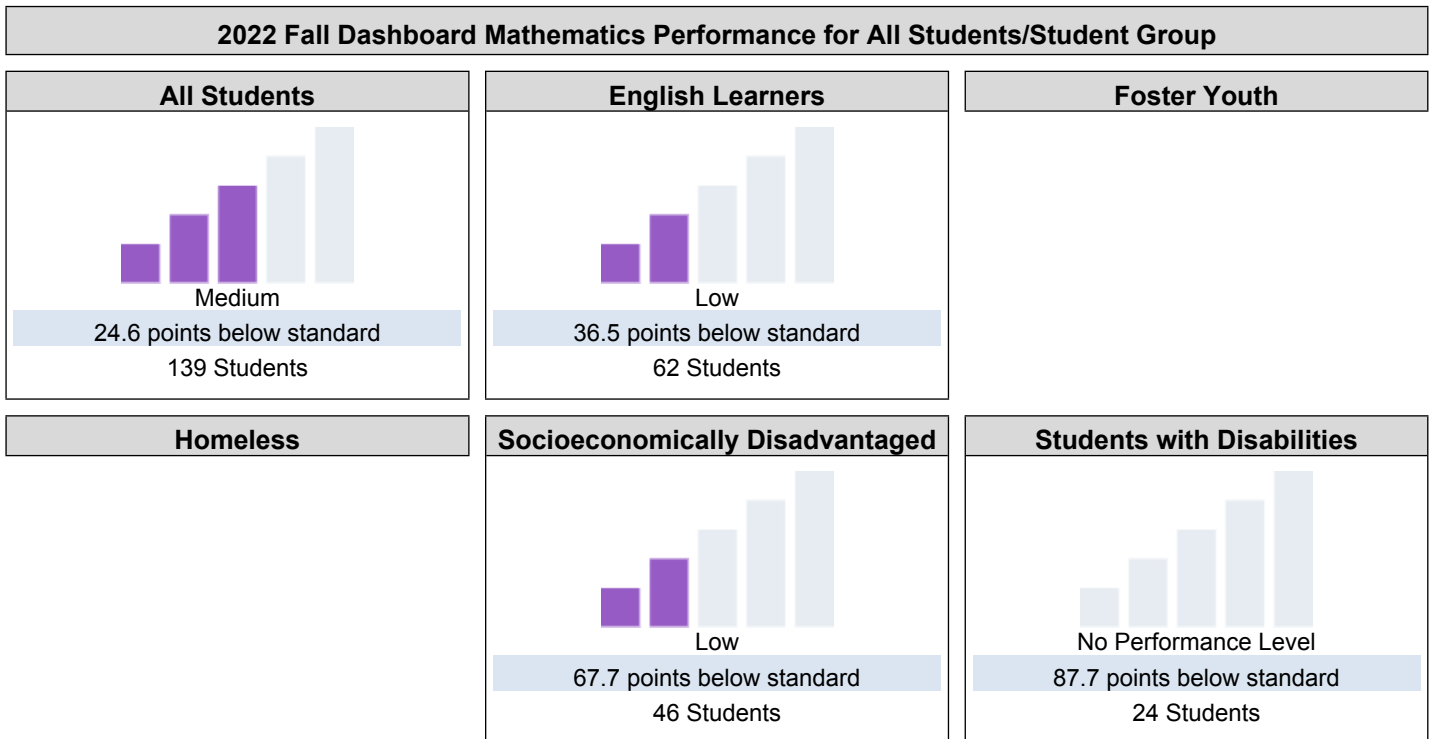
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



