



Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montague Elementary School	43-69674-6048938	May 9, 2024	June 13, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to

California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Montague Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Montague Elementary School's plans and goals are strategically 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 in support of underserved students. The School Wide Plan will be reviewed annually with our School Site Council through a continuous cycle of action, reflection, and improvement to establish an annual budget, make modifications to the plan and reflect changing needs and priorities.

Educational Partner Involvement

How, when, and with whom did your Montague Elementary 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. (No Title 1 Funds 24/25)

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Staff Expertise: Limited staff training in addressing complex attendance issues, particularly school refusal. This hinders effective intervention and support for struggling students and their families.

Social Work Support: Inconsistent or limited social work staffing reduces the school's capacity to build strong relationships with families, identify underlying causes of absenteeism, and connect them with essential resources. This lack of consistent support exacerbates attendance challenges.

The proposed strategies within the school improvement plan aim to directly mitigate these issues. By prioritizing training and seeking to establish a consistent social work presence, the school will enhance its capacity to address attendance challenges in a holistic way, promoting equitable access to support for all students.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Chronic Absenteeism

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to CAASSP mathematics data English Learners, Hispanic, and Socioeconomically Disadvantaged students perform two or more grade levels below "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

iReady data, ELPAC, F&P reading assessments, and West Ed culture and climate data may be used to develop goals.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Montague Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0%	2		0
African American	2.2%	3.02%	1.1%	9	9	3
Asian	34.2%	24.16%	25.37%	137	72	69
Filipino	12.2%	14.77%	14.71%	49	44	40
Hispanic/Latino	30.2%	38.26%	37.13%	121	114	101
Pacific Islander	1.3%	%	0%	5		0
White	13.5%	13.76%	13.24%	54	41	36
Multiple/No Response	5.5%	5.37%	8.46%	22	16	23
Total Enrollment				401	298	272

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.
2. We attribute some of the decline in enrollment to the opening of Agnew Elementary which draws student from our boundaries. 2024-2025 will be the final grade pull when they open 5th grade at Agnew.
3. After COVID some families kept students in private schools or preferred at home learning or on line learning.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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	19	19	2.6%	6.4%	7.0%

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. According to ELPAC data for 2023 62% of EL Learners made growth towards English language proficiency. That was an increase of 24%
3. While enrollment has been on the decline the percentage of language learners has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	32	0	47	30	0	47	30	0.0	97.9	93.8
Grade 4	57	41	49	0	40	45	0	40	45	0.0	97.6	91.8
Grade 5	57	57	39	0	55	38	0	55	38	0.0	96.5	97.4
All Grades	160	146	120	0	142	113	0	142	113	0.0	97.3	94.2

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.	2433.		38.30	23.33		17.02	30.00		21.28	26.67		23.40	20.00
Grade 4		2461.	2451.		20.00	24.44		25.00	17.78		20.00	26.67		35.00	31.11
Grade 5		2472.	2498.		14.55	21.05		34.55	28.95		10.91	15.79		40.00	34.21
All Grades	N/A	N/A	N/A		23.94	23.01		26.06	24.78		16.90	23.01		33.10	29.20

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	16.67		42.55	63.33		19.15	20.00
Grade 4		17.50	15.56		62.50	66.67		20.00	17.78
Grade 5		18.18	23.68		54.55	60.53		27.27	15.79
All Grades		24.65	18.58		52.82	63.72		22.54	17.70

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	10.00		57.45	70.00		25.53	20.00
Grade 4		15.00	11.11		55.00	60.00		30.00	28.89
Grade 5		16.36	18.42		52.73	57.89		30.91	23.68
All Grades		16.20	13.27		54.93	61.95		28.87	24.78

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	23.33		65.96	76.67		14.89	0.00
Grade 4		15.00	8.89		72.50	80.00		12.50	11.11
Grade 5		9.09	13.16		69.09	63.16		21.82	23.68
All Grades		14.08	14.16		69.01	73.45		16.90	12.39

