School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John J. Montgomery Elementary	43-69435-6095988	5/28/2024	6/20/2024

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 John J. Montgomery Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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 John J. Montgomery Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Montgomery completes a needs assessment each year to inform and develop their SPSA. The school-led teams conduct an annual needs assessment with input from all staff as well as students and parents who participate in the School Site Council (SSC). The Montgomery teams developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence-based practices to improve academic, behavioral, and social-emotional outcomes, and address chronic absenteeism for Students with Disabilities. Montgomery's SPSA goals align with the district's LCAP goals and utilize a continuous improvement model to implement, monitor, and evaluate the SPSA annually. As mentioned, students with disabilities are not making adequate progress at Montgomery due to chronic absenteeism. To identify and determine the needs of our students with disabilities, Montgomery utilizes a diagnostic assessment tool to assess student academic progress three times a year, after reviewing the results of the diagnostic assessments, student growth goals will be established including an individualized online instruction plan for every student. The SEAL model has been expanded into all grade levels and focuses on rich, powerful, precise, expressive, and academic language throughout the curriculum. An MTSS (Multiple Tiered Systems of Support) team was formed to establish a process at Montgomery to address the needs of our Students with Disabilities more accurately. The principal will seek to expand instructional training and support for SPED teachers. The Instructional Leadership Team will evaluate the effectiveness of the re-engagement plan and update the plan to address chronic absenteeism for Students with Disabilities.

Educational Partner Involvement

How, when, and with whom did John J. Montgomery Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory Committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Review and update of the SPSA, progress towards goals, and feedback at John J. Montgomery was a part of our combined School Site Council/ELAC meetings (which include DELAC meeting updates), Instructional Leadership Team meetings, PBIS Team meetings, and faculty meetings. These meetings allowed team members to review action items and give feedback and revisions to the action items and goals. Below is a list of meeting dates where input and feedback were gathered from each team:

Instructional Leadership Team:
- October 10, 2023 (School Safety Plan Input)
- March 4, 2023 (SPSA Input and Feedback)

PBIS Team:
- October 10, 2023 (School Safety Plan Input)
- March 12, 2024 (SPSA input and Feedback)

Staff meeting:
- September 13, 2023 (School Safety Plan Input)
- October 25, 2023 (School Safety Plan Review)

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.

Montgomery Elementary School is not eligible for ATSI or CSI this year.

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.

After reviewing the 22-23 California Dashboard, Montgomery Elementary School has identified the following needs:
Provide academic intervention and support in both Math and Language Arts to the following groups of students (who reported in the orange category): Asian, ELL, Hispanic/Latino, and Socioeconomically Disadvantaged.
Address chronic absenteeism for the following groups of students (who reported in the orange category): Asian. ELL. Filipino, Hispanic/Latino, and Students with Disabilities.

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.

The 22-23 California Dashboard does not show any student groups that are performing two or more performance levels below the "all student" performance.

Other Needs

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

The 22-23 California Dashboard also identified the need for additional academic support in the science content area. After-school intervention and enrichment will be offered to spend additional time reviewing the science content standards.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for John J. Montgomery Elementary. 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	0.37%	0%	%	2	0	
African American	2.97%	1.87%	1.15%	16	10	6
Asian	40.71%	38.39%	37.28%	219	205	195
Filipino	6.88%	5.62%	5.74%	37	30	30
Hispanic/Latino	44.24%	48.69%	50.29%	238	260	263
Pacific Islander	0%	0%	%	0	0	
White	2.97%	2.25%	2.10%	16	12	11
Multiple/No Response	1.86%	3%	3.44%	10	16	18
			Total Enrollment	538	534	523

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	84	93	52
Grade 1	57	57	68
Grade 2	69	70	59
Grade3	82	72	77
Grade 4	79	83	72
Grade 5	74	80	88
Grade 6	93	79	84
Total Enrollment	538	534	523

Conclusions based on this data:

1. Our Hispanic/Latino student group has had the highest enrollment percentage over the past three years, making up 48.69% of our enrollment.

2. Our Asian student group has the second-highest enrollment percentage over the past three years, making up 38.39% of our enrollment.

3. For the 22-23 school year, first grade had our lowest enrollment with 57 students, while Kindergarten had our highest enrollment over the past three years, with a current enrollment of 93 students.

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	198	207	186	35.40%	36.8%	35.6%
Fluent English Proficient (FEP)	84	72	86	21.30%	15.6%	16.4%
Reclassified Fluent English Proficient (RFEP)	3	34	20	4.3%	1.5%	

Conclusions based on this data:

1. The percentage of students enrolled as English Learners is at its highest level in three years, at 38.8% of the total 2022-2023 population.

2. The total number of FEP students has continued to decrease over the past three years, from 21.3% to 13.5%, which is the current percentage.

3. The percentage of students reclassified as Fluent English Proficient (RFEP) has continued to increase over the past three years from 4.3% in the 2020-2021 school year to 16.4% in 2022-2023.

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.

Grade Level	Overall Participation for All Students											
	# 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	81	73	71	0	71	70	0	71	70	0.0	97.3	98.6
Grade 4	70	78	77	0	78	77	0	78	77	0.0	100.0	100.0
Grade 5	90	74	81	0	74	81	0	74	81	0.0	100.0	100.0
Grade 6	98	88	77	0	88	77	0	88	77	0.0	100.0	100.0
All Grades	339	313	306	0	311	305	0	311	305	0.0	99.4	99.7

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

Grade Level	Overall Achievement for All Students														
	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		2383.	2383.		19.72	17.14		21.13	14.29		11.27	27.14		47.89	41.43
Grade 4		2439.	2419.		14.10	14.29		20.51	20.78		28.21	15.58		37.18	49.35
Grade 5		2469.	2465.		14.86	9.88		27.03	32.10		17.57	13.58		40.54	44.44
Grade 6		2506.	2485.		13.64	7.79		28.41	25.97		29.55	29.87		28.41	36.36
All Grades	N/A	N/A	N/A		15.43	12.13		24.44	23.61		22.19	21.31		37.94	42.95

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								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.68	15.71		54.93	52.86		32.39	31.43
Grade 4		10.26	7.79		61.54	57.14		28.21	35.06
Grade 5		14.86	7.41		62.16	65.43		22.97	27.16
Grade 6		18.18	11.69		51.14	50.65		30.68	37.66
All Grades		14.15	10.49		57.23	56.72		28.62	32.79

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.08	11.43		40.85	50.00		45.07	38.57
Grade 4		14.10	14.29		60.26	48.05		25.64	37.66
Grade 5		14.86	19.75		44.59	40.74		40.54	39.51
Grade 6		15.91	6.49		54.55	50.65		29.55	42.86
All Grades		14.79	13.11		50.48	47.21		34.73	39.67

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.27	10.00		69.01	65.71		19.72	24.29
Grade 4		6.41	2.60		83.33	81.82		10.26	15.58
Grade 5		12.16	8.64		64.86	71.60		22.97	19.75
Grade 6		15.91	6.49		67.05	83.12		17.05	10.39
All Grades		11.58	6.89		71.06	75.74		17.36	17.38

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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		19.72	5.71		43.66	52.86		36.62	41.43
Grade 4		6.41	11.69		71.79	59.74		21.79	28.57
Grade 5		10.81	9.88		60.81	66.67		28.38	23.46
Grade 6		11.36	9.09		73.86	72.73		14.77	18.18
All Grades		11.90	9.18		63.34	63.28		24.76	27.54

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Conclusions based on this data:

1. The percentage of students in grades 3-6 meeting or exceeding ELA standards on the CAASPP decreased by 4% from 21-22 to 22-23 school year.

2. Students performing at or near standard or above standard on the writing portion of the CAASPP decreased by 5% from 21-22 to 22-23.

3. Students performing at or near standard or above standard on the listening skills portion of the CAASPP have remained unchanged from 21-22 to 22-23.

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.

Grade Level	Overall Participation for All Students											
	# 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	81	73	71	0	71	71	0	71	71	0.0	97.3	100.0
Grade 4	70	78	77	0	77	77	0	77	77	0.0	98.7	100.0
Grade 5	90	75	81	0	75	81	0	75	81	0.0	100.0	100.0
Grade 6	98	88	77	0	88	77	0	88	77	0.0	100.0	100.0
All Grades	339	314	306	0	311	306	0	311	306	0.0	99.0	100.0

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

Grade Level	Overall Achievement for All Students														
	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		2415.	2395.		19.72	11.27		26.76	23.94		18.31	22.54		35.21	42.25
Grade 4		2450.	2444.		7.79	14.29		28.57	24.68		37.66	27.27		25.97	33.77
Grade 5		2440.	2453.		12.00	3.70		8.00	18.52		21.33	30.86		58.67	46.91
Grade 6		2490.	2487.		20.45	16.88		11.36	9.09		26.14	27.27		42.05	46.75
All Grades	N/A	N/A	N/A		15.11	11.44		18.33	18.95		26.05	27.12		40.51	42.48

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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		26.76	18.31		42.25	39.44		30.99	42.25
Grade 4		19.48	19.48		44.16	42.86		36.36	37.66
Grade 5		12.00	6.17		28.00	39.51		60.00	54.32
Grade 6		21.59	18.18		32.95	31.17		45.45	50.65
All Grades		19.94	15.36		36.66	38.24		43.41	46.41

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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		16.90	12.68		52.11	43.66		30.99	43.66
Grade 4		12.99	19.48		58.44	42.86		28.57	37.66
Grade 5		13.33	7.41		40.00	46.91		46.67	45.68
Grade 6		11.36	12.99		48.86	41.56		39.77	45.45
All Grades		13.50	13.07		49.84	43.79		36.66	43.14

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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		23.94	18.31		49.30	53.52		26.76	28.17
Grade 4		9.09	14.29		54.55	55.84		36.36	29.87
Grade 5		10.67	3.70		44.00	70.37		45.33	25.93
Grade 6		13.64	11.69		59.09	57.14		27.27	31.17
All Grades		14.15	11.76		52.09	59.48		33.76	28.76

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. Students performing at or near standard or above standards in the Mathematical area of Communicating Reasoning increased by 5% from the 21-22 to 22-23 school year.

2. The number of students performing at or above standard in overall Mathematical achievement decreased by 4% from the 2021-2022 to the 2022-2023 school year.

3. The number of students performing at or above standard in the Mathematical area of Concepts and Procedures decreased by 3% from the 2021-2022 to the 2022-2023 school year.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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	1427.7	1447.2	1408.4	1430.8	1459.4	1418.1	1420.1	1418.5	1385.6	29	37	36
1	1430.4	1489.4	1431.8	1454.7	1505.2	1446.0	1405.6	1473.3	1417.0	30	17	21
2	1465.4	1498.6	1470.1	1454.2	1505.0	1469.7	1476.0	1491.8	1470.0	27	29	15
3	1501.4	1482.8	1479.8	1495.5	1485.9	1483.4	1506.9	1479.2	1475.9	30	30	24
4	1499.6	1511.8	1485.2	1498.0	1509.5	1490.5	1500.8	1513.5	1479.6	26	31	25
5	1524.0	1540.8	1518.7	1520.0	1549.7	1511.3	1527.7	1531.3	1525.7	22	32	28
6	1542.5	1557.3	1532.7	1543.1	1568.2	1532.0	1541.5	1545.9	1533.0	31	24	24
All Grades										195	200	173

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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.

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	20.69	24.32	16.67	27.59	29.73	27.78	34.48	37.84	33.33	17.24	8.11	22.22	29	37	36
1	10.00	35.29	4.76	30.00	35.29	28.57	30.00	29.41	33.33	30.00	0.00	33.33	30	17	21
2	7.41	24.14	13.33	44.44	34.48	26.67	18.52	34.48	53.33	29.63	6.90	6.67	27	29	15
3	16.67	16.67	16.67	40.00	23.33	25.00	33.33	30.00	41.67	10.00	30.00	16.67	30	30	24
4	3.85	32.26	16.00	50.00	29.03	24.00	34.62	22.58	24.00	11.54	16.13	36.00	26	31	25
5	22.73	25.00	28.57	40.91	37.50	35.71	13.64	34.38	17.86	22.73	3.13	17.86	22	32	28
6	22.58	45.83	25.00	51.61	29.17	37.50	22.58	16.67	29.17	3.23	8.33	8.33	31	24	24
All Grades	14.87	28.00	17.92	40.51	31.00	29.48	27.18	30.00	31.79	17.44	11.00	20.81	195	200	173

Overall Language
Percentage of Students at Each Performance Level for All Students

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.

	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	20.69	29.73	22.22	37.93	32.43	27.78	27.59	32.43	30.56	13.79	5.41	19.44	29	37	36
1	26.67	52.94	4.76	23.33	17.65	33.33	33.33	23.53	52.38	16.67	5.88	9.52	30	17	21
2	14.81	44.83	20.00	33.33	27.59	26.67	37.04	20.69	46.67	14.81	6.90	6.67	27	29	15
3	33.33	30.00	33.33	36.67	36.67	33.33	16.67	13.33	20.83	13.33	20.00	12.50	30	30	24
4	26.92	48.39	36.00	53.85	25.81	16.00	11.54	9.68	32.00	7.69	16.13	16.00	26	31	25
5	54.55	53.13	46.43	31.82	37.50	28.57	9.09	6.25	7.14	4.55	3.13	17.86	22	32	28
6	41.94	70.83	41.67	48.39	20.83	41.67	9.68	4.17	16.67	0.00	4.17	0.00	31	24	24
All Grades	30.77	45.50	30.06	37.95	29.50	29.48	21.03	16.00	27.75	10.26	9.00	12.72	195	200	173

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	17.24	16.22	5.56	13.79	13.51	25.00	51.72	48.65	47.22	17.24	21.62	22.22	29	37	36
1	0.00	23.53	4.76	30.00	35.29	23.81	26.67	29.41	23.81	43.33	11.76	47.62	30	17	21
2	0.00	13.79	13.33	59.26	34.48	20.00	11.11	20.69	46.67	29.63	31.03	20.00	27	29	15
3	10.00	10.00	8.33	40.00	23.33	20.83	33.33	16.67	29.17	16.67	50.00	41.67	30	30	24
4	0.00	12.90	0.00	26.92	32.26	28.00	46.15	29.03	16.00	26.92	25.81	56.00	26	31	25
5	9.09	6.25	21.43	36.36	21.88	17.86	31.82	46.88	32.14	22.73	25.00	28.57	22	32	28
6	12.90	20.83	8.33	25.81	29.17	29.17	41.94	25.00	37.50	19.35	25.00	25.00	31	24	24
All Grades	7.18	14.00	8.67	32.82	26.00	23.70	34.87	32.00	33.53	25.13	28.00	34.10	195	200	173

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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	24.14	35.14	27.78	62.07	56.76	41.67	13.79	8.11	30.56	29	37	36
1	36.67	64.71	23.81	53.33	35.29	71.43	10.00	0.00	4.76	30	17	21
2	14.81	41.38	20.00	66.67	48.28	73.33	18.52	10.34	6.67	27	29	15
3	33.33	36.67	29.17	60.00	40.00	50.00	6.67	23.33	20.83	30	30	24
4	42.31	64.52	36.00	50.00	19.35	40.00	7.69	16.13	24.00	26	31	25
5	31.82	15.63	32.14	63.64	78.13	42.86	4.55	6.25	25.00	22	32	28
6	29.03	25.00	25.00	64.52	66.67	75.00	6.45	8.33	0.00	31	24	24
All Grades	30.26	39.00	28.32	60.00	50.00	53.76	9.74	11.00	17.92	195	200	173

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.