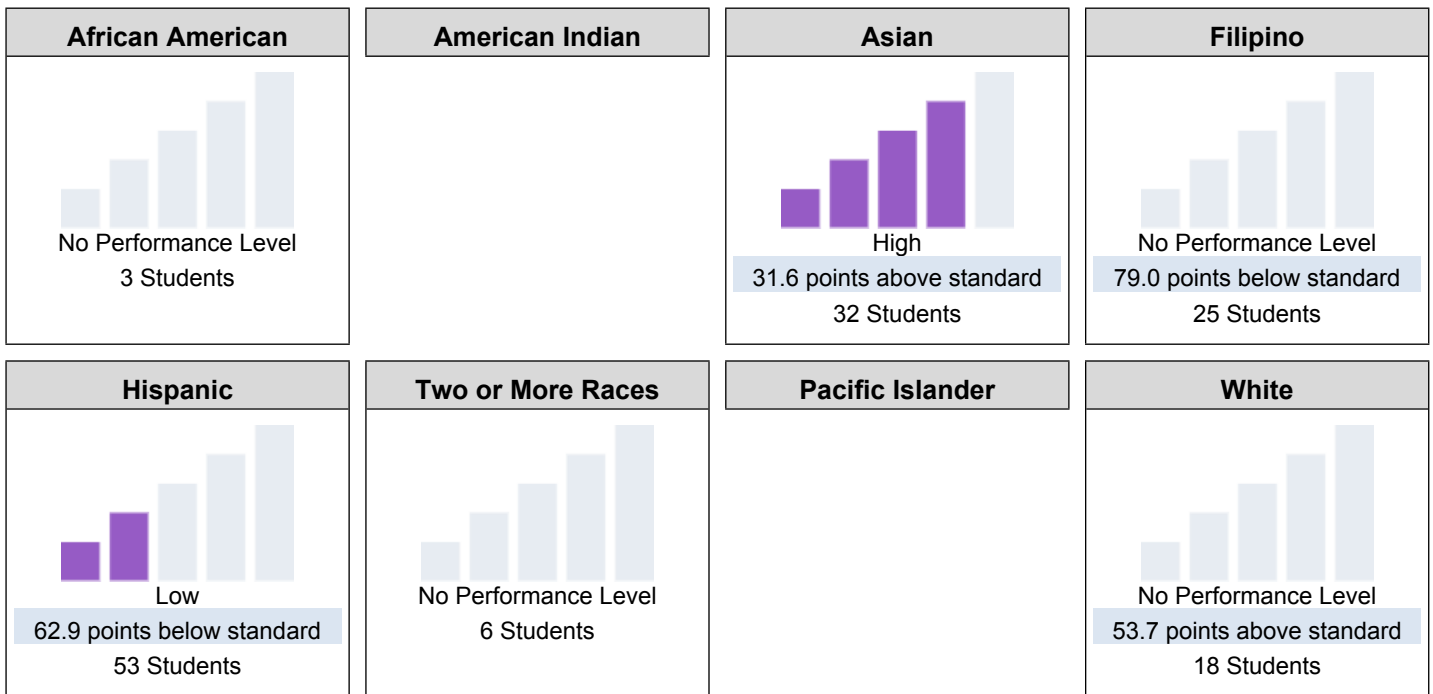
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
85.7 points below standard 37 Students	36.4 points above standard 25 Students	20.2 points below standard 60 Students

Conclusions based on this data:

1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

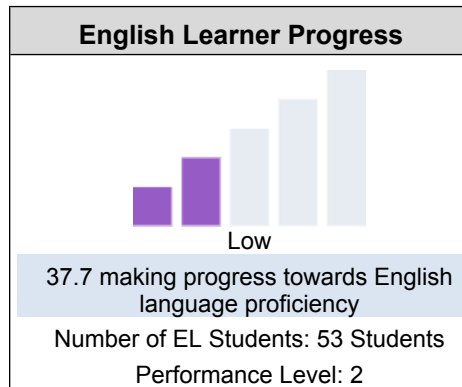
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.6%	39.6%	0.0%	37.7%

Conclusions based on this data:

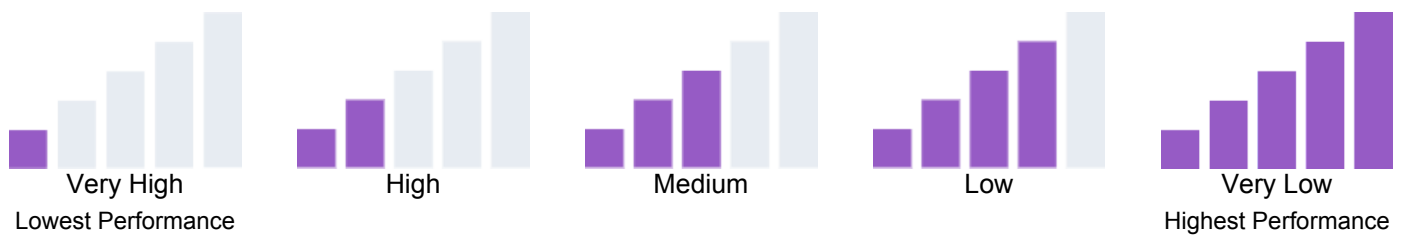
1. Spring 2022 will be analyzed in Fall of 2022. See Goals 1&2.

School and Student Performance Data

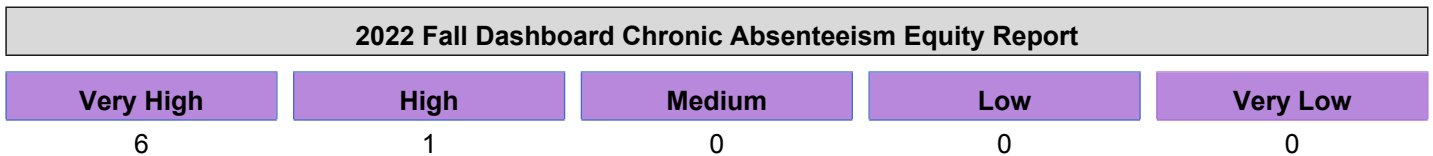
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

