



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montara Elementary School	36-67611-6035380	May 23, 2024	June 25, 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 Montara Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Comprehensive Support and Improvement
 Montara Elementary has been identified as Comprehensive Support and Improvement status for low performance based on schoolwide performance across multiple indicators on the 2023 California School Dashboard.

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

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Plan Description

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

This plan is being used by Montara Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

Montara Elementary has been identified as Comprehensive Support and Improvement status for low performance based on schoolwide performance across multiple indicators on the 2023 California School Dashboard.

At Montara Elementary School, our vision is for all students to be grade-level proficient in all curricular areas and to achieve grade-level college and career readiness benchmarks to meet the demands of the 21st Century.

Montara's mission is to accomplish our vision by:

1. Maintaining a positive, safe School Climate by using proactive approaches to meet the needs of all students;
2. Bringing together educational partners to work collaboratively for students;
3. Providing enriched learning experiences for all students in every classroom;
4. Measuring ALL students' academic and behavioral growth and development in each grade level;
5. Closing the achievement gap between the highest-performing and lowest-performing subgroups

Montara's comprehensive plan is designed to effectively meet the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs. We are committed to ensuring that our school uses improvement science resources such as the Plan Do Study Act progression to monitor the implementation of the school systems and improve the educational offering of Montara Elementary. The effective use of school-wide data to monitor sustainable systems and ensure that programs are being implemented with fidelity is at the core of our instruction plan. This plan, developed with the primary goal of accelerating learning for our students, is a testament to our dedication and resilience in the face of the learning loss suffered by many students due to the school shut down by COVID-19 and online learning difficulties. Montara will implement a target intervention program for English Language Arts and Mathematics during the school year. Our school has set ambitious academic goals of improving its educational performance in language arts and mathematics, as measured by the CAASPP and California Dashboard. Additionally, we committed ourselves to improving our school culture by decreasing our suspension rate, decreasing our chronic absenteeism rate, and increasing our parent involvement.

Ultimately, when our plan is successful, we will not only be on our way to schoolwide improvement but also be able to ensure that every student, without exception, has access to 21st Century Learning. This is our vision, our mission, and our commitment.

Educational Partner Involvement

How, when, and with whom did Montara 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

The school site principal consulted with various educational partners and invited them to participate in the improvement process. The site administration met with teachers, parents, the ELAC parent council, and district administration to develop a plan to improve the school's student outcomes for all students and identified student groups.

During January, February, and March, Montara's administration sent out surveys and held meetings and activities with educational partners to solicit feedback and needs. The site's leadership team and teacher grade-level groups collected and disseminated this data to develop the SPSA.

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.

Our needs assessment revealed the following:

1. According to our language arts 2022-2023 California Dashboard results, African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups were identified as having the lowest-performing rating.

2. According to our math 2022-2023 California Dashboard results, African American (Orange), Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student groups were identified as having the lowest-performing rating.

3. According to the 2022-2023 California Dashboard Chronic Absenteeism, African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups were identified as having very high absenteeism from school rating.

4. Montara's suspension rate declined from 4.7% to 3.9% in 2022-2023. According to the 2022-2023 California Dashboard, the student groups identified as very high are the Homeless and Hispanic, Two or More Races, and Students with Disabilities.

5. According to local data reports, the school has made growth in moving students out of the "below standard" band in ELA and Math, as reported by the iReady diagnostic reports from Assessment 1 and Assessment 2.

6. According to local data reports, the school has continued to decrease the suspension rate from 3.9% to 2.6% from Aug. to May of the 2023-2024 school year.

Our school plan will address these resource inequities by developing goals and action plans around school-wide system improvements, targeted intervention programs, and increasing parent involvement.

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.

Montara Elementary scored RED for chronic absenteeism, English Learner Progress, English Language Arts, and mathematics indicators.

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.

Suspension Rate: Homeless student group (RED), two performance bands below the "all" student indicator (YELLOW).

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 Diagnostic results for ELA and Math indicate that student groups African American, Homeless, Students with Disabilities, and Socially economically disadvantaged are performing below standard in the subject areas assessed.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Montara 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.21%	0.19%	%	1	1	
African American	21.00%	22.45%	18.86%	101	121	86
Asian	1.25%	0.74%	0.44%	6	4	2
Filipino	0.42%	0.37%	0.66%	2	2	3
Hispanic/Latino	56.55%	55.1%	56.58%	272	297	258
Pacific Islander	0.42%	0.56%	0.22%	2	3	1
White	12.89%	10.39%	13.16%	62	56	60
Multiple/No Response	7.07%	9.83%	10.09%	34	53	46
Total Enrollment				481	539	456

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	81	108	79
Grade 1	70	74	71
Grade 2	75	82	68
Grade3	65	82	85
Grade 4	71	67	78
Grade 5	55	61	50
Grade 6	64	65	
Total Enrollment	481	539	456

Conclusions based on this data:

1. Montara's overall student population has remained consistent.
2. Montara serves an ethnically diverse population. Each student group has its unique needs that must be addressed.
3. Montara's significant student groups by race are African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	44	62	49	11.60%	9.1%	10.7%
Fluent English Proficient (FEP)	19	11	11	2.40%	4.0%	2.4%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. English Learners comprise about 12% of the student population in 2023-2024.
2. Montara reclassified 1 EL student so far in 2023-2024.