	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	6.90	32.43	27.78	65.52	56.76	55.56	27.59	10.81	16.67	29	37	36
1	20.00	47.06	9.52	56.67	35.29	76.19	23.33	17.65	14.29	30	17	21
2	18.52	41.38	20.00	55.56	51.72	73.33	25.93	6.90	6.67	27	29	15
3	33.33	40.00	29.17	46.67	33.33	58.33	20.00	26.67	12.50	30	30	24
4	26.92	45.16	40.00	61.54	35.48	44.00	11.54	19.35	16.00	26	31	25
5	61.90	75.00	57.14	33.33	15.63	28.57	4.76	9.38	14.29	21	32	28
6	58.62	87.50	45.83	41.38	8.33	54.17	0.00	4.17	0.00	29	24	24
All Grades	31.25	51.50	34.10	52.08	35.00	53.76	16.67	13.50	12.14	192	200	173

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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	13.79	18.92	8.33	65.52	64.86	75.00	20.69	16.22	16.67	29	37	36
1	23.33	47.06	4.76	30.00	35.29	38.10	46.67	17.65	57.14	30	17	21
2	25.93	13.79	13.33	51.85	65.52	60.00	22.22	20.69	26.67	27	29	15
3	13.33	10.00	8.33	70.00	33.33	33.33	16.67	56.67	58.33	30	30	24
4	0.00	12.90	0.00	76.92	54.84	40.00	23.08	32.26	60.00	26	31	25
5	18.18	6.25	21.43	54.55	68.75	39.29	27.27	25.00	39.29	22	32	28
6	16.13	20.83	8.33	45.16	45.83	45.83	38.71	33.33	45.83	31	24	24
All Grades	15.90	16.50	9.25	55.90	54.50	48.55	28.21	29.00	42.20	195	200	173

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	27.59	18.92	28.57	41.38	35.14	45.71	31.03	45.95	25.71	29	37	35
1	0.00	5.88	4.76	56.67	88.24	57.14	43.33	5.88	38.10	30	17	21
2	3.70	28.57	6.67	66.67	46.43	80.00	29.63	25.00	13.33	27	28	15
3	16.67	16.67	20.83	70.00	53.33	58.33	13.33	30.00	20.83	30	30	24
4	3.85	22.58	4.00	69.23	54.84	56.00	26.92	22.58	40.00	26	31	25
5	13.64	18.75	28.57	63.64	68.75	53.57	22.73	12.50	17.86	22	32	28
6	29.03	16.67	20.83	64.52	75.00	66.67	6.45	8.33	12.50	31	24	24
All Grades	13.85	19.10	18.02	61.54	57.29	57.56	24.62	23.62	24.42	195	199	172

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. Over the past three school years 47-59% of students have scored an overall level 3 or 4 score on the ELPAC assessment.

2. In the 21-22 school year 74% of students received a level 3 or 4 score on the Oral Language portion of the ELPAC assessment.

3. Over the past three school years a majority of our EL students have performed at the somewhat/moderately proficient level in the listening, speaking, reading, and writing domains.

School and Student Performance Data

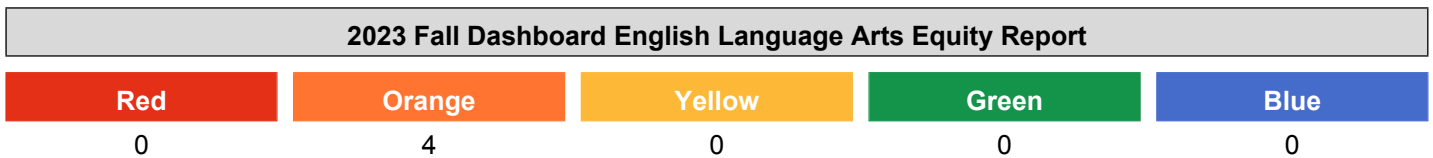## California School Dashboard
Student Population

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**
534	**62.5**	**38.8**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in John J. Montgomery Elementary.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	207	38.8
Foster Youth		
Homeless	31	5.8
Socioeconomically Disadvantaged	334	62.5
Students with Disabilities	72	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	10	1.9
Asian	205	38.4
Filipino	30	5.6
Hispanic	260	48.7
Two or More Races	16	3
White	12	2.2

Conclusions based on this data:

1. Over 38% of students at Montgomery are English learners.

2. Over 62% of students at Montgomery are socioeconomically disadvantaged. 13% of our student population are students with disabilities.

3. Over 48% of our student population are Hispanic and 38% are Asian.

School and Student Performance Data

Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism is impacting academic progress in ELA and Math for some students.

2. Suspension rates are low falling into the high to very high performance colors (blue and green).

School and Student Performance Data

Academic Performance
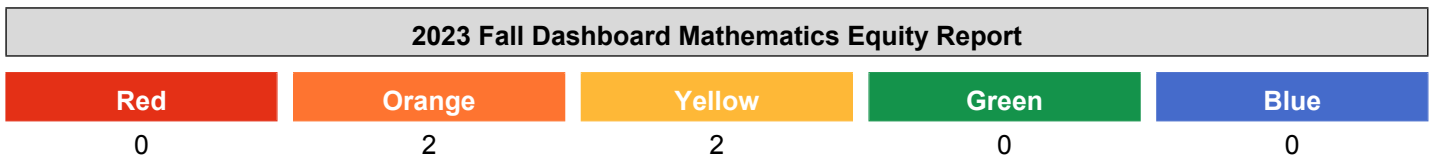### English Language Arts

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
44 points below standard	53.9 points below standard	0 Students
Decreased -11.2 points	Decreased Significantly -18.3 points	
301 Students	128 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
82.2 points below standard	Orange	106.5 points below standard
15 Students	63.9 points below standard	Decreased -9 points
	Decreased -10.5 points	31 Students
	202 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Orange	11.9 points below standard
8 Students	0 Students	11.3 points below standard	Decreased Significantly - 25.1 points
		Decreased -14.3 points	19 Students
		115 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	Less than 11 Students
68.8 points below standard	6 Students	0 Students	6 Students
Maintained +2.1 points			
147 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
85.1 points below standard	39.6 points above standard	54.7 points below standard
Decreased Significantly -31.7 points	Decreased -7.8 points	Decreased -7.3 points
96 Students	32 Students	131 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are performing 63.9 points below the standard.

2. Hispanic students are performing 68 points below the standard in ELA, however this is a 2 point increase in performance.

3. English learners are performing 53.9 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
52.9 points below standard	43.7 points below standard	0 Students
Decreased -3.8 points	Maintained -2.1 points	
301 Students	128 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92.6 points below standard	Orange	122.3 points below standard
15 Students	67.3 points below standard	Maintained +1 points
	Maintained -1.6 points	31 Students
	202 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Yellow	12.1 points below standard
8 Students	0 Students	2.8 points below standard	Maintained +1.4 points
		Decreased -3.5 points	19 Students
		115 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
88.1 points below standard	6 Students	0 Students	6 Students
Increased +6.5 points			
147 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
68.5 points below standard	30.8 points above standard	79.6 points below standard
Decreased -11.7 points	Maintained +0.9 points	Decreased -3 points
96 Students	32 Students	131 Students

Conclusions based on this data:

1. English learners, socioeconomically disadvantaged, and students with disabilities maintained their overall performance in math.

2. Hispanic students scored 88.1 points below standard, however this is a 6.5 point increase in performance.

3. English learners are performing higher than all students in their math performance.

School and Student Performance Data

Academic Performance
English Learner Progress

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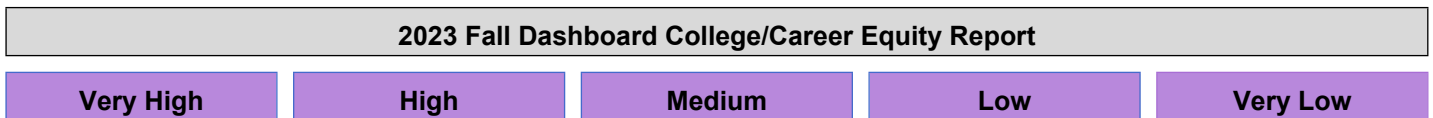
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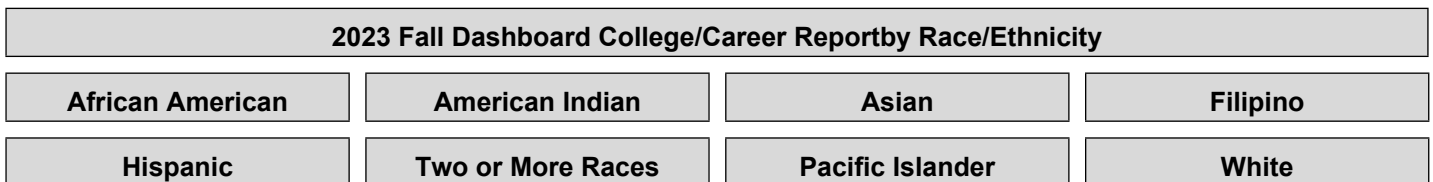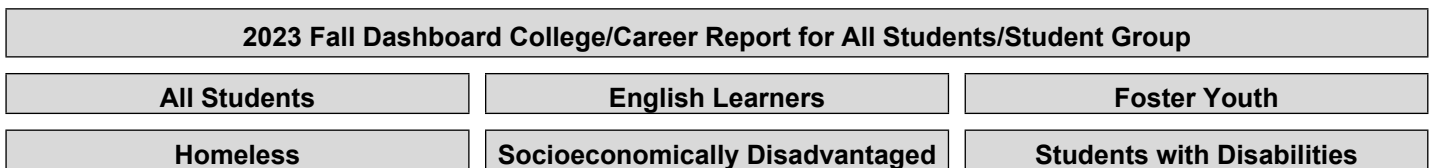
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
47% making progress towards English language proficiency
Number of EL Students: 132 Students
Performance Level: 3
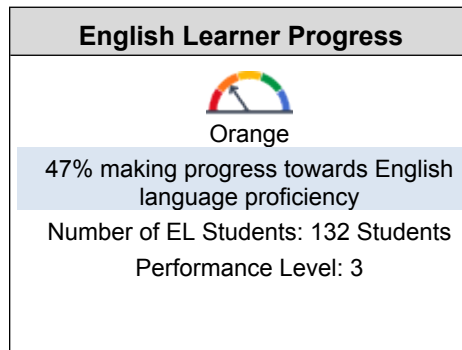
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
24	46	7	48

Conclusions based on this data:

1. 48% of English learners progressed at least one ELPI level.

2. 47% of English learners are making progress towards English language proficiency.

3. 46% of English learners maintained their ELPI level.

School and Student Performance Data

Academic Performance
College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

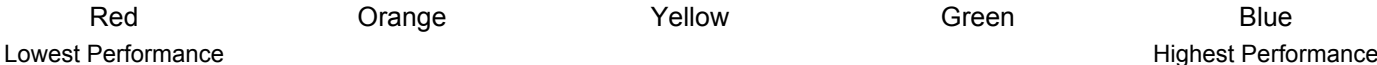**Conclusions based on this data:**

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
23.8% Chronically Absent	20.8% Chronically Absent	0 Students
Declined Significantly -4.3	Declined -1.3	
554 Students	226 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
45% Chronically Absent	Yellow	Orange
Increased 17.7	25.8% Chronically Absent	41.8% Chronically Absent
40 Students	Declined Significantly -6.3	Declined -5.5
	361 Students	79 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Orange	Orange
10 Students	0 Students	15% Chronically Absent	16.1% Chronically Absent
		Increased 1.1	Increased 2.6
		213 Students	31 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	50% Chronically Absent	No Performance Color	18.2% Chronically Absent
29.7% Chronically Absent	Declined -3.8	0 Students	Declined -28.5
Declined Significantly -7.5	16 Students		11 Students
273 Students			

Conclusions based on this data:

1. 25.8% of socioeconomically disadvantaged students were chronically absent last year, however this rate has decreased 6.3%

2. 23.8% of students were chronically absent last year, however this rate has decreased 4.3%.

3. 29.7% of Hispanic students were chronically absent, however this rate has decreased 7.5%.

School and Student Performance Data

Academic Engagement
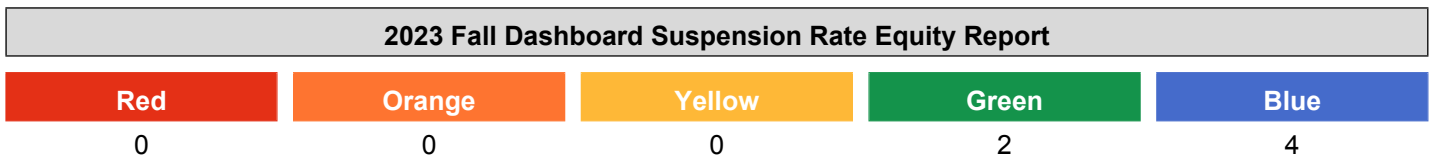### Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.
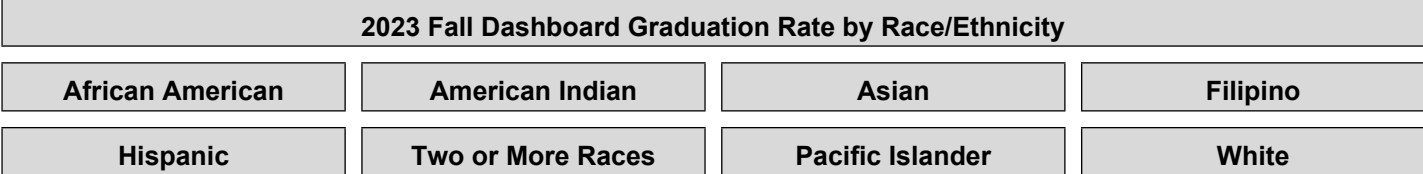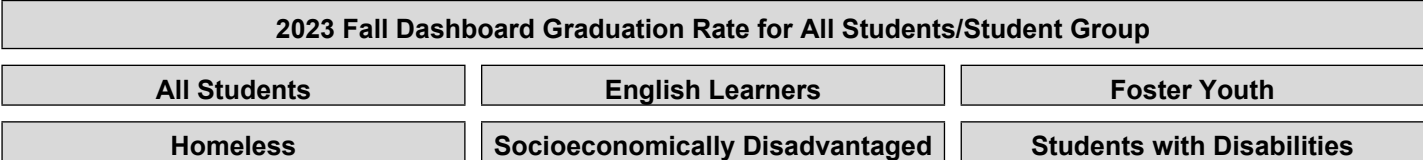
School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	4

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.9% suspended at least one day	0.4% suspended at least one day	0 Students
Declined -0.3	Declined -0.4	
566 Students	229 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Green
Maintained 0	0.8% suspended at least one day	1.2% suspended at least one day
40 Students	Declined Significantly -1.1	Declined -1.5
	371 Students	83 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
7.7% suspended at least one day	No Performance Color	Blue	Blue
Increased 1.8	0 Students	0% suspended at least one day	0% suspended at least one day
13 Students		Maintained 0	Maintained 0
		215 Students	31 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	0% suspended at least one day	No Performance Color	8.3% suspended at least one day
1.1% suspended at least one day	Maintained 0	0 Students	Increased 8.3
Declined Significantly -1.2	17 Students		12 Students
278 Students			

Conclusions based on this data:

1. While all suspension rates fell in the very low to medium range for all students, students with disabilities reported the highest student group rate with 2.7% of students being suspended at least once.

2. Suspension rates for all students ranked in the high performance (or green) level.

3. Suspension rates for English learners, socioeconomically disadvantaged, Asian, and Filipino students ranked in the highest (or blue) performance level.

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.