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	13.33		55.32	63.33		17.02	23.33
Grade 4		17.50	13.33		65.00	71.11		17.50	15.56
Grade 5		12.73	23.68		54.55	57.89		32.73	18.42
All Grades		19.01	16.81		57.75	64.60		23.24	18.58

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. Based on CAASPP academic data our ELA scores increased 3.7 points with no student subgroups performing 2 or more grade levels below all students.
3. CAASPP results for 2023 is reported on the California School Dashboard as Yellow (Medium Performance)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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	32	0	48	32	0	48	32	0.0	100.0	100.0
Grade 4	57	41	49	0	41	47	0	41	47	0.0	100.0	95.9
Grade 5	57	57	39	0	56	39	0	56	39	0.0	98.2	100.0
All Grades	160	146	120	0	145	118	0	145	118	0.0	99.3	98.3

* 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.	2430.		27.08	18.75		29.17	25.00		29.17	28.13		14.58	28.13
Grade 4		2468.	2455.		14.63	17.02		36.59	21.28		21.95	31.91		26.83	29.79
Grade 5		2460.	2492.		10.71	25.64		17.86	15.38		23.21	20.51		48.21	38.46
All Grades	N/A	N/A	N/A		17.24	20.34		26.90	20.34		24.83	27.12		31.03	32.20

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	18.75		54.17	53.13		18.75	28.13
Grade 4		24.39	14.89		43.90	46.81		31.71	38.30
Grade 5		10.71	25.64		41.07	38.46		48.21	35.90
All Grades		20.00	19.49		46.21	45.76		33.79	34.75

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	31.25		45.83	43.75		20.83	25.00
Grade 4		19.51	19.15		53.66	46.81		26.83	34.04
Grade 5		12.50	15.38		48.21	53.85		39.29	30.77
All Grades		21.38	21.19		48.97	48.31		29.66	30.51

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	18.75		64.58	65.63		8.33	15.63
Grade 4		19.51	21.28		58.54	55.32		21.95	23.40
Grade 5		3.57	15.38		50.00	46.15		46.43	38.46
All Grades		15.86	18.64		57.24	55.08		26.90	26.27

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. Based on CAASPP academic data In math our scores were maintained: EL, Hispanic, and Socioeconomically Disadvantaged students performed 2 grade levels below all students.
3. Based on CAASPP 2023 California Dashboard data Montague scores in the yellow (medium progress) for mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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	1403.1	1423.5	1436.3	1419.7	1411.2	1377.5	1363.6	42	36	36
1	1452.8	*	1427.9	1470.6	*	1431.4	1434.5	*	1423.8	19	9	14
2	1480.6	*	*	1468.1	*	*	1492.6	*	*	24	9	8
3	1461.8	1482.8	*	1457.6	1479.2	*	1465.4	1486.2	*	19	13	9
4	1465.6	1496.9	1478.6	1460.0	1492.6	1477.1	1470.8	1500.9	1479.5	22	15	15
5	1474.9	1480.1	1538.9	1469.2	1492.8	1549.5	1480.2	1466.8	1527.6	20	14	14
All Grades										146	96	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	0.00	35.71	38.89	34.29	23.81	41.67	48.57	21.43	13.89	17.14	42	36	35
1	10.53	*	0.00	31.58	*	50.00	31.58	*	35.71	26.32	*	14.29	19	*	14
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	6.67	14.29	20.00	46.67	23.81	33.33	13.33	38.10	26.67	33.33	21	15	15
5	10.00	7.14	42.86	35.00	21.43	28.57	25.00	14.29	14.29	30.00	57.14	14.29	20	14	14
All Grades	16.55	9.38	7.37	33.10	28.13	41.05	25.52	37.50	31.58	24.83	25.00	20.00	145	96	95