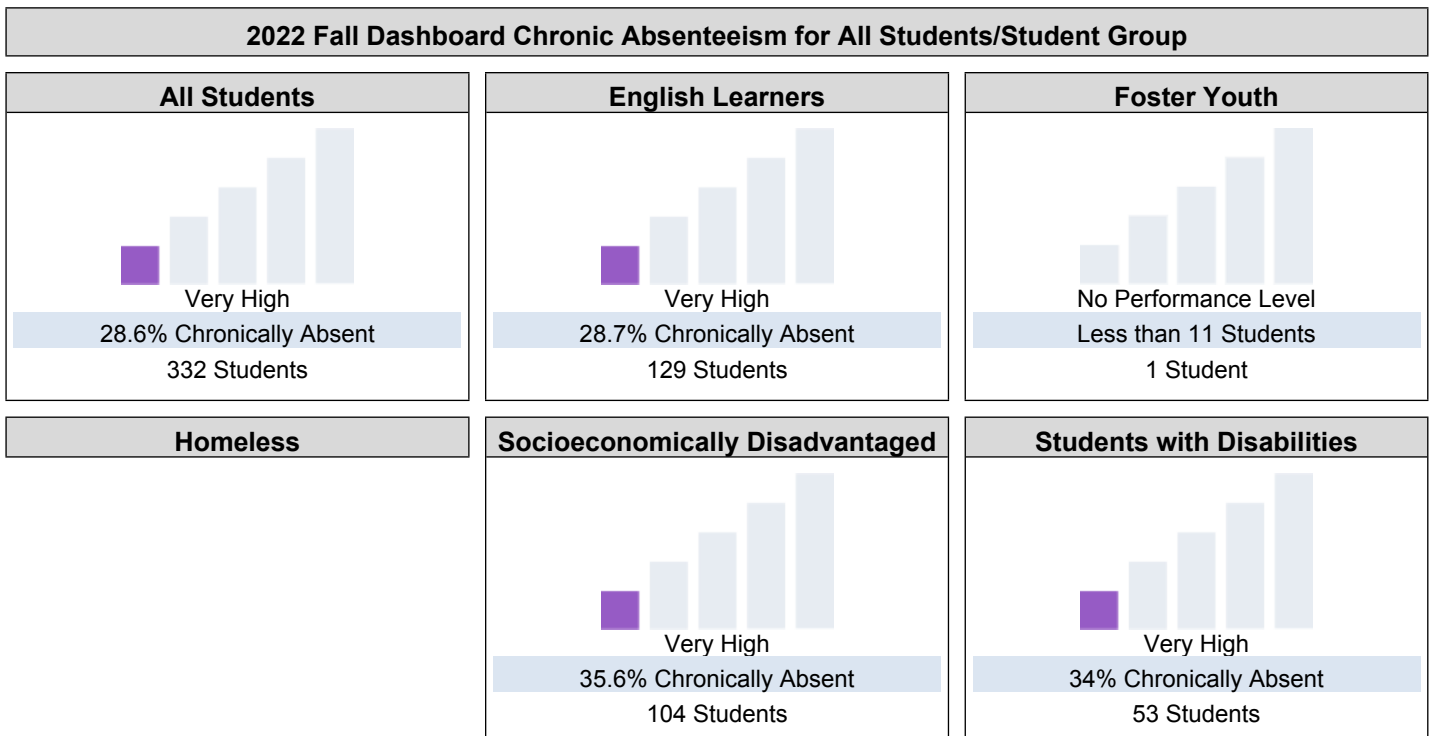
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



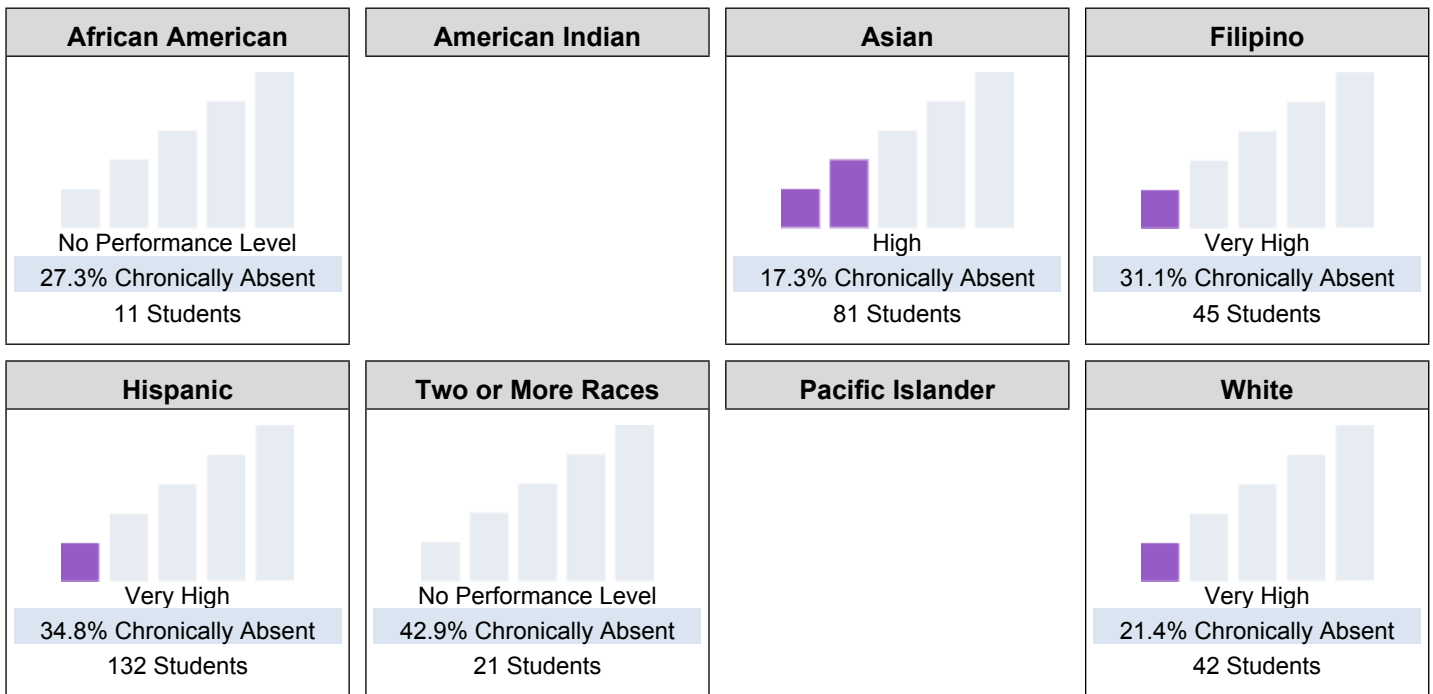
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

