

School Year: **2024-25**



**North
Shoreview
Montessori**

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
North Shoreview Montessori School	41690396044978	May 28, 2024	June 27, 2024

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

The following groups convened to review and update the SPSA:
April 9, 2024- staff meeting
May 20, 2024 and May 28, 2024-School Site Council meetings for approval
June 4, 2024-staff meeting

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	%	0%	0.34%		0	1
Asian	23.17%	25.09%	26.28%	60	73	77
Filipino	5.79%	5.5%	3.75%	15	16	11
Hispanic/Latino	19.31%	21.31%	22.18%	50	62	65
Pacific Islander	1.16%	1.03%	1.71%	3	3	5
White	33.20%	29.9%	30.38%	86	87	89
Multiple/No Response	17.37%	16.84%	15.02%	45	49	44
	Total Enrollment			259	291	293

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	36	37	33
Grade 1	36	40	36
Grade 2	29	37	40
Grade 3	35	33	37
Grade 4	27	35	33
Grade 5	30	30	31
Grade 6	18	29	30
Grade 7	28	22	30
Grade 8	20	28	23
Total Enrollment	259	291	293

Data Statements: Strength

1. NSM has become more ethnically diverse over the course of the last three years.

Data Statements: Challenges

2. There are still subgroups that are not represented well at our school.

Why are we getting these results?

3. We are not targeting our communication to these other subgroups about enrolling in our school, specifically how a Montessori program can serve their child.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	32	28	24	12.4%	9.6%	8.2%
Fluent English Proficient (FEP)			58			19.8%
Reclassified Fluent English Proficient (RFEP)	34	54		13.1%	18.6%	

Conclusions based on this data:

1. The number of reclassified students has increased over the last 2 years.
2. The number of multi-language learners have decreased over 3 years. However, this is partially due to the fact that we have reclassified more students since 2021-22.
3. 19.8% of students are fluent English proficient.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	83.24%				5 percentage	88%
3 rd	80.64%				5 percentage	86%
5 th	83.33%				5 percentage	88%
8 th					5 percentage	
All English Learner/Multilingual Students	30.76%				10 percentage points	41%
Special Education	15.38%				10 percentage points	25%
Socio-Economically Disadvantaged	62.50%				10 percentage points	72%
Asian	93.47%				5 percentage	98%
Black/AA						
2+ more	85.72%					
Filipino	92.31%					
Hispanic/Latino	63.89%					
Native Hawaiian						
White	82.98%				5 percentage	88%
English Learner	30.76%				10	41%
RFEP	82.61%				5 percentage	87%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	78.16%				5 percentage	83%
3 rd	90.63%				5 percentage	96%
5 th	73.34%				5 percentage	78%
8 th					5 percentage	
All English Learner/Multilingual Students	30.76%				10 percentage points	41%
Special Education	23.07%				10 percentage points	33%
Socio-Economically Disadvantaged	45.83%				10 percentage points	55%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Asian	93.48%				5 percentage	98%
Black/AA						
2+ more	82.15%					
Filipino	84.62%					
Hispanic/Latino	41.66%					
Native Hawaiian						
White	85.42%				5 percentage	90%
English Learner	30.76%				10	41%
RFEP	73.91%				5 percentage	79%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	70.91%					
5 th	70%					
8 th	72%					
All English Learner/Multilingual Students					10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged					10 percentage points	
Asian					5 percentage	
Black/AA						
Filipino						
Hispanic/Latino	27.27%					
Native Hawaiian						
White	75%				5 percentage	80%
English Learner					10	
RFEP					5 percentage	

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	50%				10 percentage points	60%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Middle School Long Term English Learners (LTELs)					10 percentage points	

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	88.28%	78.49%	84.93%		5 percentage	93%
1 st	92.50%	84.62%	97.22%		5 percentage	97%
3 rd	85.29%	68.57%	70.27%		5 percentage	90%
8 th	84.62%	72.73%	91.30%		5 percentage	89%
All English Learner/Multilingual Students					10 percentage points	
Special Education	40.91%	52.63%	47.62%		10 percentage points	50%
Socio-Economically Disadvantaged	35.05%	45.71%	63.79%		10 percentage points	45%
Asian	94.44%	92.21%	94.05%		5 percentage	99%
Black/AA						
Filipino						
Hispanic/Latino	67.74%	54.39%	69.23%			
Native Hawaiian						
White	91.86%	83.12%	85.23%		5 percentage	96%
English Learner	38.46%	31.58%	45.83%		10	48%
RFEP					5 percentage	