> **Conditions for Learning**
> Montgomery Elementary will provide the conditions for learning needed to meet the needs of all students for a high quality education.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Evergreen students will achieve equitable access and excellence in education by ensuring qualified staff assignment and effective implementation of academic standards.

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

> The California School Dashboard utilizes suspension rate as an indicator of school conditions and climate; Montgomery Elementary School is rated in the green (or high-performance rate). While suspensions at Montgomery are very low, the dashboard indicates a need to focus on Hispanic students and students with disabilities.
>
> Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Montgomery Elementary School, all students scored 30.39% proficient in Math and 35.74% proficient in Language Arts. Proficiency gaps existed for EL Learners and Socioeconomically Disadvantaged students in Math, and for our Asian students, Hispanic/Latino students, English Learners, and Socioeconomically Disadvantaged students in Language Arts.
>
> Students designated as English Learners (ELs) take the ELPAC each year in order to measure their progress towards English fluency. 47% of ELs at Montgomery Elementary School are making progress towards English language proficiency, putting Montgomery Elementary School in the orange (or low performance rate). At Montgomery Elementary School, 19% of ELs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).
> The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Montgomery Elementary School, all students scored 21% proficient. Proficiency gaps existed for our female, Hispanic/Latino, English Learners, and Socioeconomically Disadvantaged student groups.
>
> Locally, the Evergreen School District uses iReady Diagnostic assessments in grades Kindergarten through eighth grade to monitor student progress toward grade level proficiency. In March of 2024, 44% of all students were "Early on" or "Mid or Above" grade level proficiency in Reading. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students. In March of 2024, 36% of all students were "Early on" or "Mid or Above" grade level proficiency in Math. The report indicated the need for support for our English Learners, Hispanic/Latino, Socioeconomically Disadvantaged, and Special Education students.

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
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green, with 0.9% suspended at least one day. 1.1% of Hispanic students were suspended, putting them in the green color (or high-performance rate). 1.2%% of students with disabilities were suspended, putting them in the green color (or high-performance rate).	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
CAASPP ELA	Students in the following sub-groups: Asian, English Learners, Hispanic, and Socioeconomically Disadvantaged achieved proficiency at lower rates than all students. 16% of English Learners were proficient, a gap of 19%.	The proficiency gap of all subgroups will decrease by 3%.
CAASPP Math	Students in the following sub groups: English Learners and Socioeconomically Disadvantaged students achieved proficiency at lower rates than all students. 15% of Hispanic students were proficient, a gap of 15%.	The proficiency gap of all subgroups will decrease by 3%.
CAST	Students in the following sub groups: English Learners and Hispanics, achieved proficiency at lower rates than all students. 10% of English Learners and Hispanics were proficient, a gap of 11%.	The proficiency gap of all subgroups will decrease by 3%.
CA Dashboard English Learner Progress	19% of English Learners are eligible to be reclassified as Fluent English Proficient. 47% of English Learners making progress toward English language proficiency.	22% of eligible students will be reclassified as Fluent English Proficient. and/or 50% of English Learners will make progress towards proficiency.
iReady Reading T3 Diagnostic	Students in the following sub groups: English Learners and Hispanics, achieved proficiency at lower rates than all students. 21% of English Learners were proficient, a gap of 23% 36% of Hispanic students were proficient, a gap of 8%	The proficiency gap of all subgroups will decrease by 3%.
iReady Math T3 Diagnostic	Students in the following sub groups: English Learners and Hispanics,	The proficiency gap of all subgroups will decrease by 3%.

| | | achieved proficiency at lower rates than all students.

20% of English Learners were proficient, a gap of 16%
23% of Hispanic students were proficient, a gap of 13% | |

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	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All students	1000.96 Title I 5800: Professional/Consulting Services And Operating Expenditures Travel/Conferences 10,000 Title I 1000-1999: Certificated Personnel Salaries SEAL Planning, PD Subs 26,460 Supplemental Fund 1000-1999: Certificated Personnel Salaries Leveled Lit.
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL students. Students below grade level Students with behavior that impedes learning.	1000 Supplemental Fund 4000-4999: Books And Supplies PD 5,600 Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention 1,450 Supplemental Fund 3000-3999: Employee Benefits Intervention 1500 Supplemental Fund 4000-4999: Books And Supplies Classroom Supplies SEAL 500 Title III 4000-4999: Books And Supplies SEAL
1.3	Strategy 1.3 Digital Content	All Students ELs	17,137.85 Title I

| | | Students will have access to digital content that supports learning in Language Arts, Math, and Science. | Students below grade level

Students with behavior that impedes learning. | 5000-5999: Services And Other Operating Expenditures Reflex/Frax, Standards Plus, Raz Kids, Mystery Science, Generation Genius |
| 1.4 | Strategy 1.4 Facility Maintenance

Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition. | All Students | 12881.60
General Fund
5000-5999: Services And Other Operating Expenditures
Custodial Supplies
876
General Fund
5000-5999: Services And Other Operating Expenditures
Filtered Water
400
Title I
2000-2999: Classified Personnel Salaries
Hourly Custodial
9,000
General Fund
2000-2999: Classified Personnel Salaries
Hourly
675
General Fund
3000-3999: Employee Benefits
Certificated
625
General Fund
3000-3999: Employee Benefits
Classified Benefits |
| 1.10 | | | |
| 1.18 | | | |

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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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.

> **Engagement**
> Montgomery Elementary will provide programs that support positive student and family engagement.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Evergreen School District will increase student, parent, and Community engagement and support programs that foster a stronger, more positive connection between school and home to cultivate development of the whole child.

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

> The California School Dashboard utilizes the Chronic Absentee rate as an indicator of student engagement. Montgomery Elementary School is rated in the yellow (or medium performance level), with 24% of students chronically absent. The dashboard indicates a need to focus on our students from our Asian, Filipino, English Learners, and Students with Disabilities subgroups.
>
> The suspension rate indicates the amount of engagement students have at school. Montgomery Elementary School is rated green (or high performance level) on the California School Dashboard. While suspensions at Montgomery Elementary School are very low, the dashboard indicates a need to focus on Hispanic students and Students with Disabilities.
>
> According to the PowerSchool Chronic Absenteeism report, 6% of students were chronically absent from August 2023 to April 2024. The report indicates a need to focus on Hispanic and Vietnamese students.
>
> According to the PowerSchool Incident Management Report, 75 referrals to the office were made. Other means of correction (OMC) were used as a consequence in 83% of those incidents. The report indicated a need to focus on Hispanic students.
>
> In the fall, Evergreen School District administers the EESD Safety Survey to staff, the community, and students in grades 3-8. The results indicate that 93% of staff, 66% of students, and 62% of the community are familiar or very familiar with school-wide rules.

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
CA Dashboard Engagement	Overall Student Chronic Absentee Rate is yellow (or medium performance level) with 24% chronically absent. 42% of Students with Disabilities were chronically absent, putting them in the orange (or medium performance level).	The overall rate of students that are chronically absent will decrease by 3%, with rates for identified groups decreasing by 3%.
CA Dashboard Conditions and Climate	Overall Student Suspension Rate is green with 0.9% suspended at least one day. 1.1% of students from the Hispanic/Latino subgroup were suspended, putting them in the green (or high performance level). 1.2% of Students with Disabilities were suspended, putting them in the green (or high performance rate).	The overall suspension rate will maintain or decrease, with rates for identified groups decreasing by 1%.
PowerSchool Chronic Absenteeism Report	6% of all students were identified as chronically absent from August 2023 to April 2024 in PowerSchool. Hispanic and Socioeconomically disadvantaged students are reporting chronic absenteeism at disproportionate rates. 29.7% of Hispanic Students are chronically absent while 25.8% of Socioeconomically Disadvantaged students are reporting chronic absenteeism.	5% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups of concern will be chronically absent at the levels as follows: 26% of Hispanic Students (decrease of 3%), while 22% of Socioeconomically Disadvantaged students (decrease of 3%)
PowerSchool Incident Management	83% of all office referrals resulted in OMC from August 2023 to April 2024 in PowerSchool. Student groups that were referred disproportionately included: 62% Hispanic Students	5% or less of all students will be chronically absent from August 2024 to April of 2025. Student groups that were referred disproportionately will decrease in office referrals as follows: 59% of Hispanic Students (a decrease of 3%)
EESD Safety Survey	In fall 2023, 93% of staff are familiar or very familiar with the school wide rules. 66% of students are familiar or very familiar with the school wide rules. 62% of the community are familiar or very familiar with the school wide rules.	In fall 2024, 95% of staff will be familiar or very familiar with the school wide rules. 85% of students will be familiar or very familiar with the school wide rules. 75% of the community will be familiar or very familiar with the school-wide rules.

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	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.	All students	1000 Title I 2000-2999: Classified Personnel Salaries Clerical OT 1,600 Supplemental Fund 4000-4999: Books And Supplies General Supplies PBIS 2,000 General Fund 3000-3999: Employee Benefits Classified Employees 2000.06 General Fund 2000-2999: Classified Personnel Salaries Classified Employees 1,536 Supplemental Fund 1000-1999: Certificated Personnel Salaries Hourly Teacher 2,908.46 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All students	1,635.49 Title III 4000-4999: Books And Supplies Community Events 450 Title III 1000-1999: Certificated Personnel Salaries OT Community Events 1,500 Supplemental Fund 4000-4999: Books And Supplies General Supplies Community Events
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging,	All students	2,381 Title III 1000-1999: Certificated Personnel Salaries Community Liasion 700 Title III

	email lists, translation services, home visits, SST handbook, 504 handbook.		2000-2999: Classified Personnel Salaries Translation
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.	All students	1,728 Title I 1000-1999: Certificated Personnel Salaries Kinder Bootcamp Supplies 352 Title I 3000-3999: Employee Benefits Kinder Bootcamp 1,720 Title I 4000-4999: Books And Supplies Kinder Bootcamp Supplies 10,406 Title I 5800: Professional/Consulting Services And Operating Expenditures MFM 50,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Little Heroes 1,500 Supplemental Fund 5000-5999: Services And Other Operating Expenditures Field Trips 5,300 General Fund 1000-1999: Certificated Personnel Salaries SEAT Hours 800 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies (Enrichment) 1,151 General Fund 1000-1999: Certificated Personnel Salaries SEAT Benefits 6,821 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures MFM

Annual Review

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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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.

Student Outcomes
Students at Montgomery will progress toward efficiency in Math, Language Arts, and Science.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Evergreen School District will create strong effective schools that provide rigorous and supportive learning environments in order for students to reach their highest potential as measured by a standardized accountability system.

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

The California School Dashboard utilizes student scores on the CAASPP test in Language Arts, Math, and Science. Schools are rated on a color scale based on the decline, maintenance, or increase of proficient students at grade level standards. Students in grades 3-8 are assessed in Math and Language Arts on the CAASPP.

Montgomery Elementary School scored orange (or low performance) in Math because its students scored 52.9 points below standard. Montgomery Elementary School scored orange in Language Arts because its students scored 44 points below standard.

The California Science Test (CAST) measures progress toward Science standards for 5th-8th graders. At Montgomery Elementary School, all students scored 21% proficient.

Locally, the Evergreen School District uses iReady Diagnostic assessments in Kindergarten through 8th grade to monitor student progress toward grade-level proficiency. In March 2024, 44% of all students were "early on" or "Mid or above" grade-level proficiency in Reading, and 36% were " early on" or "Mid or above" grade-level proficiency in Math.

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 ELA Results	36% of all students are proficient.	39% of all students will be proficient.
CAASPP Math Results	30% of all students are proficient.	33% of all students will be proficient.
CAST Results	21% of all students are proficient.	24% of all students will be proficient.
iReady Reading T3 Diagnostic	44% of all students are proficient.	47% of all students will be proficient.
iReady Math T3 Diagnostic	36% of all students are proficient.	39% of all students will be proficient.

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	Strategy 3.1 Effective Learning Environments In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to, classroom budgets, department budgets, copier maintenance and supplies, and overtime for staff to complete projects outside their working hours.	All students	9,000 General Fund 4000-4999: Books And Supplies Classroom Budgets 12,000 Supplemental Fund 4000-4999: Books And Supplies Classroom 800 Supplemental Fund 4000-4999: Books And Supplies Library 2,500 General Fund 4000-4999: Books And Supplies General Office Supplies 2,500 Title III 4000-4999: Books And Supplies General Supplies SEAL 2,000 Supplemental Fund 4000-4999: Books And Supplies Science/STEAM Room Supplies 3,000 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.	All students	2,160 Title III 1000-1999: Certificated Personnel Salaries 12 Subs PD DELD 1,080 Title I 1000-1999: Certificated Personnel Salaries subs PD
3.8			

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.

This goal is aligned to new LCAP goals. This year serves as a baseline.

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

This year serves as a baseline.

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.

This year serves as a baseline.

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$221,635.42
Total Federal Funds Provided to the School from the LEA for CSI	$

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 ($)
Title I	$94,824.81
Title III	$10,326.49

Subtotal of additional federal funds included for this school: $105,151.30

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 ($)
General Fund	$49,008.66
Supplemental Fund	$67,475.46

Subtotal of state or local funds included for this school: $116,484.12

Total of federal, state, and/or local funds for this school: $221,635.42

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
Title I	94,824.81	0.00
Supplemental Fund	67,475.46	0.00
Title III	10,326.49	0.00
General Fund	49,008.66	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	49,008.66
Supplemental Fund	67,475.46
Title I	94,824.81
Title III	10,326.49

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	57,846.00
2000-2999: Classified Personnel Salaries	13,100.06
3000-3999: Employee Benefits	5,102.00
4000-4999: Books And Supplies	38,255.49
5000-5999: Services And Other Operating Expenditures	35,395.45
5800: Professional/Consulting Services And Operating Expenditures	71,936.42

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	6,451.00
2000-2999: Classified Personnel Salaries	General Fund	11,000.06
3000-3999: Employee Benefits	General Fund	3,300.00
4000-4999: Books And Supplies	General Fund	11,500.00

5000-5999: Services And Other Operating Expenditures	General Fund	16,757.60
1000-1999: Certificated Personnel Salaries	Supplemental Fund	33,596.00
3000-3999: Employee Benefits	Supplemental Fund	1,450.00
4000-4999: Books And Supplies	Supplemental Fund	20,400.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	10,529.46
1000-1999: Certificated Personnel Salaries	Title I	12,808.00
2000-2999: Classified Personnel Salaries	Title I	1,400.00
3000-3999: Employee Benefits	Title I	352.00
4000-4999: Books And Supplies	Title I	1,720.00
5000-5999: Services And Other Operating Expenditures	Title I	17,137.85
5800: Professional/Consulting Services And Operating Expenditures	Title I	61,406.96
1000-1999: Certificated Personnel Salaries	Title III	4,991.00
2000-2999: Classified Personnel Salaries	Title III	700.00
4000-4999: Books And Supplies	Title III	4,635.49

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,106.41
Goal 2	97,489.01
Goal 3	35,040.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Wendy Pham	Classroom Teacher
Marc Jordan	Classroom Teacher
Jaime Hammond	Principal
Denice Zarate	Other School Staff
Monica Ramirez-Perez	Classroom Teacher
Maria Paula	Parent or Community Member
Perla Rodriquez	Parent or Community Member
Anna Nguyen	Parent or Community Member
Karla Prince-Cheng	Parent or Community Member
Jessica Martinez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/28/2024.