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	8.57	38.10	36.11	40.00	26.19	38.89	37.14	19.05	11.11	14.29	42	36	35
1	31.58	*	0.00	26.32	*	57.14	31.58	*	28.57	10.53	*	14.29	19	*	14
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	40.00	19.05	26.67	33.33	19.05	26.67	6.67	23.81	13.33	20.00	21	15	15
5	35.00	21.43	50.00	30.00	28.57	35.71	5.00	21.43	7.14	30.00	28.57	7.14	20	14	14
All Grades	25.52	17.71	21.05	33.10	36.46	42.11	23.45	32.29	23.16	17.93	13.54	13.68	145	96	95

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	0.00	16.67	19.44	14.29	33.33	55.56	54.29	21.43	25.00	31.43	42	36	35
1	5.26	*	0.00	31.58	*	28.57	15.79	*	42.86	47.37	*	28.57	19	*	14
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	0.00	14.29	20.00	26.67	19.05	26.67	33.33	52.38	46.67	40.00	21	15	15
5	10.00	0.00	7.14	20.00	7.14	21.43	40.00	28.57	50.00	30.00	64.29	21.43	20	14	14
All Grades	16.55	4.17	1.05	22.76	16.67	22.11	28.28	41.67	45.26	32.41	37.50	31.58	145	96	95

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	17.14	57.14	72.22	74.29	11.90	16.67	8.57	42	36	35
1	36.84	*	50.00	52.63	*	35.71	10.53	*	14.29	19	*	14
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	20.00	38.10	40.00	66.67	28.57	26.67	13.33	21	15	15
5	20.00	7.14	50.00	60.00	85.71	35.71	20.00	7.14	14.29	20	14	14
All Grades	31.03	18.75	26.32	51.72	62.50	63.16	17.24	18.75	10.53	145	96	95

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	14.29	46.34	66.67	54.29	31.71	19.44	31.43	41	36	35
1	21.05	*	0.00	73.68	*	78.57	5.26	*	21.43	19	*	14
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	46.67	52.38	53.33	33.33	19.05	13.33	20.00	21	15	15
5	45.00	28.57	78.57	30.00	35.71	14.29	25.00	35.71	7.14	20	14	14
All Grades	25.69	22.92	28.42	52.78	56.25	50.53	21.53	20.83	21.05	144	96	95

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	2.86	78.05	77.78	80.00	12.20	16.67	17.14	41	36	35
1	10.53	*	14.29	47.37	*	57.14	42.11	*	28.57	19	*	14
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	6.67	42.86	26.67	46.67	42.86	66.67	46.67	21	15	15
5	15.00	14.29	7.14	40.00	28.57	57.14	45.00	57.14	35.71	20	14	14
All Grades	15.28	8.33	6.32	54.86	50.00	63.16	29.86	41.67	30.53	144	96	95

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	14.71	16.67	55.56	52.94	33.33	30.56	32.35	42	36	34
1	5.26	*	0.00	52.63	*	78.57	42.11	*	21.43	19	*	14
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	33.33	52.38	66.67	33.33	38.10	20.00	33.33	21	15	15
5	5.00	0.00	28.57	65.00	28.57	64.29	30.00	71.43	7.14	20	14	14
All Grades	20.69	11.46	15.96	45.52	57.29	60.64	33.79	31.25	23.40	145	96	94

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. Based on ELPAC data for 2023 62% of our EL students are making progress towards EL proficiency. That is an increase of 24%
3. As reported in the California School Performance Dashboard in EL Learner Progress Montague scores in the blue (very high performance) for 2023.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
272	45.2	34.6	0.4
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	94	34.6
Foster Youth	1	0.4
Homeless		
Socioeconomically Disadvantaged	123	45.2
Students with Disabilities	36	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.1
Asian	69	25.4
Filipino	40	14.7
Hispanic	101	37.1
Two or More Races	23	8.5
White	36	13.2

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 decreased in the last 3 years - attributed in part to a new school opening.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Chronic Absenteeism Orange	Suspension Rate Blue
Mathematics Yellow		
English Learner Progress Blue		

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. Chronic Absenteeism is an area of focus.
3. The intentional work we have been doing with our EL students has made impact as their progress is in the blue.