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 Scores			% of Enrolled 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
Grade 3	88	64	83	81	62	81	81	62	81	92.0	96.9	97.6
Grade 4	82	63	67	72	60	66	71	60	66	87.8	95.2	98.5
Grade 5	71	58	66	64	55	66	64	55	66	90.1	94.8	100.0
Grade 6	62	62	62	59	60	58	59	60	57	95.2	96.8	93.5
All Grades	303	247	278	276	237	271	275	237	270	91.1	96.0	97.5

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2337.	2314.	2307.	3.70	1.61	1.23	14.81	3.23	6.17	11.11	22.58	22.22	70.37	72.58	70.37
Grade 4	2346.	2378.	2381.	2.82	5.00	4.55	2.82	10.00	15.15	12.68	13.33	10.61	81.69	71.67	69.70
Grade 5	2386.	2367.	2388.	3.13	0.00	1.52	6.25	9.09	3.03	20.31	10.91	19.70	70.31	80.00	75.76
Grade 6	2423.	2441.	2401.	1.69	5.00	0.00	6.78	11.67	3.51	28.81	21.67	17.54	62.71	61.67	78.95
All Grades	N/A	N/A	N/A	2.91	2.95	1.85	8.00	8.44	7.04	17.45	17.30	17.78	71.64	71.31	73.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	7.41	1.61	2.47	43.21	45.16	41.98	49.38	53.23	55.56
Grade 4	4.23	1.67	7.58	42.25	58.33	50.00	53.52	40.00	42.42
Grade 5	3.13	3.64	3.03	39.06	38.18	45.45	57.81	58.18	51.52
Grade 6	1.69	10.00	1.75	38.98	31.67	36.84	59.32	58.33	61.40
All Grades	4.36	4.22	3.70	41.09	43.46	43.70	54.55	52.32	52.59

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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	3.70	0.00	0.00	34.57	27.87	29.63	61.73	72.13	70.37
Grade 4	1.43	3.33	4.55	28.57	31.67	37.88	70.00	65.00	57.58
Grade 5	1.59	0.00	1.52	30.16	27.27	37.88	68.25	72.73	60.61
Grade 6	1.69	1.67	0.00	35.59	41.67	19.30	62.71	56.67	80.70
All Grades	2.20	1.27	1.48	32.23	32.20	31.48	65.57	66.53	67.04

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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	2.47	6.45	6.17	60.49	64.52	56.79	37.04	29.03	37.04
Grade 4	2.82	3.33	7.58	61.97	66.67	62.12	35.21	30.00	30.30
Grade 5	3.13	5.45	3.03	67.19	61.82	60.61	29.69	32.73	36.36
Grade 6	8.47	3.33	0.00	54.24	70.00	68.42	37.29	26.67	31.58
All Grades	4.00	4.64	4.44	61.09	65.82	61.48	34.91	29.54	34.07

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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	1.23	1.61	0.00	55.56	54.84	39.51	43.21	43.55	60.49
Grade 4	0.00	6.67	3.03	63.38	65.00	53.03	36.62	28.33	43.94
Grade 5	1.56	1.82	3.03	51.56	36.36	43.94	46.88	61.82	53.03
Grade 6	3.39	8.33	0.00	52.54	48.33	43.86	44.07	43.33	56.14
All Grades	1.45	4.64	1.48	56.00	51.48	44.81	42.55	43.88	53.70

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Conclusions based on this data:

1. According to the 22-23 test data 71.31% of all students are performing below grade level standards.
2. The students performing at or above standard has been steady for the last two years.
3. Currently, over all students are performing below grade level standards due to the COVID-19 shut down and on-line instruction. A plan to mitigate student instructional loss was developed and put into place. Montara has completed Year 2 of this plan.

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 Scores			% of Enrolled 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
Grade 3	88	63	84	80	61	82	80	61	82	90.9	96.8	97.6
Grade 4	82	63	67	72	60	65	72	60	65	87.8	95.2	97.0
Grade 5	71	58	65	64	55	65	64	55	65	90.1	94.8	100.0
Grade 6	62	62	62	59	60	58	59	60	58	95.2	96.8	93.5
All Grades	303	246	278	275	236	270	275	236	270	90.8	95.9	97.1

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2339.	2352.	2336.	5.00	1.64	2.44	11.25	16.39	7.32	15.00	24.59	20.73	68.75	57.38	69.51
Grade 4	2345.	2366.	2403.	0.00	3.33	7.69	2.78	1.67	9.23	12.50	15.00	29.23	84.72	80.00	53.85
Grade 5	2382.	2376.	2358.	0.00	0.00	1.54	3.13	0.00	0.00	9.38	10.91	9.23	87.50	89.09	89.23
Grade 6	2382.	2411.	2369.	0.00	3.33	0.00	1.69	3.33	1.72	5.08	30.00	12.07	93.22	63.33	86.21
All Grades	N/A	N/A	N/A	1.45	2.12	2.96	5.09	5.51	4.81	10.91	20.34	18.15	82.55	72.03	74.07