Attested:

	Principal, Jaime Hammond on May 28, 2024
	SSC Chairperson, Karla Prince-Cheng on May 28, 2024

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description
Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement
Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:
- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:
- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment
Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures
In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:
- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:
- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:
- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

EVERGREEN SCHOOL DISTRICT
Business Services

General Fund Budget

2024-25

SCHOOL: *MONTGOMERY* **SITE #** **010** **ALLOCATION:** **$ 49,008.66**

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170	1000	010	
SEAT School Enrichment*(required** *$53 x 100 hours)**	010-0000-0	1120	00-1170	1000	010	**5,300**
Substitute Teachers (*paid by site)*	010-0000-0	1150	00-1170	1000	010	
Subs for absences are charged to the District:	010-0000-0	1150	00-1298	1000	081	■■■■
*Other**	010-0000-0		00-1170		010	
21.71% *Benefits*	010-0000-0	3xx1	00-1170		010	1,826

Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0000-0	2190	00-1170	1000	010	
Hourly M&O / Custodian	010-0000-0	2224	00-1170	8100	010	
Hourly Clerical	010-0000-0	2460	00-1170	2700	010	
Hourly Health Aide	010-0000-0	2950	00-1170	3140	010	
Hourly Noon Duty	010-0000-0	2950	00-1170	3900	010	11,000
*Other**	010-0000-0		00-1170		010	
36.61% *Benefits*	010-0000-0	3xx2	00-1170		010	2,625

Supplies (for POs & reimbursements)						
Books	**010-0000-0**	**4200**	**00-1170**	**1000**	**010**	
Classroom Supplies	**010-0000-0**	**4310**	**00-1170**	**1000**	**010**	9,000
Office Supplies	**010-0000-0**	**4351**	**00-1170**	**2700**	**010**	2,500
Parts/Supplies M.O.T.	**010-0000-0**	**4365**	**00-1170**	**8100**	**010**	12,882
Equipment $500 -4,999 *(function depends on use*)*	010-0000-0	4400	00-1170		010	
*Other**	010-0000-0		00-1170		010	

Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0000-0	5210	00-1170	1000	010	
Conference Registration Fees	010-0000-0	5220	00-1170	1000	010	
Mileage Reimbursement	010-0000-0	5299	00-1170	1000	010	
Maintenance Repair	010-0000-0	5610	00-1170	8100	010	
Computer Repair	010-0000-0	5611	00-1170	1000	010	
Copier Maintenance *(required = Purchasing PO)*	010-0000-0	5615	00-1170	1000	**010**	3,000
Consultant/Contractors	**010-0000-0**	**5815**	**00-1170**	**1000**	**010**	876
Software, Subscriptions & Licenses	**010-0000-0**	**5826**	**00-1170**	**1000**	**010**	
Field Trip	010-0000-0	5840	00-1170	1000	010	
*Other**	010-0000-0		00-1170		010	

*Other**	010-0000-0		00-1170			

Fill out with Business Office - we're happy to help

TOTAL BUDGET **49,009**

Statutory Benefits Calculation

should match Allocation

19.10%	STRS (Certificated only)	3101		*variance:*	#REF!
27.80%	PERS (Classfied only)	3202			
6.20%	OASDI (CL)	331X			
1.45%	Medicare (CE & CL)	332X			
0.05%	State Unemployment (CE & CL)	350X			
1.11%	Workers Comp (CE & CL)	360X			

Diagnostic Results

i-Ready

School	JOHN J. MONTGOMERY ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Criterion Referenced
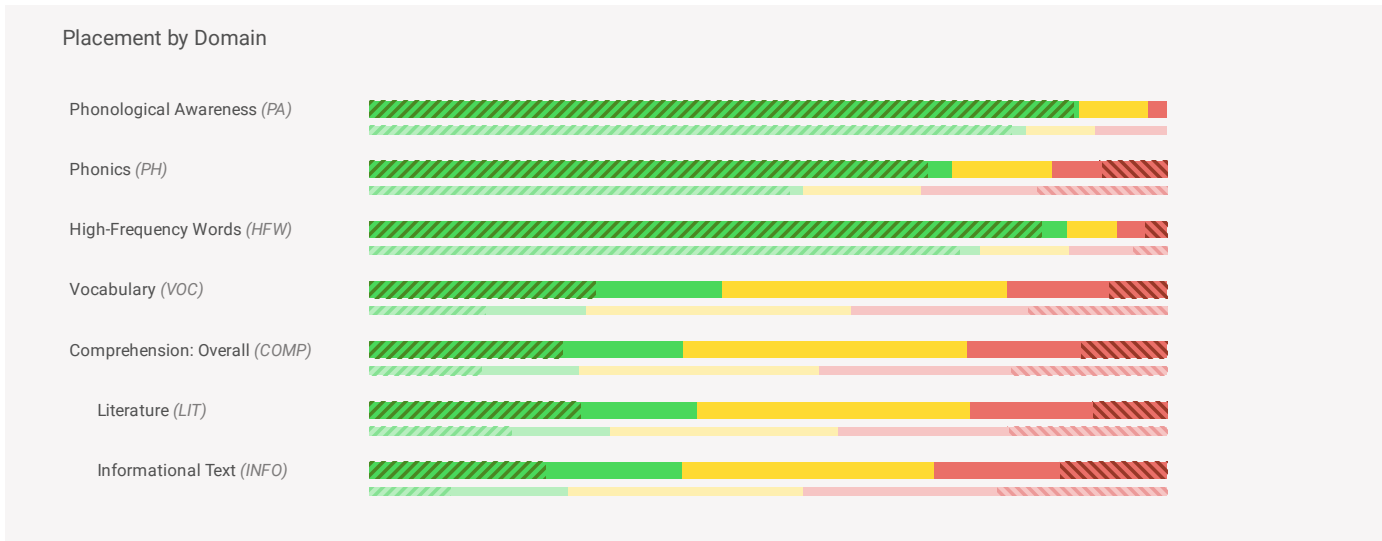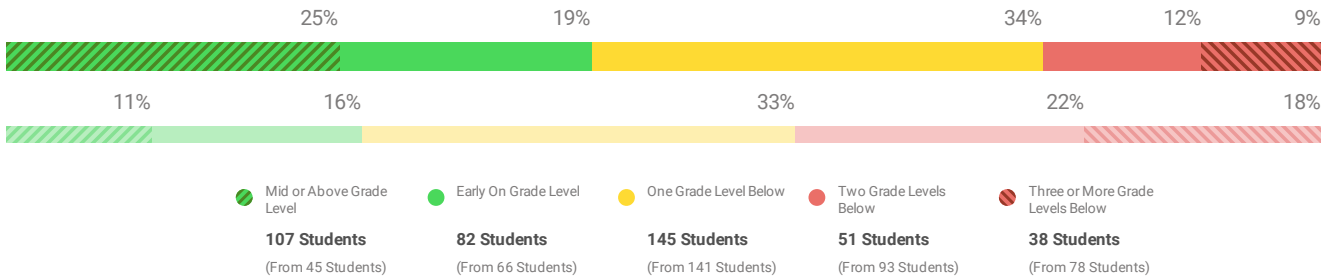
Overall Placement

Students Assessed/Total: **409/528**

16%	20%	43%	10%	11%

4%	12%	46%	20%	17%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	● Three or More Grade Levels Below
64 Students	**83 Students**	**177 Students**	**40 Students**	**45 Students**
(From 17 Students)	(From 51 Students)	(From 187 Students)	(From 83 Students)	(From 71 Students)

Placement by Domain

Number and Operations *(NO)*

Algebra and Algebraic Thinking *(ALG)*

Measurement and Data *(MS)*

Geometry *(GEO)*

Switch Table View	Choose to Show Results By
Placement Summary	**Grade**

Showing 7 of 7

Grade	Overall Grade-Level Placement	●	●	●	●	●	Students Assessed/Total
Grade K	Diagnostic 3	–	–	–	–	–	–	0/73
	Diagnostic 1	–	–	–	–	–	–	
Grade 1	Diagnostic 3		20%	10%	68%	2%	0%	60/71
	Diagnostic 1		5%	0%	78%	17%	0%	

Diagnostic Results

i-Ready

School	JOHN J. MONTGOMERY ELEMENTARY
Subject	Math
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade 2	Diagnostic 3		6%	17%	62%	15%	0%	53/59
	Diagnostic 1		2%	4%	51%	43%	0%	
Grade 3	Diagnostic 3		14%	25%	44%	14%	3%	72/77
	Diagnostic 1		0%	17%	40%	29%	14%	
Grade 4	Diagnostic 3		13%	14%	42%	13%	17%	69/76
	Diagnostic 1		4%	10%	36%	23%	26%	
Grade 5	Diagnostic 3		16%	20%	35%	6%	23%	83/88
	Diagnostic 1		8%	16%	40%	7%	29%	
Grade 6	Diagnostic 3		24%	32%	18%	10%	17%	72/84
	Diagnostic 1		4%	24%	36%	10%	26%	

Diagnostic Results

i-Ready

Criterion Referenced

Overall Placement

Students Assessed/Total: **423/528**

25%	19%		34%	12%	9%

11%	16%	33%	22%	18%

- ⬚ Mid or Above Grade Level — **107 Students** (From 45 Students)
- ● Early On Grade Level — **82 Students** (From 66 Students)
- ● One Grade Level Below — **145 Students** (From 141 Students)
- ● Two Grade Levels Below — **51 Students** (From 93 Students)
- ⬚ Three or More Grade Levels Below — **38 Students** (From 78 Students)

Placement by Domain

Phonological Awareness *(PA)*

Phonics *(PH)*

High-Frequency Words *(HFW)*

Vocabulary *(VOC)*

Comprehension: Overall *(COMP)*

Literature *(LIT)*

Informational Text *(INFO)*

Switch Table View	Choose to Show Results By						
Placement Summary	**Grade**						*Showing 7 of 7*
Grade	Overall Grade-Level Placement	⬚	●	●	●	⬚	Students Assessed/Total
Grade K — Diagnostic 3	–	–	–	–	–	–	0/73
Grade K — Diagnostic 1	–	–	–	–	–	–	
Grade 1 — Diagnostic 3		37%	12%	48%	3%	0%	67/71
Grade 1 — Diagnostic 1		9%	12%	63%	16%	0%	

Diagnostic Results

i-Ready

School	JOHN J. MONTGOMERY ELEMENTARY
Subject	Reading
Academic Year	2023 - 2024
Diagnostic	Diagnostic 3
Prior Diagnostic	Diagnostic 1

Grade		Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🔴	Students Assessed/Total
Grade 2	Diagnostic 3		25%	23%	32%	21%	0%	53/59
	Diagnostic 1		8%	8%	40%	45%	0%	
Grade 3	Diagnostic 3		29%	38%	18%	10%	6%	72/77
	Diagnostic 1		15%	22%	24%	26%	13%	
Grade 4	Diagnostic 3		13%	17%	52%	7%	11%	71/76
	Diagnostic 1		7%	17%	30%	15%	31%	
Grade 5	Diagnostic 3		17%	19%	25%	20%	18%	83/88
	Diagnostic 1		11%	17%	23%	24%	25%	
Grade 6	Diagnostic 3		32%	9%	32%	12%	14%	77/84
	Diagnostic 1		13%	16%	27%	10%	34%	

Q1 What grade is your child in?

Answered: 82   Skipped: 0
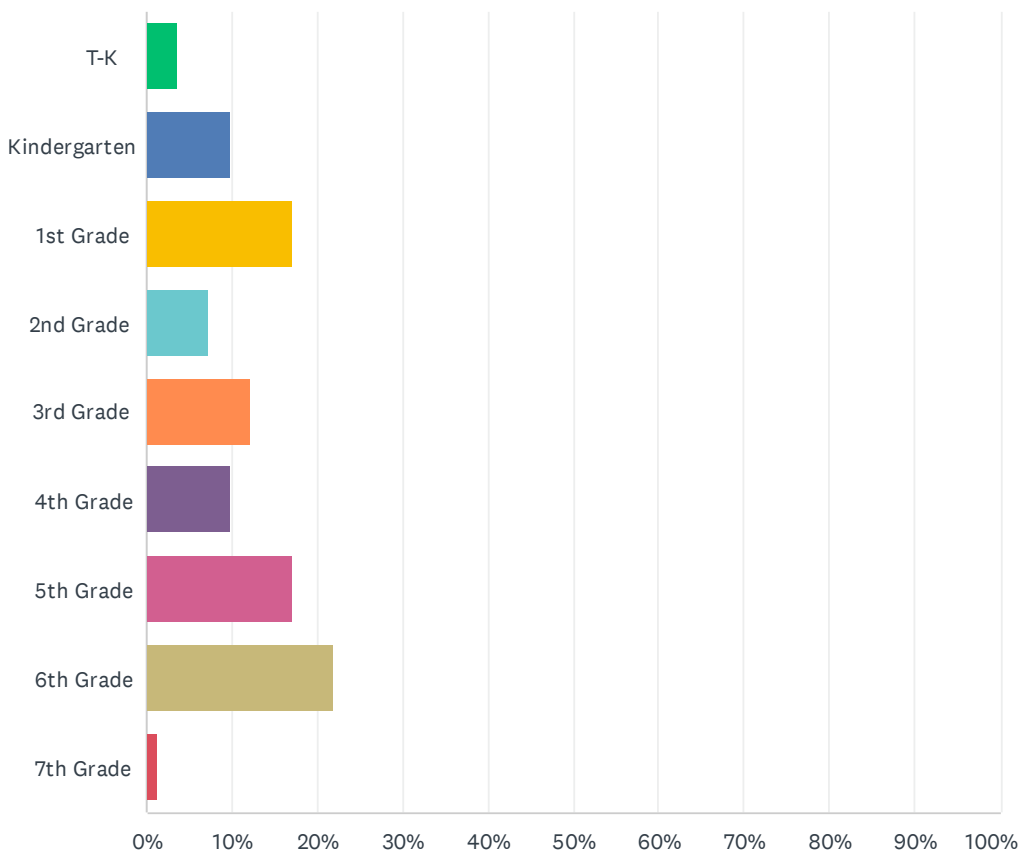
ANSWER CHOICES	RESPONSES	
T-K	3.66%	3
Kindergarten	9.76%	8
1st Grade	17.07%	14
2nd Grade	7.32%	6
3rd Grade	12.20%	10
4th Grade	9.76%	8
5th Grade	17.07%	14
6th Grade	21.95%	18
7th Grade	1.22%	1
TOTAL		82

Q2 How much do you find the following to be a problem at your child's school?