School and Student Performance Data

Academic Performance English Language Arts

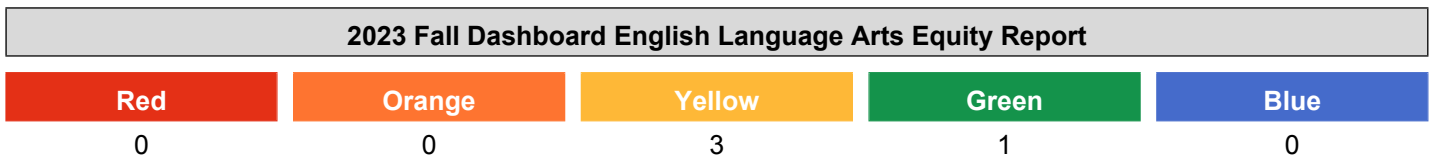
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
7.4 points below standard	26.5 points below standard	0 Students
Increased +3.7 points	Increased +9.3 points	
119 Students	48 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	20.5 points below standard
1 Student	34.3 points below standard	Increased Significantly +70.3 points
	Increased Significantly +16.2 points	21 Students
	64 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 27.7 points above standard Decreased -3.7 points 31 Students	54.8 points below standard Decreased -9.2 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41.1 points below standard Increased +10.5 points 45 Students	32.2 points above standard 13 Students	 No Performance Color 0 Students	14.9 points above standard Decreased Significantly - 36.9 points 14 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
77.4 points below standard Increased Significantly +19.1 points 30 Students	58.3 points above standard Increased +4.2 points 18 Students	2.6 points below standard Decreased -5.1 points 57 Students

Conclusions based on this data:

- Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
- Overall our EL students are making growth. We attribute this growth to the intentional focus on our EL students and newcomers specifically.

School and Student Performance Data

Academic Performance Mathematics

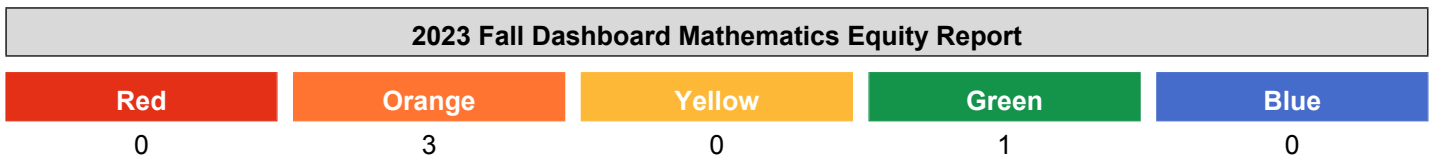
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 21.8 points below standard Maintained +2.8 points 118 Students	English Learners Orange 40.2 points below standard Decreased -3.7 points 48 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged Orange 64.9 points below standard Maintained +2.8 points 63 Students	Students with Disabilities 51.5 points below standard Increased Significantly +36.2 points 20 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	 No Performance Color 0 Students	 Green 21.7 points above standard Decreased -9.8 points 31 Students	89.5 points below standard Decreased -10.5 points 15 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 63.5 points below standard Maintained -0.6 points 45 Students	16.8 points above standard 13 Students	 No Performance Color 0 Students	29.4 points above standard Decreased Significantly - 24.3 points 14 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
84 points below standard Maintained +1.7 points 30 Students	32.8 points above standard Decreased -3.5 points 18 Students	15.8 points below standard Increased +4.4 points 57 Students

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. Socioeconomically Disadvantaged, Hispanic, and EL students are performing below students overall.

School and Student Performance Data

Academic Performance English Learner Progress

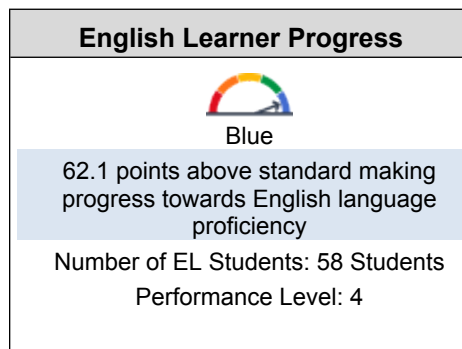
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 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.