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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	7.50	8.20	2.44	27.50	39.34	34.15	65.00	52.46	63.41
Grade 4	2.78	3.33	10.77	13.89	16.67	36.92	83.33	80.00	52.31
Grade 5	0.00	0.00	1.54	12.50	21.82	12.31	87.50	78.18	86.15
Grade 6	0.00	5.00	0.00	13.56	31.67	17.24	86.44	63.33	82.76
All Grades	2.91	4.24	3.70	17.45	27.54	25.93	79.64	68.22	70.37

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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	7.50	4.92	3.66	25.00	32.79	30.49	67.50	62.30	65.85
Grade 4	1.39	3.33	3.08	19.44	21.67	35.38	79.17	75.00	61.54
Grade 5	0.00	0.00	1.54	31.25	20.00	20.00	68.75	80.00	78.46
Grade 6	0.00	3.33	0.00	13.56	25.00	17.24	86.44	71.67	82.76
All Grades	2.55	2.97	2.22	22.55	25.00	26.30	74.91	72.03	71.48

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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	5.00	3.28	2.44	50.00	52.46	46.34	45.00	44.26	51.22
Grade 4	1.39	3.33	7.69	33.33	40.00	49.23	65.28	56.67	43.08
Grade 5	1.56	0.00	1.54	45.31	38.18	21.54	53.13	61.82	76.92
Grade 6	0.00	1.67	0.00	45.76	53.33	36.21	54.24	45.00	63.79
All Grades	2.18	2.12	2.96	43.64	46.19	38.89	54.18	51.69	58.15

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Conclusions based on this data:

1. According to the 2022-2023 test data 72.03% of all students are performing below grade level standards.
2. The number of students at or above standard continues to decrease for the past few years.
3. A plan to mitigate student instructional loss was developed and put into place. Montara has completed Year 2 of this plan.

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/te/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	*	1410.2	1364.0	*	1405.1	1368.5	*	1421.5	1353.4	7	11	11
1	*	*	*	*	*	*	*	*	*	8	8	8
2	*	*	*	*	*	*	*	*	*	6	8	10
3	*	*	*	*	*	*	*	*	*	7	7	7
4	1469.4	*	*	1473.0	*	*	1465.1	*	*	11	5	8
5	1474.7	*	*	1475.6	*	*	1473.4	*	*	11	8	6
6	*	1474.7	*	*	1471.9	*	*	1477.1	*	10	11	8
All Grades										60	58	58

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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	*	18.18	0.00	*	27.27	27.27	*	36.36	36.36	*	18.18	36.36	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
5	0.00	*	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*	*
6	*	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
All Grades	5.00	5.17	0.00	21.67	25.86	27.59	45.00	41.38	36.21	28.33	27.59	36.21	60	58	58

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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	*	27.27	0.00	*	18.18	27.27	*	36.36	36.36	*	18.18	36.36	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
5	0.00	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11	*	*
6	*	9.09	*	*	63.64	*	*	0.00	*	*	27.27	*	*	11	*
All Grades	10.00	17.24	15.52	48.33	36.21	24.14	25.00	29.31	36.21	16.67	17.24	24.14	60	58	58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	18.18	0.00	*	27.27	9.09	*	27.27	54.55	*	27.27	36.36	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11	*	*
5	0.00	*	*	9.09	*	*	18.18	*	*	72.73	*	*	11	*	*
6	*	0.00	*	*	9.09	*	*	36.36	*	*	54.55	*	*	11	*
All Grades	3.33	5.17	0.00	8.33	10.34	10.34	30.00	36.21	36.21	58.33	48.28	53.45	60	58	58

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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	*	9.09	9.09	*	72.73	54.55	*	18.18	36.36	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
5	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
6	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
All Grades	8.33	13.79	10.34	75.00	70.69	62.07	16.67	15.52	27.59	60	58	58

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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	*	27.27	0.00	*	36.36	63.64	*	36.36	36.36	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
5	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
6	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
All Grades	21.67	20.69	20.69	61.67	50.00	50.00	16.67	29.31	29.31	60	58	58

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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	*	27.27	0.00	*	45.45	72.73	*	27.27	27.27	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
5	9.09	*	*	27.27	*	*	63.64	*	*	11	*	*
6	*	0.00	*	*	27.27	*	*	72.73	*	*	11	*
All Grades	3.39	8.62	1.72	33.90	32.76	46.55	62.71	58.62	51.72	59	58	58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	27.27	9.09	*	45.45	45.45	*	27.27	45.45	*	11	11
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	0.00	*	*	36.36	*	*	63.64	*	*	11	*	*
5	0.00	*	*	45.45	*	*	54.55	*	*	11	*	*
6	*	0.00	*	*	63.64	*	*	36.36	*	*	11	*
All Grades	5.00	6.90	5.17	46.67	55.17	55.17	48.33	37.93	39.66	60	58	58

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. EL students are making growth in the for assessed categories.
 2. The total numbers of EL students enrolled has increased to 51 students
 3. EL students' performance decreased.
- The data boxes with an asterisk had fewer than the minimum number of students for the LEA/school to receive a performance level reported on the California School Dashboard.