Answered: 82   Skipped: 0

Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
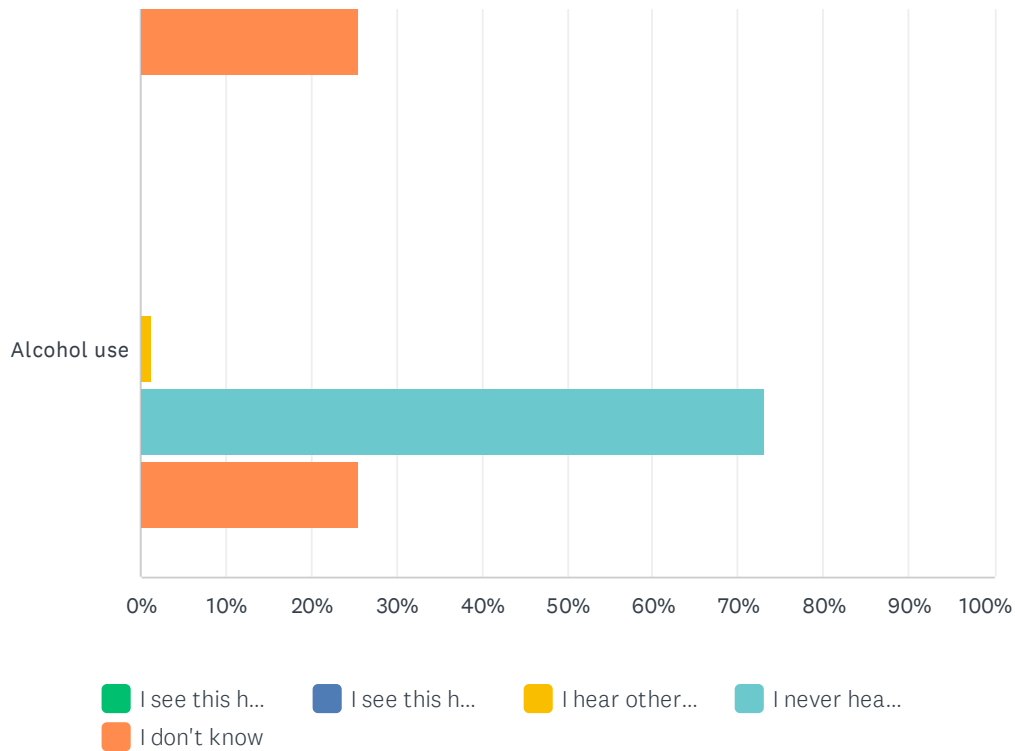
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Bullying	13.58% 11	22.22% 18	17.28% 14	27.16% 22	19.75% 16	81	3.17
Harassment, and intimidation	9.76% 8	14.63% 12	10.98% 9	42.68% 35	21.95% 18	82	3.52
Fights and assault	6.33% 5	13.92% 11	16.46% 13	44.30% 35	18.99% 15	79	3.56
Student interest in gangs	3.66% 3	2.44% 2	2.44% 2	60.98% 50	30.49% 25	82	4.12
Illegal weapons	0.00% 0	0.00% 0	6.33% 5	69.62% 55	24.05% 19	79	4.18
Graffiti and vandalism	1.22% 1	4.88% 4	7.32% 6	57.32% 47	29.27% 24	82	4.09
People trespassing on campus	0.00% 0	3.66% 3	8.54% 7	51.22% 42	36.59% 30	82	4.21
Drug use	1.22% 1	1.22% 1	0.00% 0	71.95% 59	25.61% 21	82	4.20
Alcohol use	0.00% 0	0.00% 0	1.22% 1	73.17% 60	25.61% 21	82	4.24

Q3 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 81   Skipped: 1
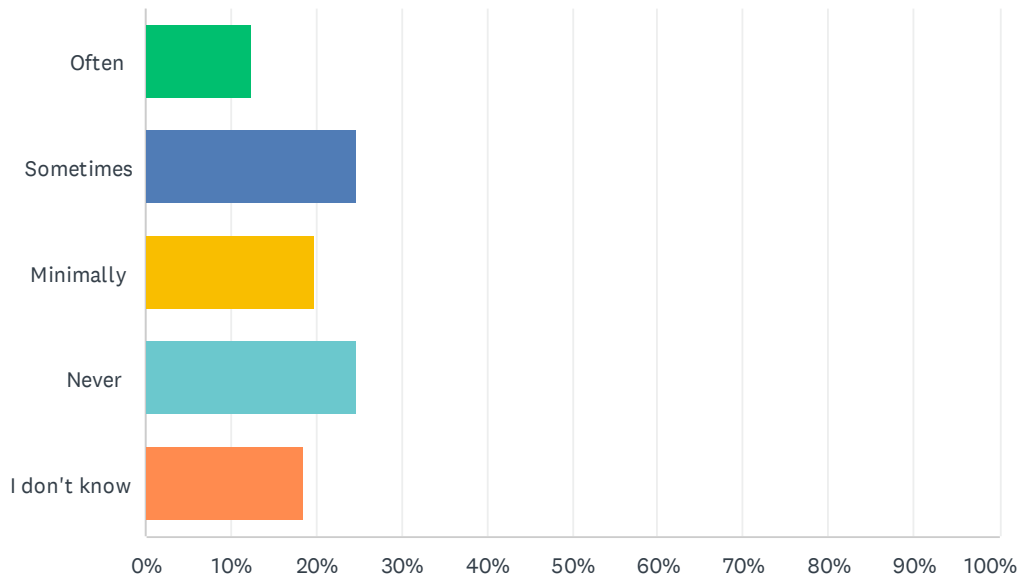
ANSWER CHOICES	RESPONSES	
Often	12.35%	10
Sometimes	24.69%	20
Minimally	19.75%	16
Never	24.69%	20
I don't know	18.52%	15
TOTAL		81

Q4 Students at my child's school get put down because of their...

Answered: 82   Skipped: 0
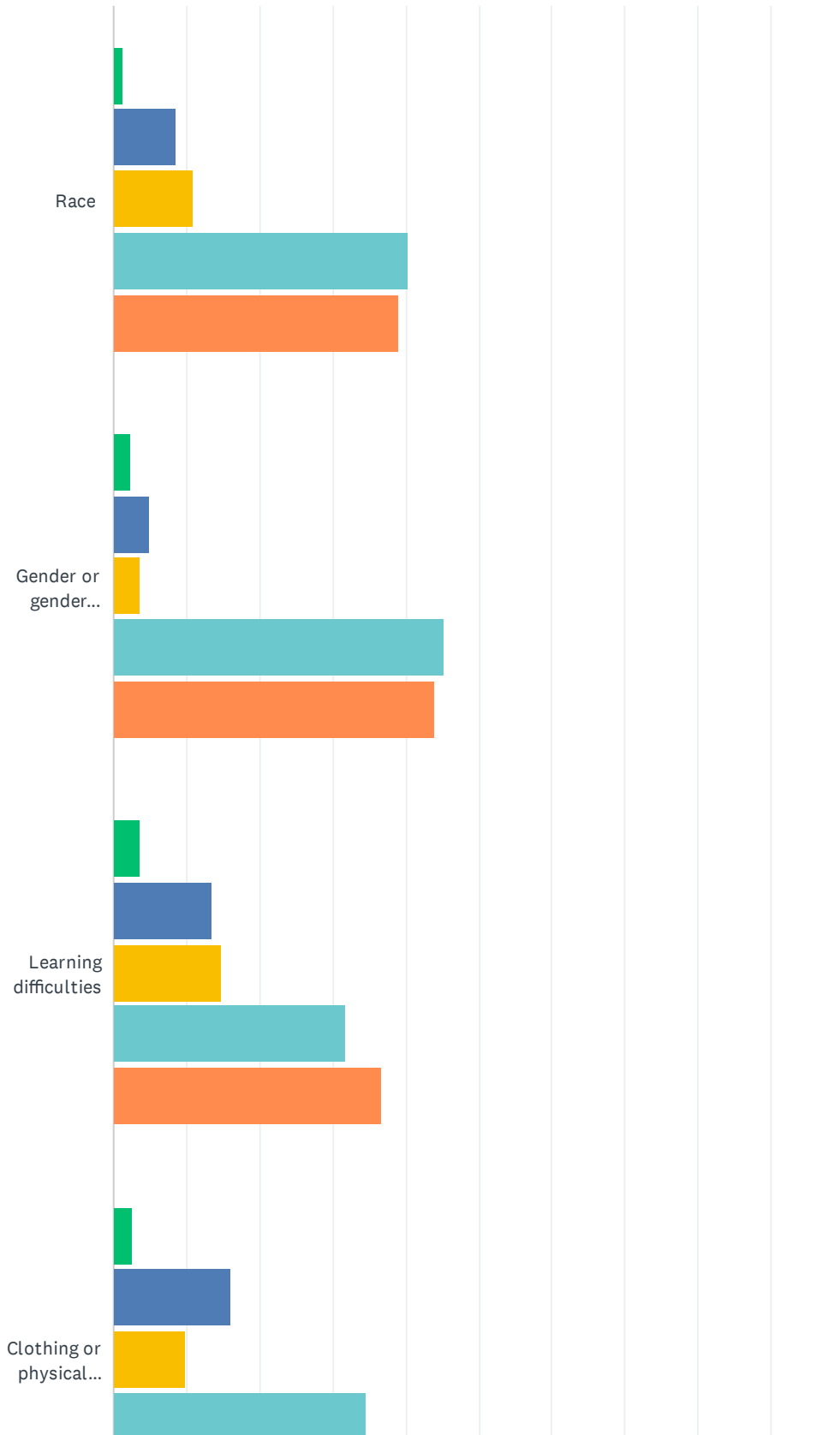
Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
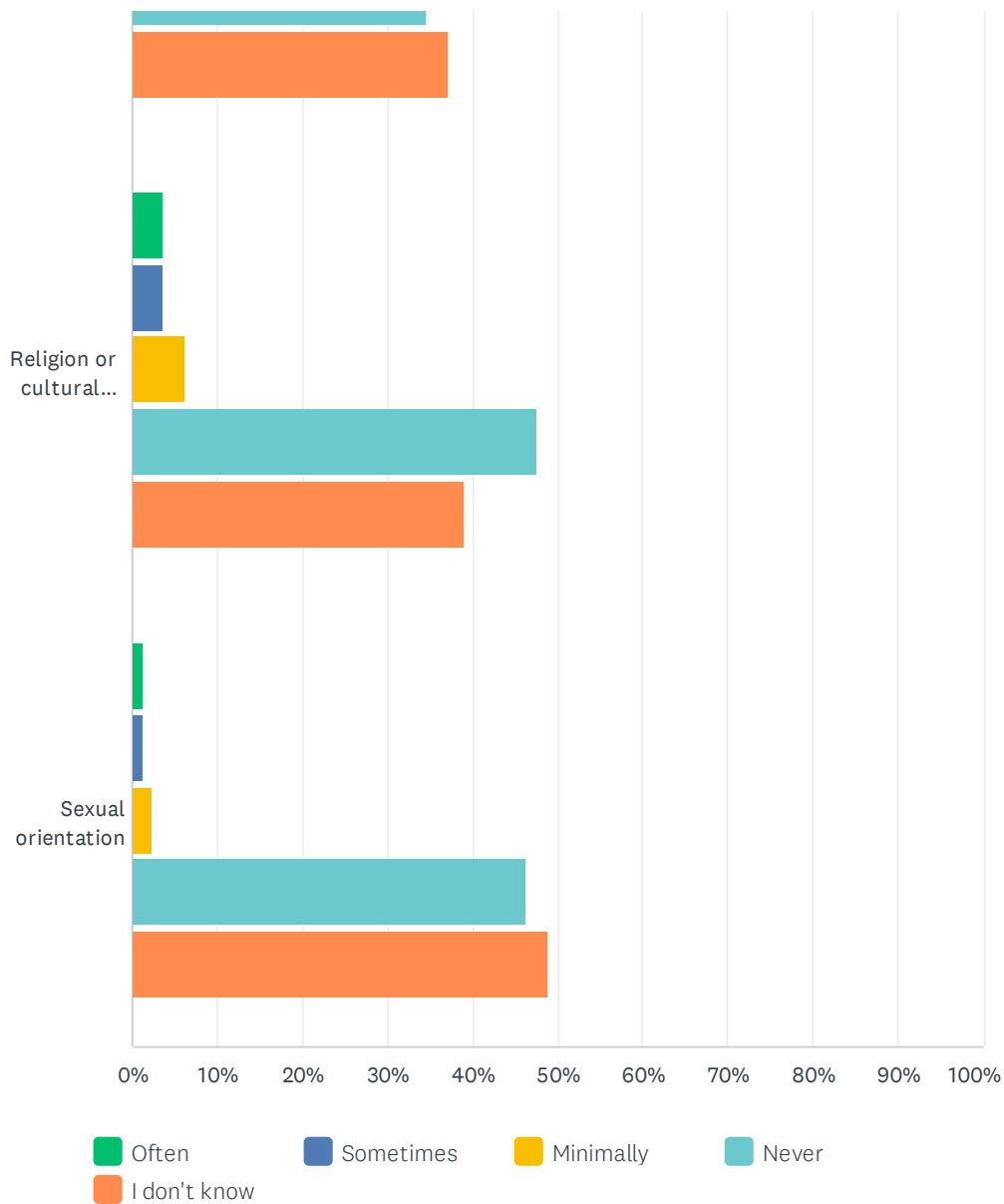

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	1.22% 1	8.54% 7	10.98% 9	40.24% 33	39.02% 32	82	4.07
Gender or gender identification	2.44% 2	4.88% 4	3.66% 3	45.12% 37	43.90% 36	82	4.23
Learning difficulties	3.66% 3	13.41% 11	14.63% 12	31.71% 26	36.59% 30	82	3.84
Clothing or physical appearance	2.47% 2	16.05% 13	9.88% 8	34.57% 28	37.04% 30	81	3.88
Religion or cultural practices	3.66% 3	3.66% 3	6.10% 5	47.56% 39	39.02% 32	82	4.15
Sexual orientation	1.22% 1	1.22% 1	2.44% 2	46.34% 38	48.78% 40	82	4.40

Q5 How often do you hear ADULTS at your child's school make fun of differences such as...

Answered: 82   Skipped: 0

Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

- 🟩 Often
- 🟦 Sometimes
- 🟨 Minimally
- 🟦 Never
- 🟧 I don't know
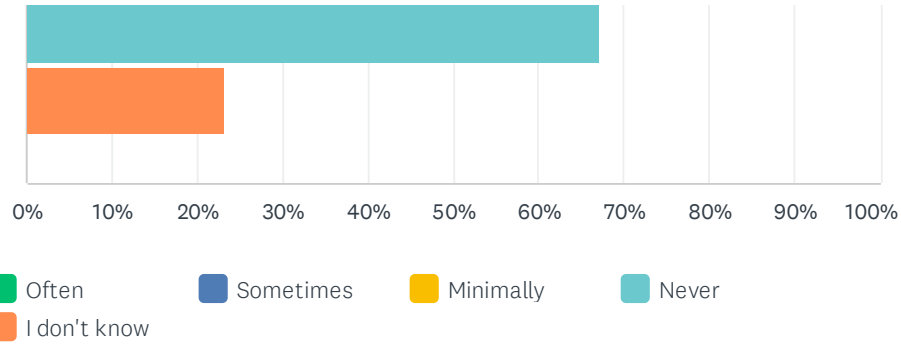
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	3.66% 3	4.88% 4	67.07% 55	24.39% 20	82	4.12
Religion	1.22% 1	1.22% 1	4.88% 4	68.29% 56	24.39% 20	82	4.13
Sexual orientation	0.00% 0	0.00% 0	1.22% 1	73.17% 60	25.61% 21	82	4.24
Learning disabilities	0.00% 0	7.32% 6	2.44% 2	67.07% 55	23.17% 19	82	4.06