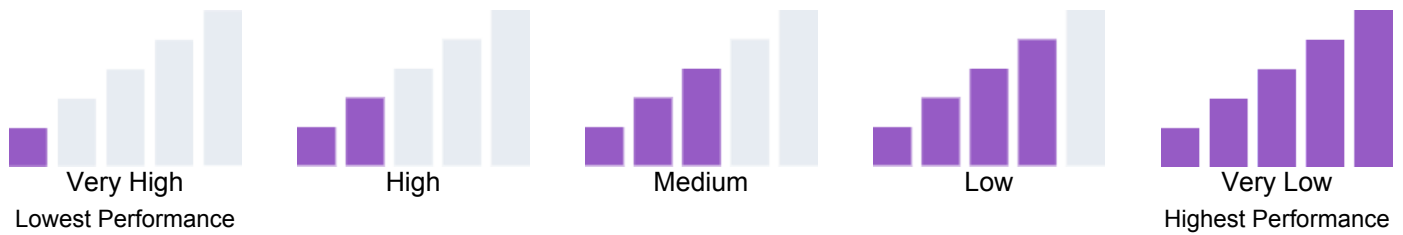
1. Montague has been identified as needing Additional Targeted Supports and Improvements (ATSI) based on our Absentee Data.
2. Our Fall 22/23 data for Chronic Absenteeism was 18%. Spring of 21/22 was 20%.

School and Student Performance Data

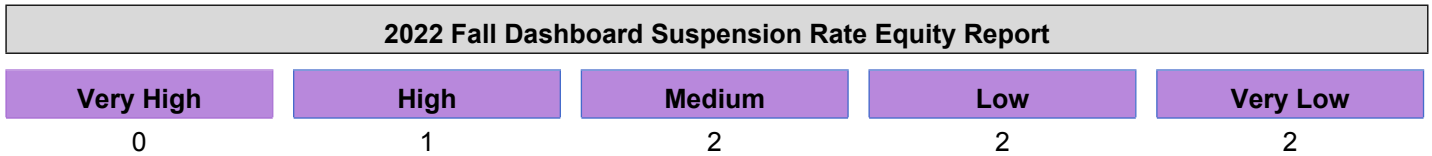
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