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		89.74%	86.87%		80%	
3 rd		80.00%	68.75%		80%	
5 th		96.55%	93.10%		80%	
English Learner/Multilingual Students		76.92%	80.00%		80% Proficiency Target	
Middle School Long Term English Learners (LTELs)					80% Proficiency Target	
Special Education		79.17%	78.95%		80%	
Socio-Economically Disadvantaged		50.00%	55.56%		80% Proficiency Target	

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	19.93	5.05	15.08		20%	24

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	20	15	15		20%	20.37%

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	8.25%	14.68%	8.50%		50%	4%
All English Learner/Multilingual Students	3.70%	4.17%			50% reduction	1.50%
Special Education	13.64%	8.00%	9.68%		50%	6.50%
Socio-Economically Disadvantaged	9.76%	9.38%	11.67%		50% reduction	4.50%
Asian	10.81%	10.71%	6.49%		50%	5%
Black/AA						
2+ more	6.25%	18.60%	11.36%			
Filipino		9.09%				
Hispanic/Latino	29.73%	7.41%	9.23%		50%	15%
Native Hawaiian	80.00%	80.00%	80.00%			
White	16.00%	18.09%	5.88%		50%	8%
English Learner	3.70%	4.17%			50%	1.50%
RFEP	8.25%				50%	4.25%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	1%				50%	
All English Learner/Multilingual Students	0%				50% reduction	
Special Education	3.4%				50% reduction	
Socio-Economically Disadvantaged	4.3%				50% reduction	
Asian	1.4%				50%	
Black/AA						
Filipino	0%					
Hispanic/Latino	1.6%					
Native Hawaiian						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
White	1.1%				50%	
English Learner	0%				50%	
RFEP					50%	

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	79%			81%	5 percentage	86%
4 th	85%			86%	5 percentage	91%
5 th	80%			86%	5 percentage	91%
6 th				90%	5 percentage	95%
7 th				85%	5 percentage	90%
8 th				89%	5 percentage	94%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	83%			82%	5 percentage	87%
4 th	86%			85%	5 percentage	90%
5 th	73%			85%	5 percentage	90%
6 th				80%	5 percentage	85%
7 th				70%	5 percentage	75%
8 th				78%	5 percentage	83%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd	92%			86%	5 percentage	91%
4 th	96%			100%	5 percentage	100%
5 th	83%			93%	5 percentage	98%
6 th				87%	5 percentage	92%
7 th				86%	5 percentage	91%
8 th				85%	5 percentage	90%

Data Statements: Strength

1. ELA Dashboard

In the ALL STUDENTS category, over 83% of students scored exceeded or met grade level standards on the ELA portion of the CAASPP.
82.61% of RFEP students exceeded or met standards on the ELA portion of the CAASPP
Over 90% of Asian and Filipino students met or exceeded standards on the ELA portion of the CAASPP

MATH

Snapshot
Spring 2024

Multi-language learners, All students and 5th graders met the 80% proficiency expectation.

CHRONIC ABSENTEEISM

Spring 2024

For ALL STUDENTS there was a significant drop in chronic absenteeism.

Asian, SPED, Hispanic/Latino, White, and English Learners reduced their chronic absenteeism. For Hispanic and White students, they surpassed their 50% reduction.

CHKS

Spring 2024

In the FEEL CONNECTED TO SCHOOL, across all grade levels there was an increase in the percentage of students feeling connected.

There was an increase in 5th graders who had a caring adult at school.

There was an increase in fourth and fifth graders feeling safe at school. 100% of all 4th graders felt safe at school.

Data Statements: Challenges

2. CAASPP 2022-23 in ELA and Math-Students did not meet the growth target, including all subgroups.

MATH

Snapshot
Spring 2023

All students, 5th grade and Special Education all had a decrease in math. In addition 3rd grade specifically had a significant drop in performance.

CHRONIC ABSENTEEISM

Spring 2024

ALL STUDENTS, Native American, students in Special Education reduced their chronic absenteeism.

Students who are considered socio-economically disadvantaged showed an increase in chronic absenteeism.

CHKS

Spring 2024

In the areas of feeling connected to school, having caring adults at school and feeling safe at school, no groups met their expected growth goal except for 4th grade in the area of feeling safe at school.

Planning Statements

3. In 2024-25, for the first time, NSM will have a Teacher on Special Assignment (TOSA) focusing on math and Montessori. The goal of this TOSA position is to have a Montessori trained staff member who can support teachers and support staff to implement Montessori math and to provide professional development for staff with varying degrees of understanding of the Montessori method. In addition, magnet funds will continue to provide Montessori materials in classrooms, especially for those teachers new to the school. Our Language and Literacy TOSA will continue to support students who are reading below grade level through the use of PAF and other reading materials.

Chronic Absenteeism will be addressed with families, especially focusing on second language learners and students qualifying for services under Special Education by communicating with families during ELAC meetings and IEP meetings.