Q6 How familiar are you with the following at your child's school?
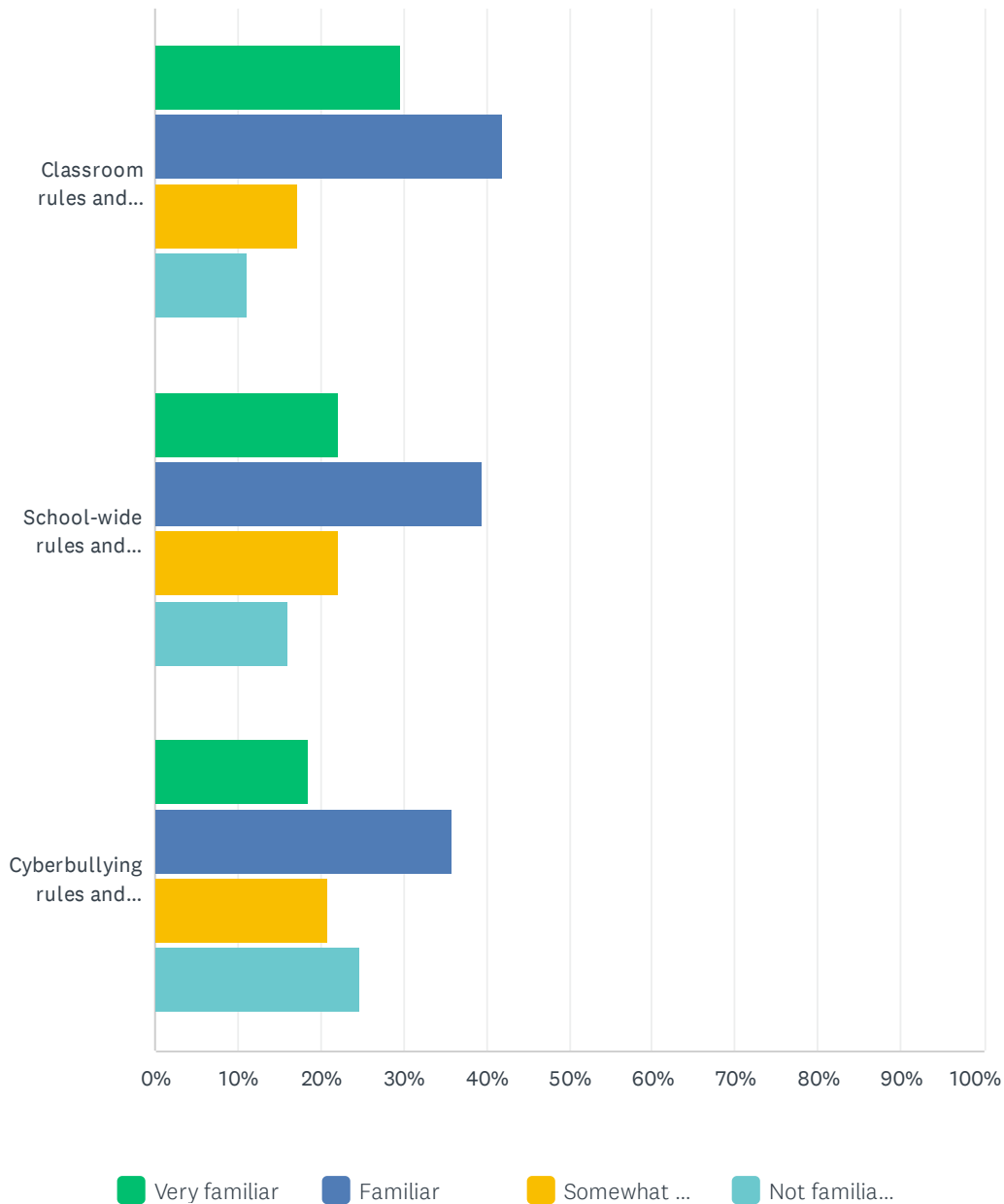
Answered: 81   Skipped: 1

Legend: Very familiar · Familiar · Somewhat ... · Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	29.63% 24	41.98% 34	17.28% 14	11.11% 9	81	2.10
School-wide rules and consequences when those rules are broken.	22.22% 18	39.51% 32	22.22% 18	16.05% 13	81	2.32
Cyberbullying rules and consequences when those rules are broken.	18.52% 15	35.80% 29	20.99% 17	24.69% 20	81	2.52

Q7 The rules and expectations of the school are clear and well known to me.

Answered: 81   Skipped: 1
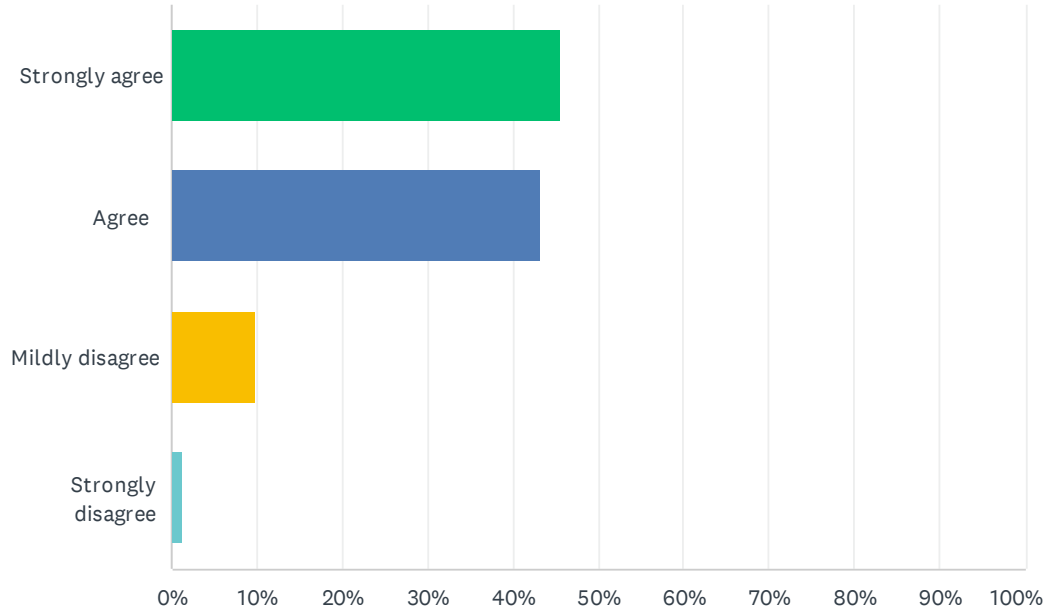
ANSWER CHOICES	RESPONSES	
Strongly agree	45.68%	37
Agree	43.21%	35
Mildly disagree	9.88%	8
Strongly disagree	1.23%	1
TOTAL		81

Q8 How well do you understand the Emergency procedures at your child's school?

Answered: 81   Skipped: 1

Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Legend: Very familiar, Familiar, Somewhat ..., Not familia...

Categories: Fire Drill, Earthquake Drill, Shelter in Place, Run, Hide, Defend
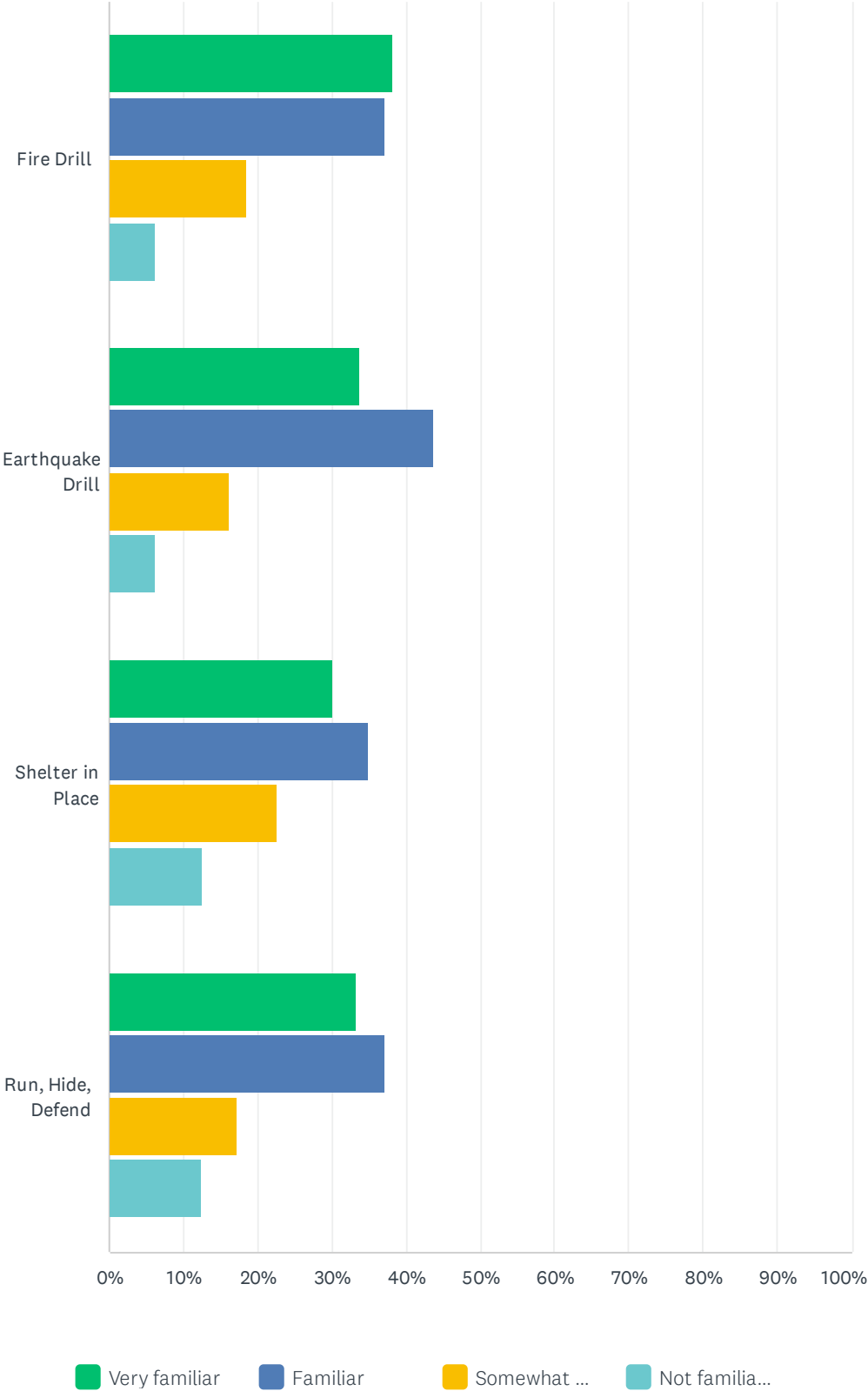
Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL
Fire Drill	38.27% 31	37.04% 30	18.52% 15	6.17% 5	81
Earthquake Drill	33.75% 27	43.75% 35	16.25% 13	6.25% 5	80
Shelter in Place	30.00% 24	35.00% 28	22.50% 18	12.50% 10	80
Run, Hide, Defend	33.33% 27	37.04% 30	17.28% 14	12.35% 10	81

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL

Q9 The facilities and grounds are well maintained at my child's school.

Answered: 81   Skipped: 1
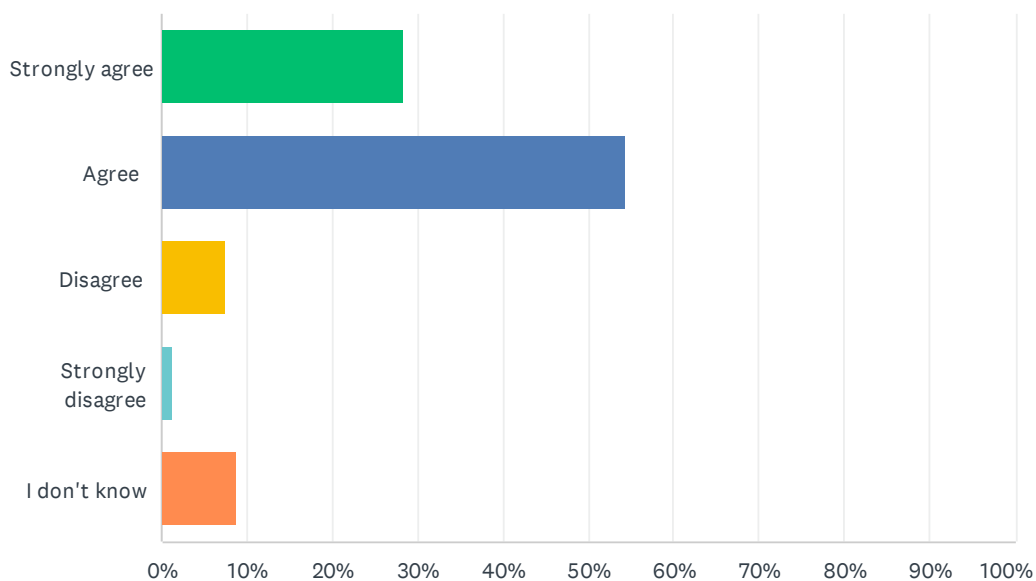
| ANSWER CHOICES	RESPONSES	
Strongly agree	28.40%	23
Agree	54.32%	44
Disagree	7.41%	6
Strongly disagree	1.23%	1
I don't know	8.64%	7
TOTAL		81

Montgomery Community Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Q10 I am aware of the district's Wellness Connections webpage with resources for students and families.

Answered: 81   Skipped: 1
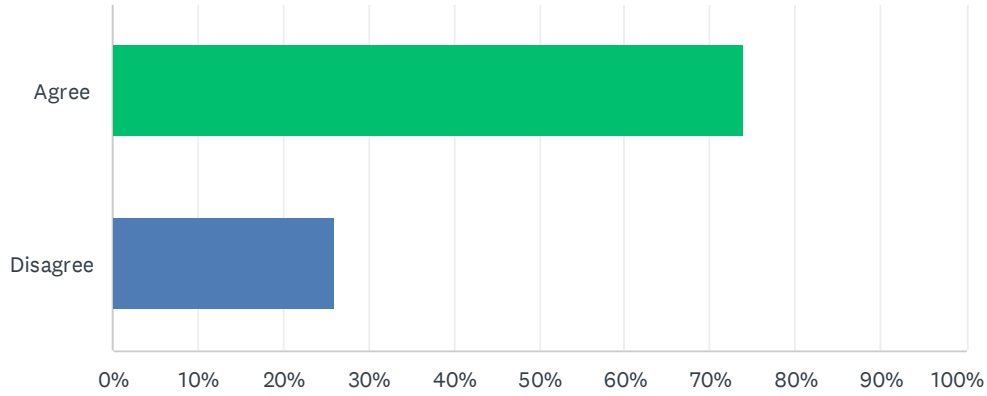
ANSWER CHOICES	RESPONSES	
Agree	74.07%	60
Disagree	25.93%	21
TOTAL		81

Q11 My child's school has a way to recognize positive behavior among students.

Answered: 81   Skipped: 1
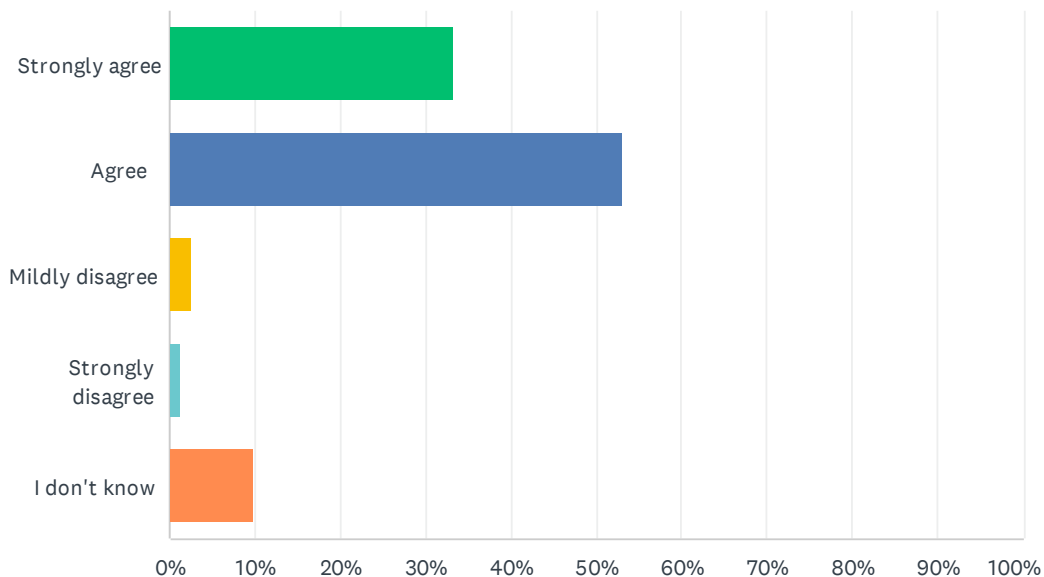
ANSWER CHOICES	RESPONSES	
Strongly agree	33.33%	27
Agree	53.09%	43
Mildly disagree	2.47%	2
Strongly disagree	1.23%	1
I don't know	9.88%	8
TOTAL		81

Q12 What is something you would like to see improved regarding safety at your school?