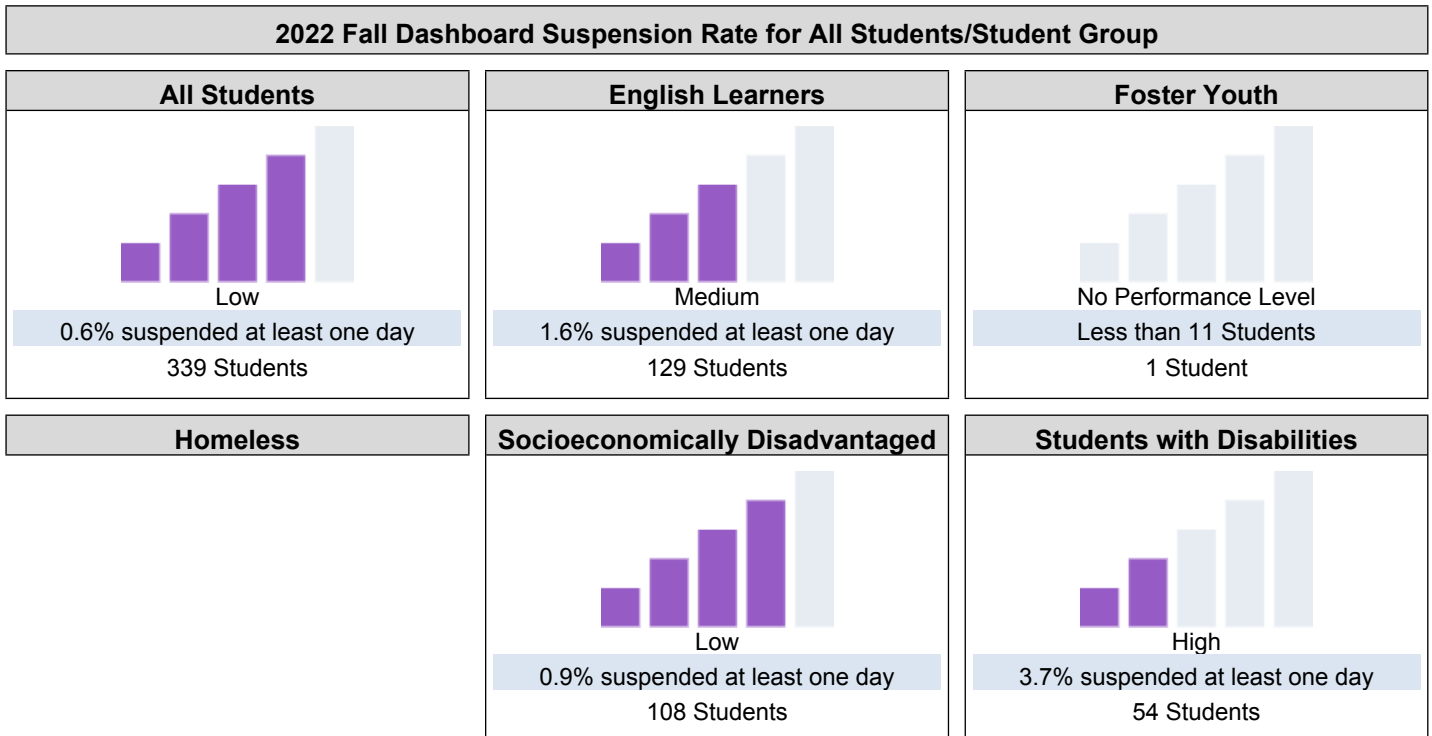
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



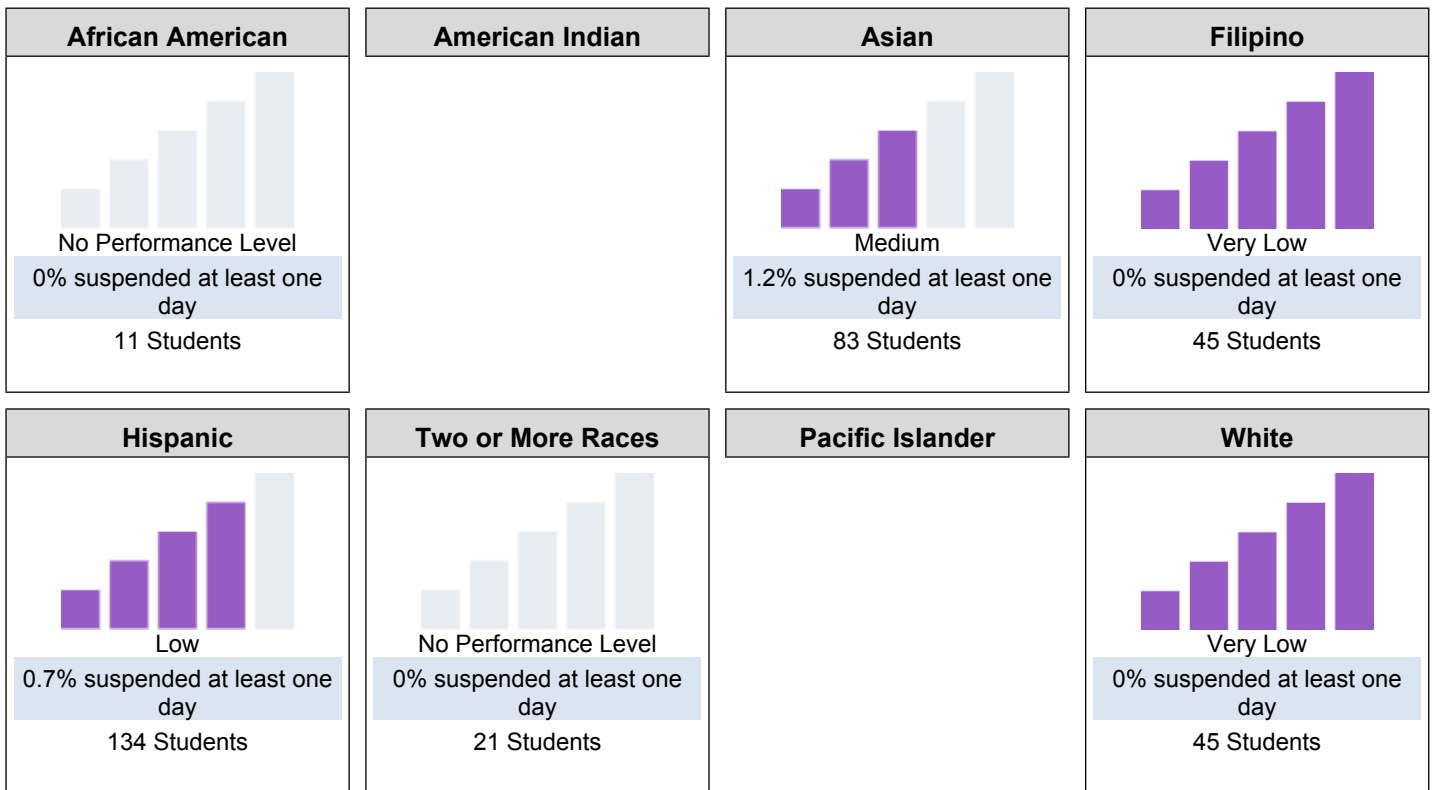
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. There are no issues with suspension rates.
2. Continue with PBIS and wellness services to maintain the best discipline and restorative practices.
3. Reinforce MTSS (Multi Tiered Systems of Support) practices and resources learned at the Professional Learning Conference attended in July 2023