2023 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
2	15	0	32

Conclusions based on this data:

1. Spring 2023 will be analyzed in Fall of 2024. See Goals 1&2.
2. According to ELPAC data 62% of our EL students are making progress toward English language proficiency.
3. In comparing ELPAC data from 2022 to 2023 students who decreased at least one ELPI level decreased from 23% in 2022 to only 4% in 2023 meaning more students are being successful.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report









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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>26.5% Chronically Absent</p> <p>Declined -2.1</p> <p>302 Students</p>	<p>Orange</p> <p>20.7% Chronically Absent</p> <p>Declined -8</p> <p>111 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>1 Student</p>	<p>Orange</p> <p>31.2% Chronically Absent</p> <p>Declined -4.4</p> <p>141 Students</p>	<p>Orange</p> <p>33.3% Chronically Absent</p> <p>Declined -0.6</p> <p>48 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Yellow 15.2% Chronically Absent Declined -2.1 79 Students	 Red 38.1% Chronically Absent Increased 7 42 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.4% Chronically Absent Declined -4.4 115 Students	12.5% Chronically Absent Declined -30.4 24 Students	 No Performance Color 0 Students	 Red 35.9% Chronically Absent Increased 14.5 39 Students

Conclusions based on this data:

1. Montague has been identified as needing Additional Targeted Supports and Improvements (ATSI) based on our Absentee Data.
2. Historical Chronic Absentee data: 17/18: 20.6%, 18/19: 16.7%, 20/21: 13%, 21/22: 19.6%, 22/23: 19.1%

School and Student Performance Data

Conditions & Climate Suspension Rate

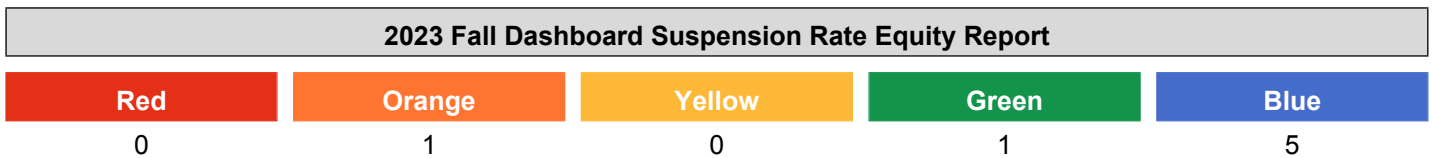
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0.3% suspended at least one day Declined -0.3 318 Students	 Blue 0% suspended at least one day Declined -1.6 116 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Green 0.7% suspended at least one day Maintained -0.2 146 Students	 Blue 0% suspended at least one day Declined -3.7 48 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue 0% suspended at least one day Declined -1.2 86 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 42 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Declined -0.7 120 Students</p>	<p align="center">0% suspended at least one day Maintained 0 25 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Orange 2.5% suspended at least one day Increased 2.5 40 Students</p>

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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

State Priorities 1(Basic), 2 (Implementation of state standards), 4 (student achievement), 5 (Student Engagement), 8 (pupil outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics (3rd-5th grade)	<p>22/23</p> <p>38% of students meeting or exceeding standard on the CAASPP for Math overall. 24% of Latino/a/x students meeting or exceeding standards for Math.</p>	<p>23/24 CAASPP Data Goals</p> <p>Align with district three year goal for 65% of students meeting or exceeding standards. That would be an increase of 27% points for Montague students overall.</p> <p>Align with district three year goal of 50% of Latino/a/x students meeting or exceeding standards. That would be an increase of 16% points for this subgroup of students.</p> <p>We expect an increase in the percentage of students making progress year after year.</p>
i-Ready Math (K-5)	<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>79% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 23/24 school year.</p>	<p>We expect an increase of students meeting standard year after year.</p>
CA Science Test (CAST) 5th grade only	<p>Fall 2023 28% of students in 5th grade meeting/exceeding science standards on CAASPP CAST for science.</p> <p>Fall, 2022 36% of students in 5th grade meeting/exceeding science standards on the CAASPP CAST for science.</p>	<p>We expect an increase of students meeting standard year after year.</p>
STEAM/Computer Participation	<p>23/24 District did not initiate Innovation Expo this year and did not continue the contract with Code to the Future 3-5th Grade instituted GLEAMS (Garden, Leadership, Engineering, Art, Math (cooking), Sensory). All 3-5th grade students including SAI special education students participated in 3 rounds of multi week lessons focused on choice activities.</p> <p>22/23 16 students participated in the district Innovation Expo</p>	<p>We expect an increase of students meeting standard year after year.</p>