Answered: 59   Skipped: 23

Q1 How much do you find the following to be a problem at your school?

Answered: 46   Skipped: 0
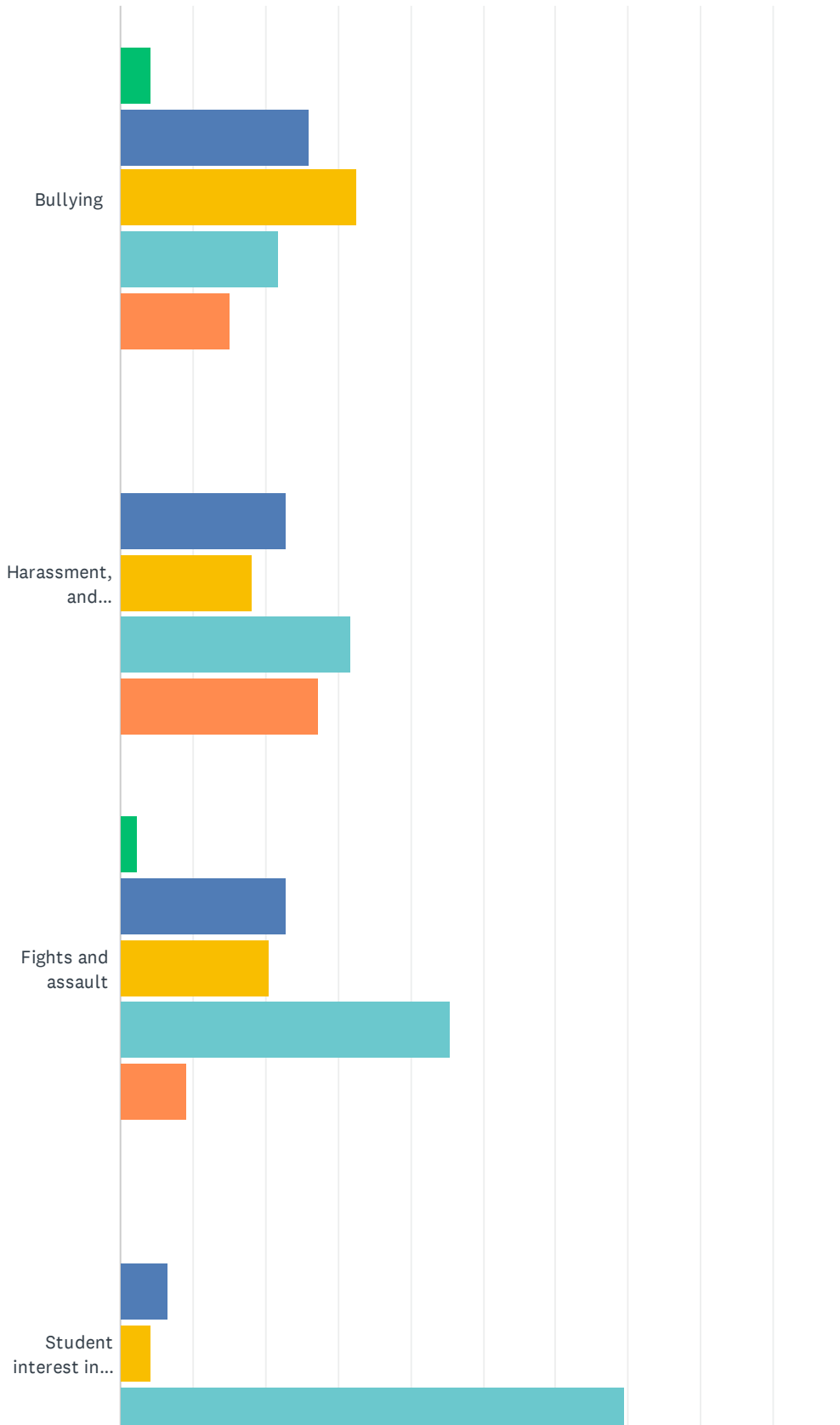
Montgomery Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use

Montgomery Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024

Legend: I see this h... | I see this h... | I hear stud... | I never hea... | I don't know.
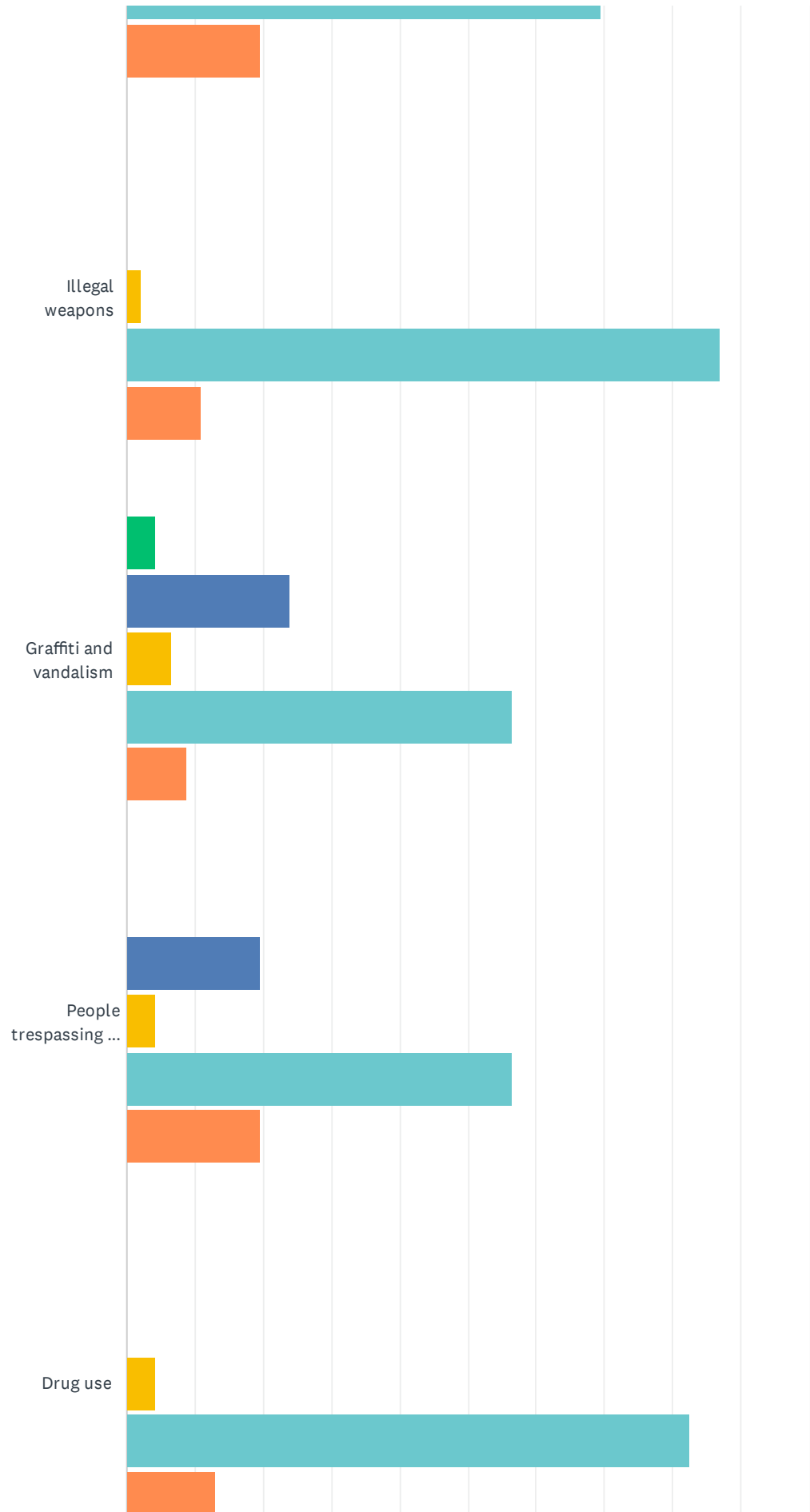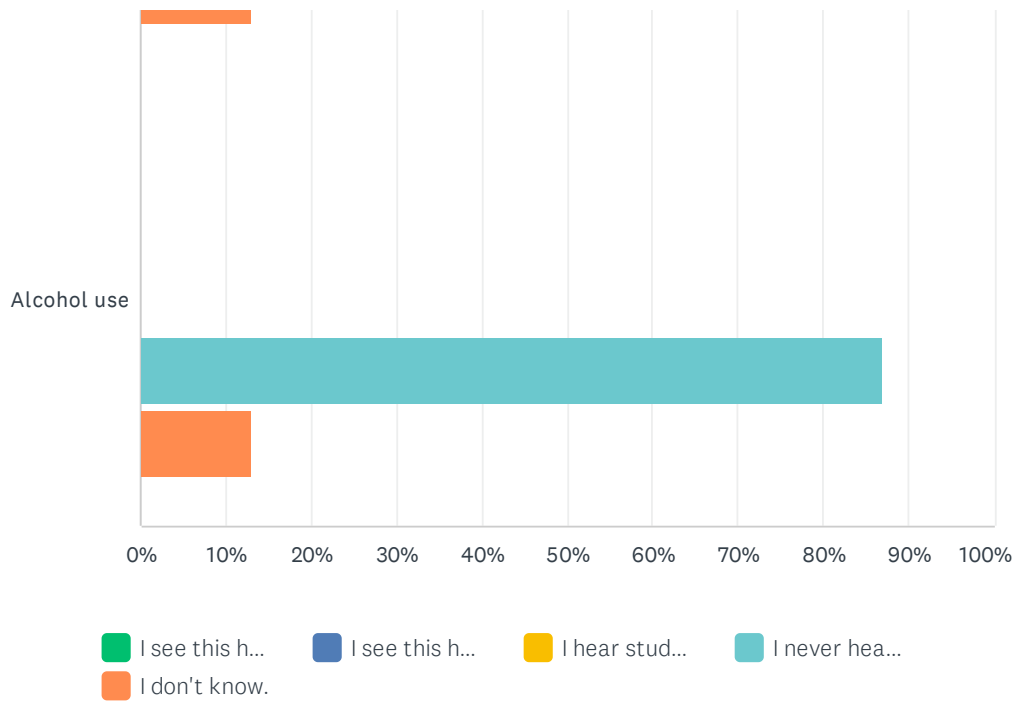
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Bullying	4.35% 2	26.09% 12	32.61% 15	21.74% 10	15.22% 7	46	3.17
Harassment, and intimidation	0.00% 0	22.73% 10	18.18% 8	31.82% 14	27.27% 12	44	3.64
Fights and assault	2.27% 1	22.73% 10	20.45% 9	45.45% 20	9.09% 4	44	3.36
Student interest in gangs	0.00% 0	6.52% 3	4.35% 2	69.57% 32	19.57% 9	46	4.02
Illegal weapons	0.00% 0	0.00% 0	2.17% 1	86.96% 40	10.87% 5	46	4.09
Graffiti and vandalism	4.35% 2	23.91% 11	6.52% 3	56.52% 26	8.70% 4	46	3.41
People trespassing on campus	0.00% 0	19.57% 9	4.35% 2	56.52% 26	19.57% 9	46	3.76
Drug use	0.00% 0	0.00% 0	4.35% 2	82.61% 38	13.04% 6	46	4.09
Alcohol use	0.00% 0	0.00% 0	0.00% 0	86.96% 40	13.04% 6	46	4.13

Q2 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.

Answered: 46   Skipped: 0
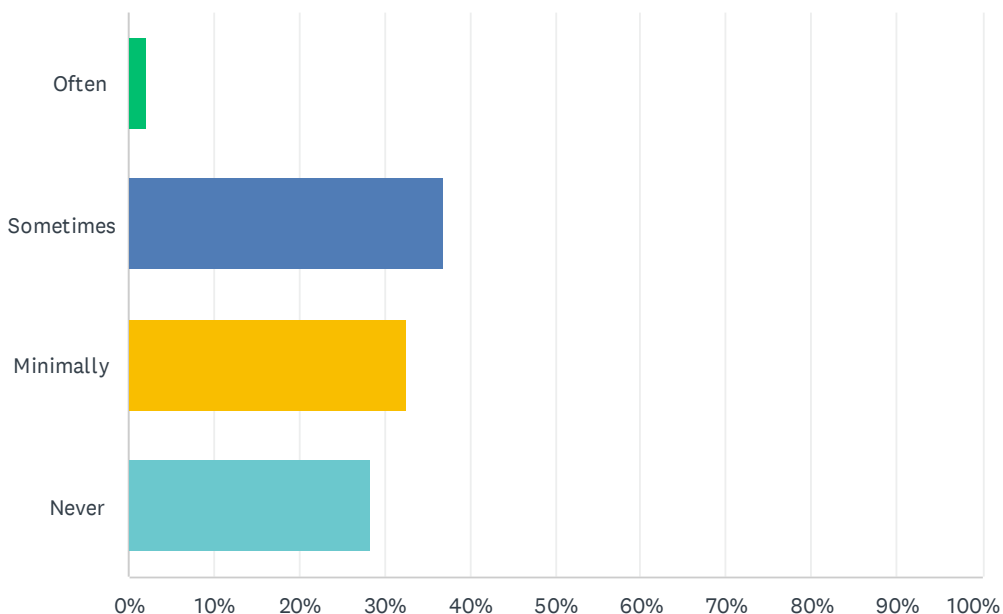
ANSWER CHOICES	RESPONSES	
Often	2.17%	1
Sometimes	36.96%	17
Minimally	32.61%	15
Never	28.26%	13
TOTAL		46

Q3 Students at this school get put down because of their...