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science, Technology, Engineering, Art and Math (STEAM)

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

Montague will increase overall students achieving at/above grade level standard in math and science, and narrow gaps between student groups and students overall as measured by the CAASPP and Math i-Ready Diagnostics.

Identified Need

Gaps between student group achievement and overall student achievement in mathematics, show a need to focus resources on students furthest from opportunity to improve outcomes for these students (see student group outcome data below for CAASPP and i-Ready)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics (3rd-5th grade)	Fall, 2022 44.14% of students met or exceeded standard on the CAASPP for Math.	We expect an increase of students meeting standard year after year.
i-Ready Math (K-5)	75% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 22/23 school year.	We expect an increase of students meeting standard year after year.
CA Science Test (CAST) 5th grade only	Fall, 2022 36% of students in 5th grade meeting/exceeding science standards on the CAASPP CAST for science.	We expect an increase of students meeting standard year after year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STEAM/Computer Science Participation	16 students participated in the district Innovation Expo All K-5th grade classes participate in 2 showcase events centered around STEAM/Computer Science	We expect an increase of students meeting standard year after year.

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

Students to be Served by this Strategy/Activity

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

Academically Struggling Student

Strategy/Activity

Academic Support and intervention staff to targets students.
Staff trained in specialized intervention strategies including but not limited to Advantage Math/(AVMR) English Learner Support

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)
39,000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Support for struggling students for both goal 1 & 2
900	Targeted Allocation 2000-2999: Classified Personnel Salaries Support for struggling students for both goal 1 & 2
1,543	Targeted Allocation 3000-3999: Employee Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Materials and equipment for Mathematics, Computer Science Immersion, and STEAM and other district adopted curricula..

Purchase and provide materials including textbooks, workbooks, and support materials that support students most in need to learn at high levels.

Students will use a variety of multimedia to support interventions and extensions in academic areas.

Provide additional opportunities for students to increase their learning in math, computer science, and STEAM through field trips and hands-on experiences to connect with the curriculum.

Supplies and material to upgrade and improve instruction and school's physical environment: document cameras, laptops, printers peripherals, projector bulbs, cartridges, and other technology or consumables.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,081

Targeted Allocation
 4000-4999: Books And Supplies
 Materials and equipment for Computer Science Immersion and STEAM: math and science materials, peripherals, robotics, laptops and any other relevant materials needed for implementation of computer science curriculum to support STEAM activities and Computer Science; Peripherals, robotics, laptops and any other resources - Maintenance, supplies, and upgrades improve instruction and school environment: document cameras, Chromebooks, laptops, printers peripherals, bulbs, cartridges, and other technology needs
 Purchase leveled books and/or non-fiction books for book room, classroom libraries, and school library as well as purchase multi-cultural books.

5,000

Targeted Allocation
 5000-5999: Services And Other Operating Expenditures
 Licensing for computer programs including but not limited to: PebbleGo, MineCraft, LEGO Education
 Consultancy for STEAM or Computer Science professional development for teachers and/or school support for STEAM activities

	Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs or hourly release time for STEAM learning support for the classroom and students. FUNDING in Goal 1 Activity 1
5,000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing professional development for Math and STEAM/Innovation practice and supports.
	Targeted Allocation 2000-2999: Classified Personnel Salaries Ongoing professional development for Math and STEAM/Innovation Practice and supports. FUNDING in Goal 1 Activity 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Academically Struggling Student

Strategy/Activity

Staff will be trained in PLC model of collaboration and focus on student achievement. Provide grade level and multi-grade level curriculum collaboration and planning time during the school day, after school or when school is not in session in order to increase multi-tier systems of support (MTSS) instructional best practices and effectiveness.

Provide release time or substitutes for all learning experiences that support student learning in Mathematics, Computer Science, and STEAM. Examples: Grade level collaboration, student target meetings, assessments, professional development, teacher/principal goal setting meetings, 504's, Student Study Team meetings, parent/teacher conferences, PBIS meeting, PLC meetings, visiting and learning, and any other opportunities where time is needed for teachers to be released outside of the class for professional learning and collaboration.

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)

Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Teachers, Certificated hourly-non instructional, collaboration - FUNDING in Goal 1 Activity 1
Targeted Allocation 2000-2999: Classified Personnel Salaries

Hourly support for student achievement and targeted instruction & collaboration (FUNDING in Goal 1 Activity 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Activities to further engage students in STEAM, including garden/outdoor science education, robotics, etc. Including professional development and consultancy.