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
539	87.6	11.5	1.1
Total Number of Students enrolled in Montara 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	62	11.5
Foster Youth	6	1.1
Homeless	14	2.6
Socioeconomically Disadvantaged	472	87.6
Students with Disabilities	91	16.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	121	22.4
American Indian	1	0.2
Asian	4	0.7
Filipino	2	0.4
Hispanic	297	55.1
Two or More Races	53	9.8
Pacific Islander	3	0.6
White	56	10.4

Conclusions based on this data:

1. Montara serves a student population with high poverty rates. Socioeconomically disadvantaged students make up 89% of the student population.
2. Hispanics, African Americans, and Whites are statistically significant populations. Identified student groups will be addressed in the Goals/action plans of this SPSA.
3. Students with Disabilities comprise 19% of the student population.

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 Red	Chronic Absenteeism Red	Suspension Rate Yellow
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

1. Montara entered CSI Status.
2. EL progress declined and suspension rate showed improvement from the previous year.
3. There is significant need to improve school-wide systems and programs. Although, the SPSA will address the needs of student groups, the systems put in place in 23/24 will continue to support the students.

School and Student Performance Data

Academic Performance English Language Arts

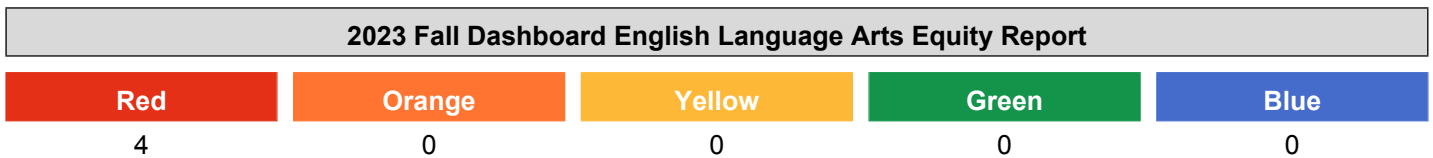
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
<p style="text-align: center;">All Students</p> <div style="text-align: center;">  Red </div> <p style="text-align: center;">113.6 points below standard Decreased -10.8 points</p> <p style="text-align: center;">227 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;">124.4 points below standard Maintained +1.5 points</p> <p style="text-align: center;">28 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">2 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">8 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  Red </div> <p style="text-align: center;">112.7 points below standard Maintained -1.7 points</p> <p style="text-align: center;">208 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <div style="text-align: center;">  Red </div> <p style="text-align: center;">153 points below standard Maintained -0.3 points</p> <p style="text-align: center;">54 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 124.9 points below standard Decreased -7.6 points 53 Students	Less than 11 Students 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 114 points below standard Decreased -14.3 points 124 Students	96.4 points below standard Increased +6.4 points 25 Students	Less than 11 Students 2 Students	103.9 points below standard Decreased Significantly - 28.7 points 21 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
128.7 points below standard Increased +10.2 points 25 Students	Less than 11 Students 3 Students	115.5 points below standard Decreased -13.4 points 191 Students

Conclusions based on this data:

1. All student indicator is in the very Low range (RED) at 113.6 points below standard.
2. African Americans, Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities are significant student groups.
3. Montara will continue to provide intervention to accelerate learning and support all student groups.

School and Student Performance Data

Academic Performance Mathematics

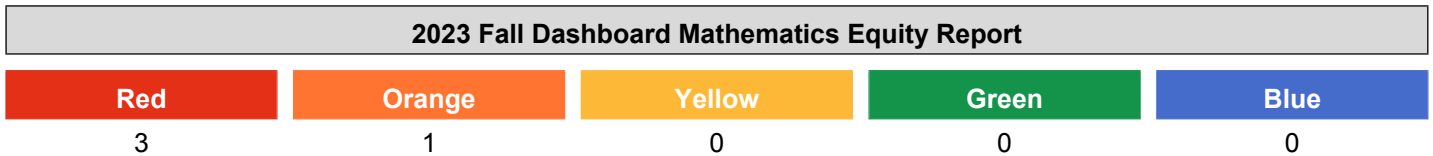
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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		
<p>All Students</p>  Red 128.2 points below standard Decreased -14 points 226 Students	<p>English Learners</p> <p>141.8 points below standard Decreased Significantly -25.3 points 28 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p>  Red 128.6 points below standard Decreased -8.7 points 207 Students	<p>Students with Disabilities</p>  Red 179.7 points below standard Decreased -12.4 points 54 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 153.4 points below standard Increased +10.2 points 53 Students	Less than 11 Students 0 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 123.5 points below standard Decreased Significantly -25 points 124 Students	114.3 points below standard Increased +13.3 points 25 Students	Less than 11 Students 2 Students	123.9 points below standard Decreased Significantly - 54.5 points 21 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
146.8 points below standard Decreased Significantly -18.3 points 25 Students	Less than 11 Students 3 Students	129.9 points below standard Decreased -11.9 points 190 Students

Conclusions based on this data:

1. All student indicator is in the Very Low range (RED).
2. Hispanics, Socioeconomically Disadvantaged, and Students with Disabilities are significant student groups that scored in the very low status (RED).
3. Montara Elementary will continue with its plan of improvement that was put in place in 22/23 school year.