	All K-5th grade classes participate in 2 showcase events centered around STEAM/Computer Science	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Academic Support and intervention staff to targets students.</p> <p>Staff trained in specialized intervention strategies including but not limited to Advantage Math/(AVMR) English Learner Support, UFly phonics & reading interventions.</p>	Academically Struggling Student	<p>56,716</p> <p>Targeted Allocation 1000-1999: Certificated Personnel Salaries Support for struggling students for both goal 1 & 2</p> <p>Targeted Allocation 2000-2999: Classified Personnel Salaries Support for struggling students for both goal 1 & 2 1,543</p> <p>Targeted Allocation 3000-3999: Employee Benefits</p>
1.2	<p>Materials and equipment for Mathematics, Computer Science Immersion, and STEAM and other district adopted curricula..</p> <p>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.</p> <p>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.</p> <p>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.</p>	All students	<p>12,255</p> <p>Targeted Carryover 4000-4999: Books And Supplies</p> <p>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.</p> <p>Targeted Allocation</p>

			<p>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</p> <p>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</p> <p>Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing professional development for Math and STEAM/Innovation practice and supports.</p> <p>Targeted Allocation 2000-2999: Classified Personnel Salaries Ongoing professional development for Math and STEAM/Innovation Practice and supports. FUNDING in Goal 1 Activity 1</p>
<p>1.3</p>	<p>Staff will continue training 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.</p> <p>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.</p>	<p>Academically Struggling Student</p>	<p>Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Teachers, Certificated hourly-non instructional, collaboration - FUNDING in Goal 1 Activity 1</p> <p>Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly support for student achievement and targeted instruction & collaboration (FUNDING in Goal 1 Activity 1)</p>

1.4	Activities to further engage students in STEAM, including garden/outdoor science education, robotics, etc. Including professional development and consultancy. Continue with engagement activities including GLEAMS (Garden, Leadership, Engineering, Art, Math and Sensory)	All students	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Assemblies, Contract services for STEAM & garden activities
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

School Site TOSA has been responsible for training and implementing small groups for EL students. Training teachers and ELSAT to implement strategies for students in Designated ELD (English Language Development) instruction.

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

School Site TOSA and 3-5 teachers have implemented GLEAMS (Garden, Leadership, Engineering, Art, Math and Sensory) which has provided additional science, engineering, and math opportunities for student in grades 3-5.

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

SIE (Science is Elementary) has been instrumental in additional hands on science instruction in grades TK-3rd grades. Paid for with donation funds.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development and English Language Arts

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

For English learners/Emergent bilingual students: We will continue to see growth with 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)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1: All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