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)

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Assemblies, Contract services for STEAM & garden activities - FUNDING in Goal 1 Activity 2

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development and English Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

Montague will increase overall students achieving at/above grade level standard in Reading/ELA, and narrow gaps between student groups and students overall as measured by the CAASPP and i-Ready Reading Diagnostics.

For English learners/Emergent bilingual students: We will increase the number of students who make progress between ELPAC levels and who qualify for reclassification to fluent English proficient (ELPI: Level 1->Level 2L; Level 2L->Level 2H; Level 2H->Level 3L; Level 3L->Level 3H; Level 3H->Level 4; Level 4->Reclassification)

Identified Need

ELPAC data (18-19 to 20-21) shows opportunity to increase English learner progress between "ELPI" levels (see above). There is an opportunity to increase number and percent of students who qualify for reclassification 10/116 (9%) of English learners qualified for reclassification during 21-22 school year. Given that 20% of Montague English learners are also students with IEP's (Dual-identified) there is a need ensure that all efforts to improve outcomes for English learners are also focused on dual-identified students. Gaps between student group achievement and overall student achievement in Reading/ELA, show a need to focus resources on students furthest from opportunity to improve outcomes for these students (see student group outcome data below for F&P and i-Ready Reading).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>From DataZone 21-22</p> <p>37.7% of EL students are progressing towards EL proficiency.</p> <p>25 students were reclassified.</p> <p>25% of EL students are identified as LTELs.</p>	<p>22-23 ELPAC Results (TBD, August 2023)</p> <p>_____ % of EL students are progressing towards EL proficiency.</p> <p>____ students were reclassified.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>____% of EL students are identified as LTELs.</p> <p>We expect an increase in the percentage of students making progress year after year.</p> <p>We expect the numbers of students at risk of becoming LTELs (Life Time English Learners) to decrease year after year.</p>
CAASPP ELA	<p>Fall, 2022</p> <p>50% Overall meeting/exceeding</p> <p>15% English learner meeting/exceeding</p> <p>33% Low-Income meeting/exceeding</p> <p>35%Hispanic/Latinx meeting/exceediing</p> <p>18% Students with IEP's meeting/exceeding</p>	<p>Fall, 2023</p> <p>____%Overall meeting/exceeding</p> <p>____% English learner meeting/exceeding</p> <p>____% Low-Income meeting/exceeding</p> <p>____%Hispanic/Latinx meeting/exceeding</p> <p>____% Students with IEP's meeting/exceeding</p> <p>We expect an increase in the percentage of students making progress year after year.</p>
Fountas and Pinnell	<p>Winter 2022</p> <p>61% Overall meeting/exceeding</p> <p>35% English learner meeting/exceeding</p>	<p>We expect an increase of students meeting standard at the end of the school year, each school year, and year after year.</p>
i-Ready Reading Diagnostic	<p>75% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 22/23 school year.</p>	<p>We expect an increase of students meeting standard at the end of the school year, each school year, and year after year.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Students to be Served by this Strategy/Activity

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

English Language Learners and targeted students groups

Strategy/Activity

Staff will be trained in PLC model of collaboration and focus on student achievement. Provide grade level and multi-grade level curriculum collaboration and planning time during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge.

All Staff will be trained on the English Language Development Standards and how they correlate and work with the ELA standards as all students are taught an appropriate grade level curriculum. Instructional staff will be provided with collaboration time to plan and implement ELD strategies school-wide.

Materials to support reading and writing using the Units of Study, Fountas and Pinnell, and other district adopted curricula.

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)
5,000	Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs, release time, collaboration, student support
5,000	Targeted Allocation 4000-4999: Books And Supplies Purchase Scholastic News, News 4 You, Storybook Subscriptions, Handwriting Without Tears - Purchase leveled books and/or non-fiction books for book room, classroom libraries, and school library as well as purchase multi-cultural books. Phonics and reading support materials.
1,000	Targeted Allocation

	4000-4999: Books And Supplies Purchase leveled books and/or non-fiction books for book room, classroom libraries, and school library as well as purchase multi-cultural books.
2,000	Targeted Allocation 2000-2999: Classified Personnel Salaries Student support, collaboration, trainings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community engagement: Provide opportunities for parent and community engagement education, and training.

Translators will be available for parent/teacher conferences and at all parent education offerings.

Evening ESL class and/or ELAC meetings for parents with childcare provided.

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)
	Targeted Carryover 5900: Communications print/marketing materials and translation
	Targeted Carryover None Specified Materials & Supplies for family engagement activities such as (but not limited to) Parent Education Nights and ESL classes including but not limited to snacks and activity kits for hands on practice, childcare.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

Montague will show improvement in students reporting positively (on CHKS and/or SCCOE/SEL surveys) in the domain of School Supports and Engagement. We will focus specifically on the areas of Caring Adult Relationships in School, and Academic Motivation/Meaningful Participation.