School and Student Performance Data

Academic Performance English Learner Progress

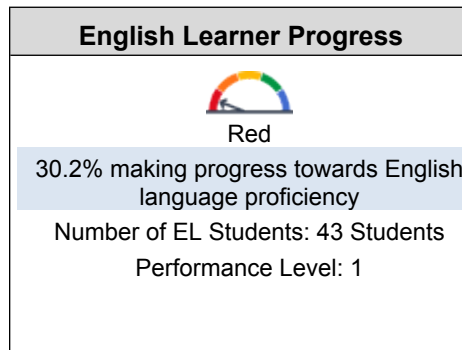
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

This section provides 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
8	22	0	13

Conclusions based on this data:

1. 51.2% percent of EL students maintain ELPI Levels 1, 2L, 2H, 3L, 3H and 30.2% of students grew at least one level.
2. 18.6% of EL students decreased at least one ELPI Level.
3. A plan for academic acceleration to make up for learning loss during the COVID-19 pandemic will continue with its implementation.

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.

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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 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 Red 55.8% Chronically Absent Increased 0.7 616 Students	English Learners Red 52.2% Chronically Absent Increased 2.2 67 Students	Foster Youth 64.3% Chronically Absent 0 14 Students
Homeless Orange 77.4% Chronically Absent Declined -1.4 31 Students	Socioeconomically Disadvantaged Red 58.3% Chronically Absent Increased 1.8 551 Students	Students with Disabilities Orange 50.8% Chronically Absent Declined -3.9 118 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 62.1% Chronically Absent Increased 1.8 140 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 56.8% Chronically Absent Maintained 0.1 338 Students	 Orange 58.2% Chronically Absent Declined -1.8 55 Students	Less than 11 Students 5 Students	 Red 35.8% Chronically Absent Increased 1 67 Students

Conclusions based on this data:

1. Chronic absenteeism for all students is VERY HIGH at 58% of the students are chronically absent.
2. African American, English Learners, Hispanics, Socioeconomically Disadvantage, and White student groups are in the Very High Status (RED).
3. Homeless, Students with Disabilities, and Two or More Races student groups are in the High Status (ORANGE).

School and Student Performance Data

Conditions & Climate Suspension Rate

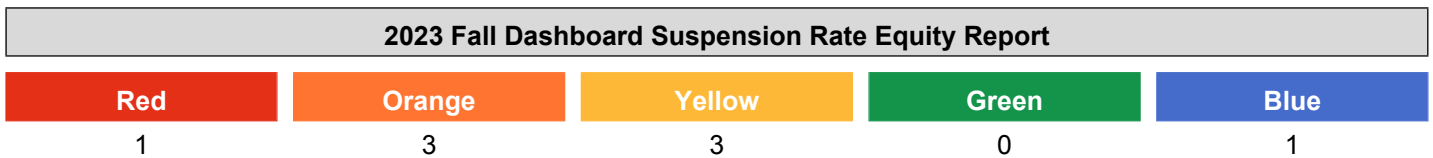
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">3.9% suspended at least one day</td> </tr> <tr> <td>Declined -0.7 664 Students</td> </tr> </tbody> </table>	All Students	 Yellow	3.9% suspended at least one day	Declined -0.7 664 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Declined -4.3 70 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -4.3 70 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">11.8% suspended at least one day</td> </tr> <tr> <td>17 Students</td> </tr> </tbody> </table>	Foster Youth	11.8% suspended at least one day	17 Students	
All Students														
 Yellow														
3.9% suspended at least one day														
Declined -0.7 664 Students														
English Learners														
 Blue														
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11.8% suspended at least one day														
17 Students														
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.5% suspended at least one day</td> </tr> <tr> <td>Increased 5.5 40 Students</td> </tr> </tbody> </table>	Homeless	 Red	12.5% suspended at least one day	Increased 5.5 40 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">4.4% suspended at least one day</td> </tr> <tr> <td>Declined -0.8 591 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	4.4% suspended at least one day	Declined -0.8 591 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">7.1% suspended at least one day</td> </tr> <tr> <td>Declined -4.7 126 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	7.1% suspended at least one day	Declined -4.7 126 Students
Homeless														
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Declined -4.7 126 Students														

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.1% suspended at least one day Declined Significantly -4.4 156 Students	Less than 11 Students 4 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.6% suspended at least one day Increased 1.1 363 Students	 Orange 3.3% suspended at least one day Increased 3.3 60 Students	Less than 11 Students 6 Students	 Yellow 4.4% suspended at least one day Declined -2.4 68 Students

Conclusions based on this data:

1. The suspension rate for all students is 3.9%.
2. Student suspension rate had decreased from 4.3% to 3.9%.
3. Montara will continue its plan for behavior support and education is required to support all students.

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.

High-Quality Teaching and Learning:

By June 2025, the "distance from standard" for the All student, African American, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities student group indicators will decrease by 15 points as measured by the ELA and Math indicators on the California Accountability System Dashboard and iReady Reading and Math scores will increase 10% from 2024/2025 Diagnostic 1 to Diagnostic 3 data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two or More Races.

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.