State Priorities 1 (Basic), 2 (Implementation of state standards), 4 (Student Achievement), 5 (Student Engagement), 8 (Pupil Outcomes)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall student achievement in CAASPP ELA was below district baseline data by 10%. Our Latino/a/x exceeded district baseline by 10%. To meet district 3 year goals in ELA for all students Montague students need to increase performance by 26% and the Latino/a/x students need to increase 18%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>From DataZone 22-23 67% proficient (Levels 3-4) 18 students were reclassified. No Students at risk of LTEL</p> <p>21-22 37.7% of EL students are progressing towards EL proficiency. 25 students were reclassified. 25% of EL students are identified as LTELs.</p> <p>ELPAC (CAASPP Data reports) 22/23 48.4% of students are level 3-4 progressing towards EL Proficiency. 21/22 37% of students were level 3-4 progressing towards EL Proficiency.</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>22/23 CAASPP 49% of students meeting or exceeding standards overall</p> <p>42% of Lantino/a/x students meeting or exceeding standards</p>	<p>23/24 CAASPP Data Goals</p> <p>Align with district three year goal for 75% of students meeting or exceeding standards. That would be an increase of 26% points for Montague students overall.</p> <p>Align with district three year goal of 60% of Latino/a/x students meeting or exceeding standards. That would be an increase of 18% points for this subgroup of students.</p> <p>We expect an increase in the percentage of students making progress year after year.</p>
Local Data: F&P or Phonics Assessments	<p>Winter 2022 61% Overall meeting/exceeding 35% English learner meeting/exceeding</p> <p>April 2023 - Based on Looker Studio data 58% Overall meeting/exceeding 33% English learner meeting/exceeding 34% Hispanic or Latino 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>

	89% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 23/24 school year (108% typical growth).	
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Staff will continue training 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.</p> <p>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.</p> <p>Materials to support reading and writing using the Units of Study, Fountas and Pinnell, UFLy phonics and reading intervention, and other district adopted curricula.</p> <p>Intervention programs run by staff including outside of instructional times such as SOAR or school tutoring.</p>	English Language Learners and targeted students groups	<p>Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs, release time, collaboration, student support: Funding in Goal 1</p> <p>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. Funding in Goal 1</p> <p>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. Funding in Goal 1</p> <p>Targeted Allocation 2000-2999: Classified Personnel Salaries Student support, collaboration, trainings. Funding in Goal 1</p>
1.2	<p>Community engagement: Provide opportunities for parent and community engagement education, and training.</p> <p>Translators will be available for parent/teacher conferences and at all parent education offerings.</p>	All students	<p>Targeted Carryover 5900: Communications print/marketing materials and translation. Funding in Goal 1</p> <p>Targeted Carryover</p>

	Evening ESL class and/or ELAC meetings for parents with childcare provided.		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. Funding in Goal 1
1.6			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

School Site TOSA has been responsible for training and implementing small groups for EL students. Training teachers and ELSAT to implement strategies for students in Designated ELD (English Language Development) instruction. This model of support has proven effective according to the data 62% of our EL students were proficient that is an increase of 24.3%.

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

Intentional targeted phonics in grades 1-3 piloting Sunday in the 23/24 school year.

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

Funding for this goal has been allocated in Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 2 - Equitable Social Emotional and Behavioral Supports for All Students, Goal 3 - Family, Student, and Community Partnerships for the Success of All Students

State Priorities: 1(Basic), 3 (Parental Involvement and Family Engagement), 5 (Student Engagement), 6 (School Climate)

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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)	23/24 Data 16 students were supported by counseling (2 days a week) 8 students were supported by a social work intern Lessons from Wellness Coordinator: K-5th grade were provided 4 anti-bullying Kinder Kindness - 2 lessons 2nd Grade Social Skills	Continue to provide support for students and families for counseling services.

	<p>Friendship and self regulation lessons as needed</p> <p>48 students were referred to wellness during the 23/24 school year.</p> <p>22/23 Data 10 students were supported by counseling (1day a week) 8 additional students were supported by a social work intern</p> <p>45 students were referred to wellness during the 22/23 school year.</p>	
Attendance Rates	Data Zone: March 23/24 94% 22/23 92% 21/22 91%	Increase of attendance overall
Chronic Absenteeism	17/18 - 20.6% 18/19 - 16.7% 20/21 - 13.06% 21/22 - 19.6% 22/23 - 19.1%	Decrease of number of students considered chronically absent
SWISS (PBIS)	SWISS Behavior Data 23/24: Overall 143 referrals 58 are majors 22/23: Overall 66 referrals 45 are majors	Continue to collect consistent data to improve allocation of resources and decrease behavior disruptions overall