Our supplemental funds will be used to provide after school tutoring, especially for our students who are chronically absent, students with IEP's, and Latinx students, low SES homes targeting math and/or reading in 3rd grade and middle school students.

In terms of school climate, the school will focus on all classes implementing the entire Second Step program with fidelity (SEL curriculum). With students being at school consistently and having tools to feel safe at school, students will have more opportunities to make the expected growth in math and reading. In 2023-24, staff observed the need to focus on sportsmanship with students. This year, we have designated funds to address positive behavior and sportsmanship during recess by having presenters come to speak with students about behavior.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL Pre-K through 8th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Continue to implement Units of Study (Lucy Caulkins) K-8, including the companion phonics program in K and 1st grade classes.	District-provided curriculum.	4000-4999: Books And Supplies District Central funding	
MTSS, Tier 1 & 2: Implement extended day programming to provide academic and enrichment supports, to targeted struggling 3rd grade students.	Staff extra time	2000-2999: Classified Personnel Salaries Site Supplemental	7,966
MTSS, Tier 1 & 2: Implement extended day programming to provide academic and enrichment supports, to targeted struggling 6th-8th grade students, targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	Staff extra time	1000-1999: Certificated Personnel Salaries Site Supplemental	5,690
MTSS, Tier 1 & 2: Assign Foundational Literacy ToSAs in grades K-3 to support in-class instruction and pull-out supports for foundational literacy.	District-provided .5 FTE ToSA	1000-1999: Certificated Personnel Salaries District Central funding	70,572
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all K-3 students.	District-provided resource. Site-identified additional expenses (teacher extra-time; recognition materials; etc.)		
MTSS, Tier 1 & 2: Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day.	District-provided materials and resources		

MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and computer-based NWEA Literacy Map Growth assessment for grades 3-8.	District-provided materials and resources		
STRATEGY: Mathematics			
MTSS, Tier 1: Implement Montessori math curricula in grades K-5 along with EngageNY/Zearn.	District-provided materials and resources		
MTSS, Tier 1: Implement Desmos math curriculum in 6th-8th grades.	District-provided materials and resources		
MTSS, Tier 1: Support 4th-5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District-provided materials and resources		
MTSS, Tier 1 & 2: Provide Montessori/Math ToSA support to support teacher PD and math program improvements	District provided 0.6 ToSA	1000-1999: Certificated Personnel Salaries District Central funding	90,000
MTSS, Tier 1 & 2: Implement ST Math as an at-home math resource for all K-5 students targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day targeting specifically student groups identified in ATSI: Youth with Compromised Housing, Students with IEPs and Latinx students.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement extended day programming to provide academic and enrichment supports, to targeted struggling students	District-provided resource	1000-1999: Certificated Personnel Salaries District Central funding	20,000
STRATEGY: Science/STEM			

MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Implement LEGO Education modules	District-provided materials and resources		
MTSS, Tier 1: Implement Montessori Cultural Studies which includes science and social studies for grades K-5.	Site-provided materials and resources		
MTSS, Tier 1: Implement Open Sci Ed in grades 6-8.	District-provided materials and resources		
STRATEGY: Expand Visual and Performing Arts Programming			
Implement Art4Schools for all grades TK-8.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	13,905
Continue implementation of TK-4 music instruction through Music for Minors. Continue implementation of instrumental music instruction for 5th and 6th grade students.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	35,813
Continue implementation of steel drum instruction for 7th and 8th grade students.	District-provided materials and resources	5800: Professional/Consulting Services And Operating Expenditures District Central funding	9,000

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Implement school site family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness resources.	District-provided resources		
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
STRATEGY: Responsive” Curriculum & Practices			
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Provide Montessori professional development opportunities to staff.	Site allocated funds to provide course registration fees for professional development	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	2,700
Implement school curriculum, practices, and actions, supported by staff professional development, that build classroom and school-wide culture that is supportive of LGBTQ+ students and families.	District-provided resources		
Become a member of and collaborate with national/local Montessori organizations such as National Center for Montessori in the Public Sector, American	site allocated funds to pay for membership as well as consultants to improve Montessori practices	5800: Professional/Consulting Services And Operating Expenditures Site Magnet	4,000

Montessori Society and/or Bay Area Montessori Association.			
Provide Montessori materials for classrooms	Site provided books and materials	4000-4999: Books And Supplies Site Magnet	8,300