According to the 2022-23 California Dashboard, the identified student groups' distance below the standard indicator is significantly below the "MET" standard for English Language Arts and Mathematics as measured by the California Accountability System.

1. The driver that supports Activity 1.1 is to improve student learning school-wide and address the resource inequities for all students, African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups, teachers require professional development to understand better the Professional Learning Community process for collaboration on using researched-based instructional strategies, lesson design, and planning.

2. The driver that supports Activity 1.2 is to continue developing the school-wide Elementary AVID process, increase WICOR research-based instructional strategies, and increase parent and student awareness of the AVID program and college-going culture.

3. The driver that supports Activity 1.3: The grade level teams need professional development in professional learning communities and implementation of the Priority Schools process.

4. The driver that supports Activity 1.4: The grade-level teams need the opportunity and time allotted for PCL meetings.

5. The driver that supports Activity 1.5: The EL student group did not make adequate progress on the 22-23ELAPC. Therefore, teachers need additional PD to provide language support for this student group.

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
2022-2023 ELAPAC Overall Student Results	2022-2023 Summative ELPAC Overall Performance Results: Level 4 - 0% Level 3 - 27.27% Level 2 - 36.36% Level 1 - 36.36%	
California School Dashboard	2023 California School Dashboard: All students Indicator: 113.6 points below standard for ELA and 128.2 points below standard in mathematics: Student Group Distance Below Standard ELA/Distance Below Standard Math African American: 124.9/153.4 Hispanic: 114/123.5 Socioeconomically Disadvantaged: 112.7/128.6 Students with Disabilities: 153/179.7	The distance below standard for ELA and mathematics will decrease by 15 points for all students and 5 points for the student groups.
I-Ready Trimester Assessments for ELA and Math	2024 Trimester 1 baseline assessment data	10% growth in ELA and Math assessment data each trimester for each grade level

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	To improve first-best instruction, Montara will implement and monitor the fidelity of usage by all teachers of Priority Schools in a PLC at Work framework provided by Solution Tree, which admin walk-throughs and teacher evidence will monitor. Responsible Persons: Admin, teachers, Solution Tree consultants/coaches, and Grade-Level Teams	All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White	24,000.00 CSI 1000-1999: Certificated Personnel Salaries Additional work hours for teacher to attend summer break PD. 152,165.00 CSI 5000-5999: Services And Other Operating Expenditures Solution Tree PD year 1 of 3 year process
1.2	Develop and implement a School-wide AVID college-going program with research-based instructional practices with 70% implementation as monitored by site admin and teacher weekly walk-throughs and monthly meetings with the AVID Site	All Students African American English Learners Hispanic Homeless Two or More Races	1,000.00 Site LCAP 4000-4999: Books And Supplies AVID Parent Night 6,000.00

	<p>Leadership Team to focus on the CCI implementation guide by June 2025.</p> <p>Responsible Persons: Admin, teachers, classified staff, and Grade-Level Teams</p>	<p>Socioeconomically Disadvantaged Students with Disabilities White</p>	<p>Site LCAP 5000-5999: Services And Other Operating Expenditures College Field Trip Grade 4 1,000.00 Site LCAP 4000-4999: Books And Supplies Books and Materials Needed 5,000.00 Site LCAP 5000-5999: Services And Other Operating Expenditures AVID Program Membership Contract</p>
1.3	<p>To improve collaboration between students and teachers, students to groups, and students to students, students and teachers will be provided with the collaboration tools necessary to increase collaboration during first-best instruction as measured by admin walk-throughs and teacher evidence.</p>	<p>All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White</p>	<p>112,933.00 LCFF Equity Multiplier 4000-4999: Books And Supplies Collaboration Tools</p>
1.4	<p>Prep teachers will support grade-level teams, providing teachers with a weekly opportunity to collaborate, as monitored by the admin walk-throughs and grade-level teams.</p>	<p>All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White</p>	<p>77,008.00 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Music Teacher Salary 19,252 Prop 28 AMS 4000-4999: Books And Supplies Art/Music/Drama Materials and Supplies 160,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries PE/Art Teacher Salary</p>
1.5	<p>To provide teachers with professional development on integrated and designated English Language development.</p>	<p>English Learners</p>	<p>2,000.00 CSI 5000-5999: Services And Other Operating Expenditures SBCOE Contract for PD</p>

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.

All strategies/activities were implemented. The iReady diagnostic assessments for ELA and Math showed that the students grew in both. The teaching staff worked on First Best Instructional strategies by implementing WICOR strategies and a school-wide AVID program.

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

The funds for college field trips were reallocated because local colleges did not offer them to elementary 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.

As Montara enters the third year of our improvement plan, the staff requires professional development and coaching on the PLC processes. Funds will be allocated to support this need, and additional funds will be spent with the LCFF Multiple funding source to support weekly PLC planning time for grade-level teams.

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.

High-Quality Systems of Support:

By June 2025, Montara Elementary will continue to develop a Multi-tiered System of Support in the areas of academics to ensure that all students and student groups, including African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White are making growth as measured by local indicators to produce a 10% growth in English Language Arts and Mathematics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

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.

Targeted student groups are identified as VERY LOW or LOW on the California Dashboard indicators.