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Staff will have ongoing professional development in Positive Behavioral Interventions (PBIS) and Multi-tiered Supports Systems (MTSS) for school-wide behavior expectations and other recommended behavior improvement professional development.</p> <p>Enrichment activities and assemblies will focus on the guiding principles for PBIS, character building, positive school climate.</p> <p>Provide consultancy, substitutes, and PD for staff collaboration and learning around equity and school wide social justice programs.</p> <p>Materials needed to support the implementation of PBIS/MTSS including student incentives, informational signs, posters, Marvelous Mustang Tickets, CICO, The Toolbox Project, and social skills groups.</p>	All students, with a focus on student groups most in need of support	<p>Targeted Allocation 5000-5999: Services And Other Operating Expenditures Assemblies, contracting services, field trips, hands on activities Funding in Goal 1</p> <p>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 Funding in Goal 1</p>

			<p>Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel & conferences for Professional Development Funding in Goal 1</p> <p>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</p> <p>Targeted Allocation 2000-2999: Classified Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC - Funding in Goal 1</p>
1.2	<p>All students will participate in a school-wide weekly assembly responsive/restorative PBIS program.</p> <p>Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions.</p> <p>Provide access to and materials/supplies for school wide use of sensory room.</p> <p>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.</p>	All students with priority given to students furthest from opportunity and most in need of support	
1.3	<p>Wellness programs that support student social-emotional well-being, behavior, and learning (including but not limited to additional counseling,</p> <p>Wellness Coordinator will facilitate counseling services and intervention services (MFTi, Tier 2 and 3)</p> <p>Provide students with organizational skills to help prepare for the transition to middle school.</p> <p>Provide enrichment activities (Music, Project Cornerstone, and clubs etc).</p> <p>Wellness, counseling, and social services staff, materials, and supplies in order to improve the</p>	All students with priority given to students furthest from opportunity and most in need of support	<p>Targeted Allocation 5000-5999: Services And Other Operating Expenditures Resources and supplies including printed materials support, rewards & incentives etc Funding in Goal 1</p>

	attendance rates students with chronic absenteeism.		
1.4	<p>Parent Education Opportunities (eg speakers on topics of interest to parents and community).</p> <p>School and PTA will co-sponsor community events such as Family Educational Nights, Movie Nights, and Community involvement.</p>	All students	Targeted Carryover None Specified Funding in Goal 1
1.5	<p>Purchase safety items to upgrade or expand a safe school climate conducive to learning where students and adults safety is ensured.</p> <p>Staff members will participate in First Aid/CPR training to ensure a safe campus.</p> <p>Upgrade & maintenance of technology and facilities.</p>	All students	Targeted Allocation 4000-4999: Books And Supplies Non Capital Assets & Equipment Funding in Goal 1

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Weekly meetings with wellness, social work intern, and district social worker have had a positive impact on meeting students needs. Staff is making intentional progress towards keeping consistent data specifically with SWISS.

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

We need to continue to align systems with Tiered interventions for behavior. Specifically therapeutic and trauma informed practices training need to be provided for staff.

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

We may expect increase in behavior especially since we will be providing consistent designated time for staff to input data around behavior in the coming year.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$70,514.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$58,259.00
Targeted Carryover	\$12,255.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$70,514.00

Total of federal, state, and/or local funds for this school: \$70,514.00

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	19,061.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	58,259.00
Targeted Carryover	12,255.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	56,716.00
3000-3999: Employee Benefits	1,543.00
4000-4999: Books And Supplies	12,255.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	56,716.00
3000-3999: Employee Benefits	Targeted Allocation	1,543.00
4000-4999: Books And Supplies	Targeted Carryover	12,255.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,514.00

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
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Leanna Goldenberg	Principal
Angelica Rodriguez Salinas	Other School Staff
Leslie Stansberry	Classroom Teacher
Amanda Pacheco	Classroom Teacher
Gricelda Jimenez	Parent or Community Member
Maria Johnson	Parent or Community Member
Ruth Bahena	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 4/30/2024
	SSC Chairperson, Maria Johnson on 4/30/24