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign 1.0 FTE of Counselors to provide individual and group wellness support.	District-provided 1.0 FTE for Counselors Site-identified extra counseling staff (FTE, Hours, contract)	1000-1999: Certificated Personnel Salaries District Central funding	120,000
MTSS, Tier 1 & 2: Implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in <ul style="list-style-type: none"> • how to implement SST and 504 processes; and in • wellness strategies including PBIS, restorative practices, and progressive discipline framework. 	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement MTSS CARE teams to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case	District-provided materials and resources		

management and guidance for students in the SST process.			
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play”, so that students experience safe play and build physical, mental and social/emotional health.	Site-based interventions	5800: Professional/Consulting Services And Operating Expenditures Site Supplemental	1,344
STRATEGY: Reducing Chronic Absenteeism			
MTSS Tier 2: On a quarterly basis, Care Team members, in collaboration as needed with district staff, will review the chronic absenteeism of these specific student groups and identify/monitor the actions taken to reduce their chronic absenteeism.	site-based interventions		
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).			
STRATEGY: Supporting Students with Compromised Housing/Foster Youth			
MTSS Tier 2 : On a quarterly basis, Care Team members, in collaboration with district social workers, will review the chronic absenteeism of these specific students and identify/monitor the actions taken to reduce their chronic absenteeism.	site-based interventions		

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 deleted.

GOAL 1 ANALYSIS

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

Our extended day support was successfully implemented. At the 1-5 grade levels, we were able to provide targeted math support to 7 students who were identified as performing below grade level.

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

We were able to provide reading support to 3-5 grade students through collaboration with the Jewish Coalition for Literacy (JCL). The JCL provided free trained volunteers to read one-on-one with students.

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.

The SPSA plan will continue to support students in an extended day support program. However, the SPSA will support 3rd grade (2nd term) and middle school students. NSM is applying for ELO-P funds to provide extended day support for 4th and 5th grade students. Because of these combined funding sources, NSM will be able to provide after school learning support beginning in October rather than January as it has been for the last year, in addition to increasing the frequency of sessions from 1 to 3 days of the week and the time from 1 hour to 2 hours each day.

GOAL 2 ANALYSIS

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

NSM continues to purchase Montessori materials to create equity between all the classrooms, having well equipped Montessori classrooms. In terms of family engagement, through the monthly ELAC meetings NSM received invaluable information and feedback from families whose children are multilanguage learners.

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

When we first created the budget for this year, we had planned on bringing in Montessori trainers to provide targeted professional development. However, after continued discussions, the staff decided that they wanted to visit Montessori schools instead. We spent this year connecting and collaborating with other Montessori schools outside of SMFCSD. We had 2 visits from other schools and at the end of the year, connected with a school willing to have us visit. However we did not get the opportunity to actually visit any schools, thus not using timecards.

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 have made some adjustments to the budget for next year. We have reduced the amount of timecard and PD money but have kept some funds for teachers to be released to visit other Montessori schools. We have continued to keep a significant amount of money for materials, especially supporting new staff that will be joining NSM.

GOAL 3 ANALYSIS

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

The counselor and Care Team, as well as the IEP team focused on supporting all students both academically and emotionally this year. In addition, during meetings with families, we addressed attendance when it was applicable and provided support when needed to figure out ways to improve attendance.

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

There were not major differences in the intended implementation.

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.

Due to increased student discipline, NSM will be focusing on MTSS, Tier 1: Implement site-based strategies for health and safety through “supported play”, so that students experience safe play and build physical, mental and social/emotional health. We will be implementing data collection processes to monitor progress and bring in inspirational speakers to address sportsmanship.

GOAL 4 ANALYSIS

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

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

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.

GOAL 5 ANALYSIS

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$389,290.00

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 (\$)
District Central funding	\$359,290.00
Site Magnet	\$15,000.00
Site Supplemental	\$15,000.00

Subtotal of state or local funds included for this school: \$389,290.00

Total of federal, state, and/or local funds for this school: \$389,290.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	359,290.00
Site Magnet	15,000.00
Site Supplemental	15,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	306,262.00
2000-2999: Classified Personnel Salaries	7,966.00
4000-4999: Books And Supplies	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	66,762.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	300,572.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	58,718.00
4000-4999: Books And Supplies	Site Magnet	8,300.00
5800: Professional/Consulting Services And Operating Expenditures	Site Magnet	6,700.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	5,690.00
2000-2999: Classified Personnel Salaries	Site Supplemental	7,966.00

5800: Professional/Consulting
Services And Operating Expenditures

Site Supplemental

1,344.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	252,946.00
Goal 2	15,000.00
Goal 3	121,344.00

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
- 0 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Lori Fukumoto	Principal
Meg McGinty	Parent or Community Member
Stacey Ho Ching	Parent or Community Member
Valerie Wong	Parent or Community Member
Tamara Taylor	Classroom Teacher
Jennifer Ramberg	Other School Staff

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

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 May 20, 2024.

Attested:



Principal, Lori Fukumoto on 6-7-24



SSC Chairperson, Meghan McGinty on 6-7-24