1. The driver that supports Activity 1: The identified need is to support African American, English Learners, Hispanic, Homeless, Two or More Races, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups with a robust intervention program to increase student achievement and decrease the "distances from met" indicator on the California Dashboard for ELA and Math and English Learner growth on the ELPAC by 10% growth.

2. The Driver that supports Activity 2: The EL students did not grow adequately, which contributed to the school's identification as a CSI school. The EL students require intervention programs for all content areas to make progress on reclassification. as measured by the ELPAC..

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	2018-2019 results for ELA 102.8 and Math 114.2 points below standard	Decrease by 10 points below standard
California Dashboard Academic Performance	ELA: African American - VERY LOW Hispanic - VERY LOW	ELA: African American - ORANGE Hispanic - ORANGE

	Socioeconomically Disadvantaged - VERY LOW White - No Performance Level Students with Disabilities - VERY LOW MATH: African American - VERY LOW Hispanic - VERY LOW Socioeconomically Disadvantaged - VERY LOW White - No Performance Level Students with Disabilities - VERY LOW	Socioeconomically Disadvantaged - ORANGE White - ORANGE Students with Disabilities - ORANGE MATH: African American - ORANGE Hispanic - ORANGE Socioeconomically Disadvantaged - ORANGE White - ORANGE Students with Disabilities - ORANGE
I Ready trimester Assessments	2023-2024 Trimester 1 assessment ELA and Math results TBD	Increase by 10% in ELA and Math Trimester 3 results
ELPAC	2022-2023 Summative ELPAC Overall Performance Results: Level 4 - 0% Level 3 - 27.27% Level 2 - 36.36% Level 1 - 36.36%	

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
2.1	By May 2025, Montara will continue to implement a robust in-school intervention system focusing on improving and accelerating reading and mathematics skills to increase the average mean score or "distance from standard" on the California Dashboard for 2025. Responsible Persons: Admin, counselor, teachers, and paraeducators	All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White	65,232.79 Title I 2000-2999: Classified Personnel Salaries Two Paras will support small group instruction (6.0 hours per day) 18,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Additional work time for EL para 7,000.00 CSI 5000-5999: Services And Other Operating Expenditures IReady Teacher Tool Kit 14,000.00 CSI 5000-5999: Services And Other Operating Expenditures Lexia Core 5 3,000.00 CSI 5000-5999: Services And Other Operating Expenditures

			Reflex Math 13,900.00 CSI 4000-4999: Books And Supplies SIPPS Reading Intervention 88,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Kindergarten Para (6.0 hours per day x 3 FTE) 150,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Intervention Teacher on Special Assignment
2.2	By May 2025, Montara will support English Language Learners by increasing access to intervention materials that support student learning and development of the English Language. Responsible Persons: Admin, counselor, teachers, and paraeducators	English Learners	5,135.00 Site EL LCAP 5000-5999: Services And Other Operating Expenditures

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.

Montara continues to develop and improve its MTSS system. The students were provided in-school intervention for reading and math in a small group format. IReady Math scores increased school-wide by 74 students, scoring at grade level or above from 7 students on Diagnostic 1. IReady Reading scores showed improvement from 25 to 88 students scoring at or above grade level.

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

No major differences between the intended implementation and budgeted expenditures.

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 goal and strategies/activities were updated to address the identified student groups and the school's reentry into CSI status. Additionally, funding sources will be updated to include the LCFF Equity Multiplier 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 3

Title and Description of School Goal

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

Highly Effective School Ethos and Culture:

By June 2025, the all-student indicator and identified student group indicators for suspension and chronic absenteeism rates will decrease by 0.5% for suspension rate and 5.0% for chronic absenteeism as measured by the Suspension Rate and the Chronic Absenteeism indicators on the California Dashboard for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

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.

1. Montara's parents have a low participation rate at school-sponsored events, as evident by parent sign-in rosters for each event.
2. The California Dashboard Indicator for Suspension Rate is HIGH, and Chronic Absenteeism is VERY HIGH for all students.

We believe the drivers causing this need are:

1. Driver that supports Activity 1: Montara has a historically low parent participation rate for family events, and parents report disconnecting from the school.
2. Driver that supports Activity 2: Montara needs to implement PBIS Tier 1, Tier 2, and Tier 3 with fidelity and reduce the number of physical altercations on campus.
3. Driver that supports Activity 3: Montara continues to have student groups identified in the "red" (Very High) and "orange" (High) for suspension rate on the CA Dashboard.