Identified Need

The 21-22 CHKS survey shows an opportunity to improve positive student perception and response in the areas cited above. The 19-20 (pre-COVID) SCCOE/SEL survey that align with CHKS results are: Academic Behavior/Academic Mindset and Classroom Context. There are several questions within these domains of the SCCOE/SEL survey that show an opportunity to increase the percent of positive student response (see specific questions below). There are opportunities to improve attendance and reduce Chronic absenteeism (as one indicator of student engagement), especially for students with IEP's.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS (including "off year" local/mini survey)	Caring Adult Relationships in School: 78% positive Academic Motivation: 79% positive Meaningful Participation: 41% positive	We expect to see an increase in positive relationships reported by students in local mini surveys and scheduled CHKS surveys.
SCCOE/SEL/Wellness (Counseling)	10 students were supported by counseling (1day a week) 8 additional students were supported by a social work intern	Continue to provide support for students and families for counseling services.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	45 students were referred to wellness during the 22/23 school year.	
Attendance Rates	4/11/2023 91.67% 294 students total: 205 students, 90% and above 69 students, at 80-90% 20 students under 80%	Increase of attendance overall.
Chronic Absenteeism	Jan. 2023 18.06% of K-5 students missed 10% or more of the school year	Decrease of number of students considered chronically absent.

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

Students to be Served by this Strategy/Activity

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

All students, with a focus on student groups most in need of support

Strategy/Activity

Staff will have ongoing professional development in Positive Behavioral Interventions (PBIS) and Multi-tiered Supports Systems (MTSS) for school-wide behavior expectations.

Enrichment activities and assemblies will focus on the guiding principles for PBIS, character building, positive school climate.

Provide consultancy, substitutes, and PD for staff collaboration and learning around equity and school wide social justice programs.

Materials needed to support the implementation of PBIS/MTSS including student incentives, Project Cornerstone, informational signs, posters, Marvelous Mustang Tickets, CICO, The Toolbox Project, and social skills groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Assemblies, contracting services, field trips, hands on activities
862	Targeted Allocation 4000-4999: Books And Supplies Support implementation of PBIS/MTSS (including student incentives, informational signs, posters, , and printing of Marvelous Mustang Tickets, playground equipment
1,000	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel & conferences for Professional Development
2,313	Targeted Allocation 1000-1999: Certificated Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC and student support - additional funding in Goal 1
	Targeted Allocation 2000-2999: Classified Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC - Funding in Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with priority given to students furthest from opportunity and most in need of support

Strategy/Activity

All students will participate in a school-wide weekly assembly responsive/restorative PBIS program.

Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions.

All students will have opportunities to participate in field trips that relate to their learning and grade level curriculum. Field trips that are standards-based and provide students with the opportunity to make connections to real life with the material they have learned in the classroom.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with priority given to students furthest from opportunity and most in need of support

Strategy/Activity

Wellness programs that support student social-emotional well-being, behavior, and learning (including but not limited to additional counseling,

Wellness Coordinator will facilitate counseling services and intervention services (MFTi, Tier 2 and 3)

Provide students with organizational skills to help prepare for the transition to middle school.

Provide enrichment activities (Music, Project Cornerstone, and clubs etc).

Wellness, counseling, and social services staff, materials, and supplies in order to improve the attendance rates students with chronic absenteeism.

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)

2,862

Targeted Allocation
5000-5999: Services And Other Operating Expenditures
Resources and supplies including printed materials support, rewards & incentives etc

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent Education Opportunities (eg speakers on topics of interest to parents and community).

School and PTA will co-sponsor community events such as Family Educational Nights, Movie Nights, and Community involvement.

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)

Targeted Carryover
None Specified

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase safety items to upgrade or expand a safe school climate conducive to learning where students and adults safety is ensured.

Staff members will participate in First Aid/CPR training to ensure a safe campus.

Upgrade & maintenance of technology and facilities.

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)

2,138

Targeted Allocation
4000-4999: Books And Supplies
Non Capital Assets & Equipment

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	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$81,699.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
Targeted Allocation	\$81,699.00

Subtotal of state or local funds included for this school: \$81,699.00

Total of federal, state, and/or local funds for this school: \$81,699.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	77,320	-4,379.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	81,699.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	46,313.00
2000-2999: Classified Personnel Salaries	2,900.00
3000-3999: Employee Benefits	1,543.00
4000-4999: Books And Supplies	13,081.00
5000-5999: Services And Other Operating Expenditures	12,862.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	46,313.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	2,900.00
3000-3999: Employee Benefits	Targeted Allocation	1,543.00
4000-4999: Books And Supplies	Targeted Allocation	13,081.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	12,862.00

5800: Professional/Consulting
Services And Operating Expenditures

Targeted Allocation

5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	55,524.00
Goal 2	13,000.00
Goal 3	13,175.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Parent or Community Members

Name of Members	Role
Leanna Goldenberg	Principal
Amanda Pacheco	Classroom Teacher
Leslie Stansberry	Classroom Teacher
Maria Johnson	Classroom Teacher Parent or Community Member
Trysta Obee	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/17/2022.

Attested:

	Principal, Leanna Goldenberg on 5/10/2023
	SSC Chairperson, Trysta Obee on 5/10/2023