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
2023 California Dashboard Suspension Rate Indicator	3.9% of all students suspended at least once (High) African American - HIGH (5.1%) English Learners - VERY LOW (0.0%) Hispanic - HIGH (3.6%) Homeless - VERY HIGH (12.5%) Socioeconomically Disadvantaged - HIGH (4.4%) Students with Disabilities - HIGH (7.1%) Two or More Races - HIGH (3.3%) White - HIGH (4.4%)	Decrease by 0.5%
2023 California Dashboard Chronic Absenteeism Rate Indicator	55.8% for all students (Very High) African American - VERY HIGH (62.1%) English Learners - VERY HIGH (52.2%) Hispanic - VERY HIGH (56.8%) Homeless - HIGH (77.4%) Socioeconomically Disadvantaged - VERY HIGH (58.3%) Students with Disabilities - HIGH (50.8%) Two or More Races - HIGH (58.2%) White - VERY HIGH (35.8%)	Decrease by 5%

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
3.1	Throughout the year, Montara will hold quarterly family/parent engagement opportunities and educational events, providing parents with opportunities to interact with their children and school personnel/teachers and increasing participation in parent organizations (PTO, ELAC, SSC) to include parent partnerships and educational classes. Responsible Persons: Admin, teachers, classified staff, and Grade-Level Teams	All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White	1,868.39 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials 800.00 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Night/Family Events-- AVID, Math, PBIS, ELA events 13,000.00 Site LCAP 5000-5999: Services And Other Operating Expenditures PIQE- Parent Classes 70,000.00

			LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Parent Liason (8.0 hours per day)
3.2	Implement PBIS Tier 1, Tier 2, and Tier 3 with a 70% or higher level of fidelity as measured by the TFI instrument, including monthly meetings to monitor implementation. Responsible Persons: Admin, teachers, classified staff, and Grade-Level Teams	All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White	4,000.00 Site LCAP 1000-1999: Certificated Personnel Salaries PBIS Teacher Additional worktime 2,000.00 Site LCAP 2000-2999: Classified Personnel Salaries PBIS Classified Additional worktime 1,900.00 Site LCAP 5000-5999: Services And Other Operating Expenditures PBIS Rewards App 2,638.00 Site LCAP 4000-4999: Books And Supplies PBIS Rewards Program 60,000.00 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Behavior Specialist 40,000.00 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Campus Security Assistant 5,000.00 Site LCAP 5000-5999: Services And Other Operating Expenditures PBIS Student Assemblies
3.3	Implement an Alternative to Suspension Program (Wellness Room). Responsible Persons: Admin, teachers, classified staff, and Grade-Level Teams	All Students African American English Learners Hispanic Homeless Two or More Races Socioeconomically Disadvantaged Students with Disabilities White	5000.00 CSI 5000-5999: Services And Other Operating Expenditures ATS/Wellness Professional Development
3.5			

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.

Montara will continue to work with our educational partners to build positive relationships and improve the overall culture, attendance, and student discipline.

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

Montara continues to have low parental involvement. Montara will implement new strategies to encourage higher parent involvement.

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.

Montara will add strategies to develop an alternative to suspension program to provide meaningful interventions and support for student discipline.

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	\$67,901.18
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,130,832.18
Total Federal Funds Provided to the School from the LEA for CSI	\$221,065.00

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 (\$)
CSI	\$221,065.00
Title I	\$65,232.79
Title I Part A: Parent Involvement	\$2,668.39

Subtotal of additional federal funds included for this school: **\$288,966.18**

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 (\$)
LCFF Equity Multiplier	\$698,933.00
Prop 28 AMS	\$96,260.00
Site EL LCAP	\$5,135.00
Site LCAP	\$41,538.00

Subtotal of state or local funds included for this school: **\$841,866.00**

Total of federal, state, and/or local funds for this school: **\$1,130,832.18**

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
CSI	221,065.00
LCFF Equity Multiplier	698,933.00
Prop 28 AMS	96,260.00
Site EL LCAP	5,135.00
Site LCAP	41,538.00
Title I	65,232.79
Title I Part A: Parent Involvement	2,668.39

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	475,008.00
2000-2999: Classified Personnel Salaries	283,232.79
4000-4999: Books And Supplies	152,591.39
5000-5999: Services And Other Operating Expenditures	220,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI	24,000.00
4000-4999: Books And Supplies	CSI	13,900.00
5000-5999: Services And Other Operating Expenditures	CSI	183,165.00
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	370,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	216,000.00
4000-4999: Books And Supplies	LCFF Equity Multiplier	112,933.00

1000-1999: Certificated Personnel Salaries	Prop 28 AMS	77,008.00
4000-4999: Books And Supplies	Prop 28 AMS	19,252.00
5000-5999: Services And Other Operating Expenditures	Site EL LCAP	5,135.00
1000-1999: Certificated Personnel Salaries	Site LCAP	4,000.00
2000-2999: Classified Personnel Salaries	Site LCAP	2,000.00
4000-4999: Books And Supplies	Site LCAP	4,638.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	30,900.00
2000-2999: Classified Personnel Salaries	Title I	65,232.79
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,868.39
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	800.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	560,358.00
Goal 2	364,267.79
Goal 3	206,206.39

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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Robert V. Dominguez	Principal
Laura Garcia	Classroom Teacher
Janet Cash	Classroom Teacher
Linsey Chavez	Classroom Teacher
Noel Duffy	Other School Staff
Mariana Ruvalcaba	Parent or Community Member
Adam Diaz	Parent or Community Member
Jovita Morales	Parent or Community Member
Richard Lemus	Parent or Community Member
Hannah Henson	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

District/School Liaison Team for schools in Program Improvement

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 5/23/2023.

Attested:



Principal, Robert Dominguez on 5/23/2024



SSC Chairperson, Adam Diaz on 5/23/2024