Answered: 46   Skipped: 0
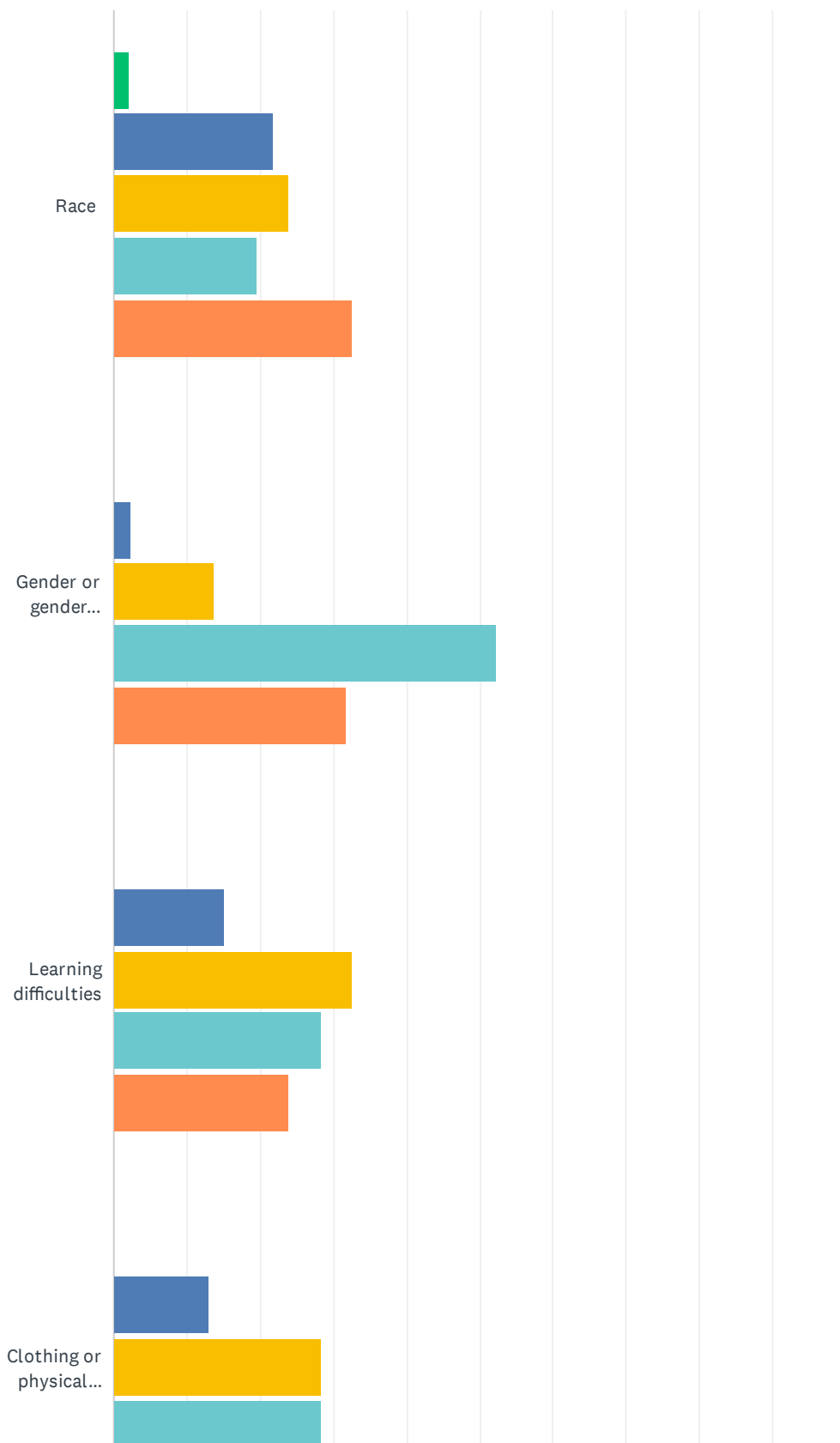
Montgomery Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
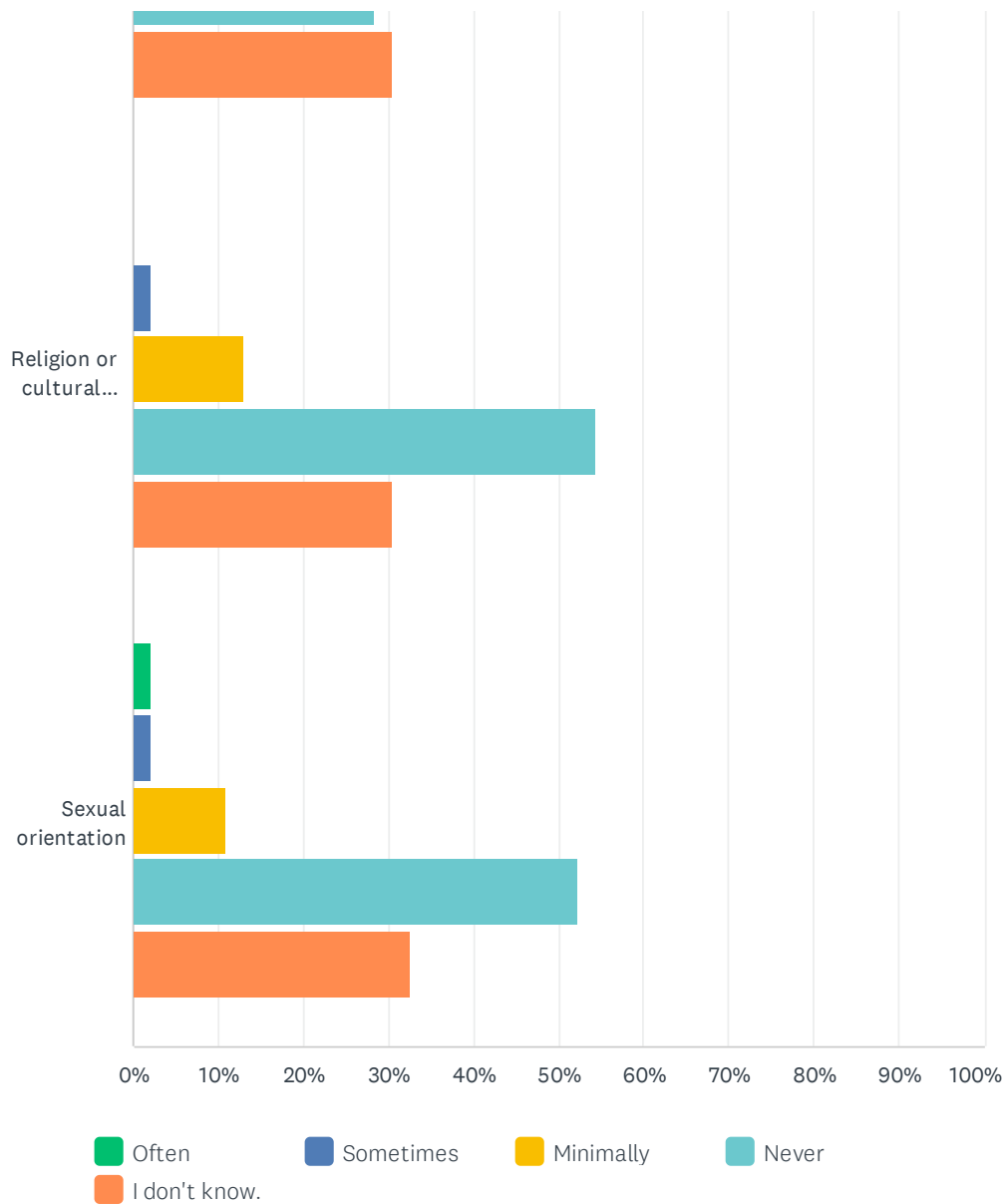
	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	2.17% 1	21.74% 10	23.91% 11	19.57% 9	32.61% 15	46	3.59
Gender or gender identification	0.00% 0	2.27% 1	13.64% 6	52.27% 23	31.82% 14	44	4.14
Learning difficulties	0.00% 0	15.22% 7	32.61% 15	28.26% 13	23.91% 11	46	3.61
Clothing or physical appearance	0.00% 0	13.04% 6	28.26% 13	28.26% 13	30.43% 14	46	3.76
Religion or cultural practices	0.00% 0	2.17% 1	13.04% 6	54.35% 25	30.43% 14	46	4.13
Sexual orientation	2.17% 1	2.17% 1	10.87% 5	52.17% 24	32.61% 15	46	4.11

Q4 How often do you hear ADULTS at school make fun of differences such as...

Answered: 46   Skipped: 0
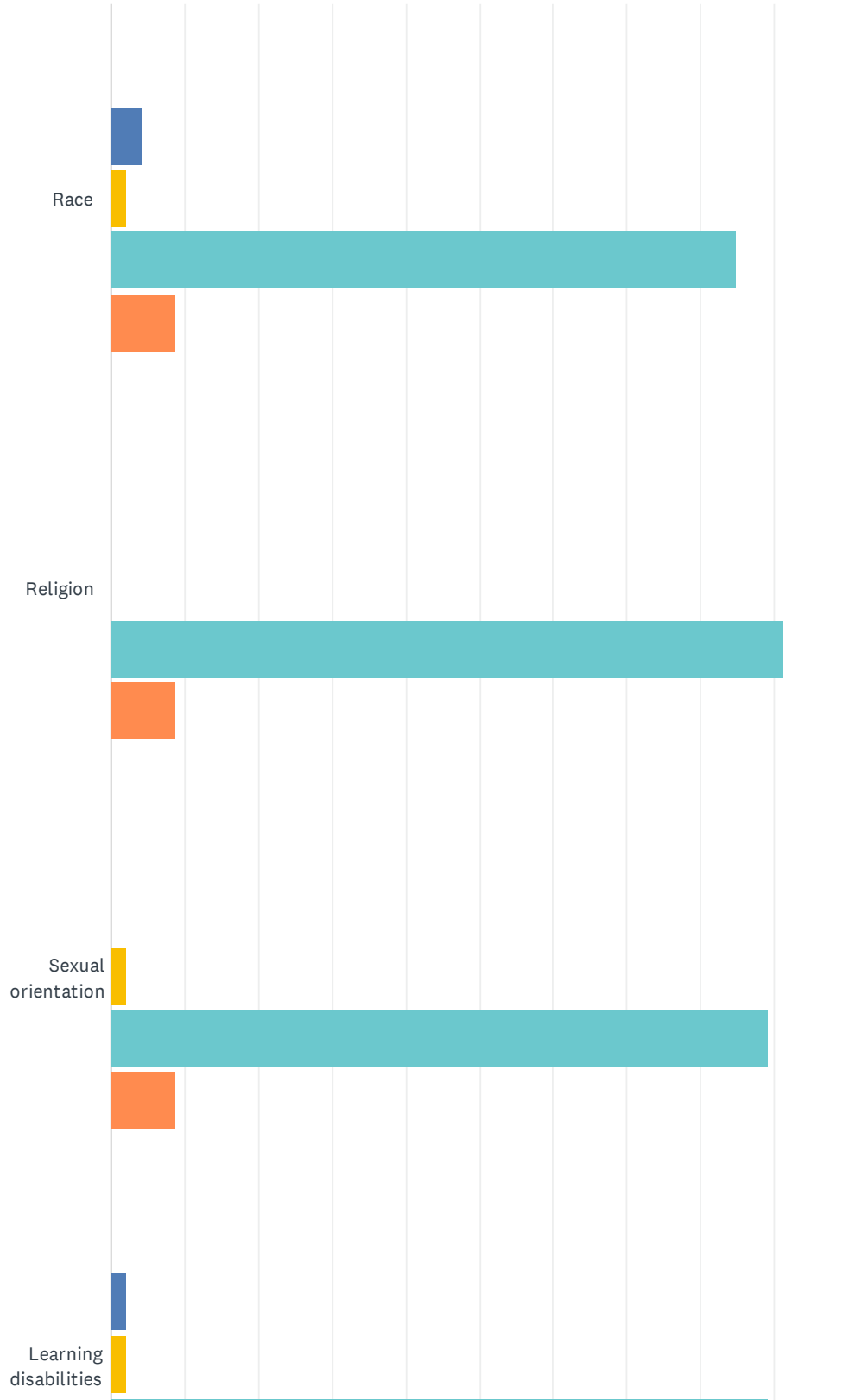
Montgomery Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
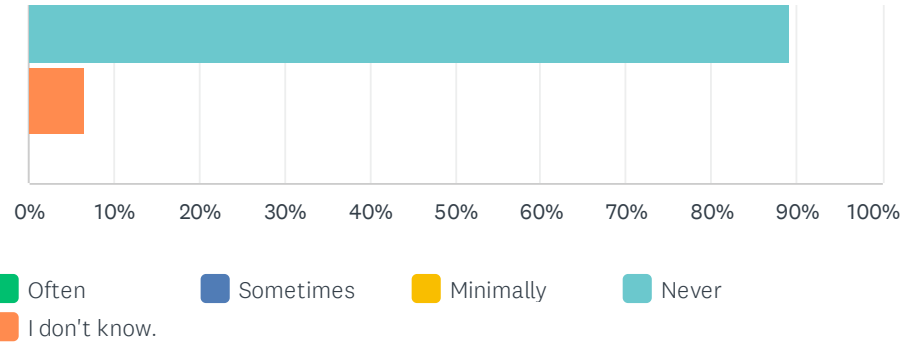

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW.	TOTAL	WEIGHTED AVERAGE
Race	0.00% 0	4.35% 2	2.17% 1	84.78% 39	8.70% 4	46	3.98
Religion	0.00% 0	0.00% 0	0.00% 0	91.30% 42	8.70% 4	46	4.09
Sexual orientation	0.00% 0	0.00% 0	2.17% 1	89.13% 41	8.70% 4	46	4.07
Learning disabilities	0.00% 0	2.17% 1	2.17% 1	89.13% 41	6.52% 3	46	4.00

Q5 How familiar are you with the following?

Answered: 46   Skipped: 0
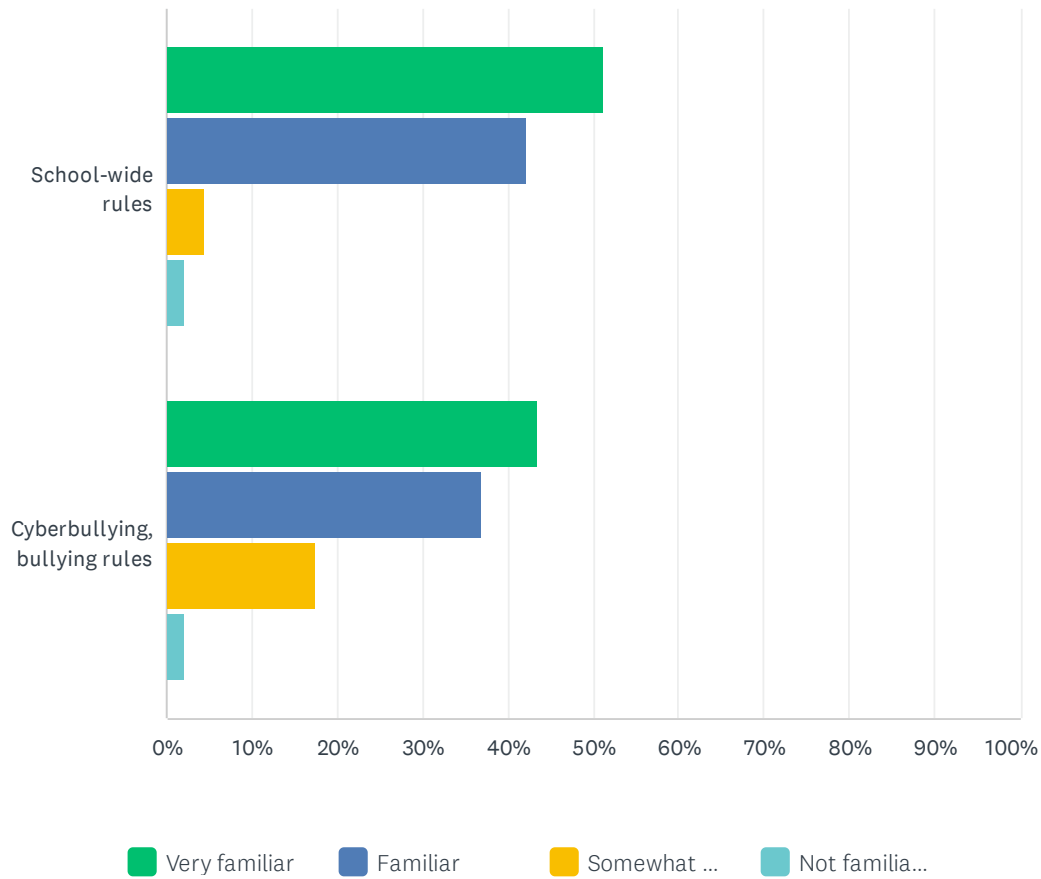
	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
School-wide rules	51.11% 23	42.22% 19	4.44% 2	2.22% 1	45	1.58
Cyberbullying, bullying rules	43.48% 20	36.96% 17	17.39% 8	2.17% 1	46	1.78

Q6 Staff enforces school rules fairly and appropriately?

Answered: 46   Skipped: 0
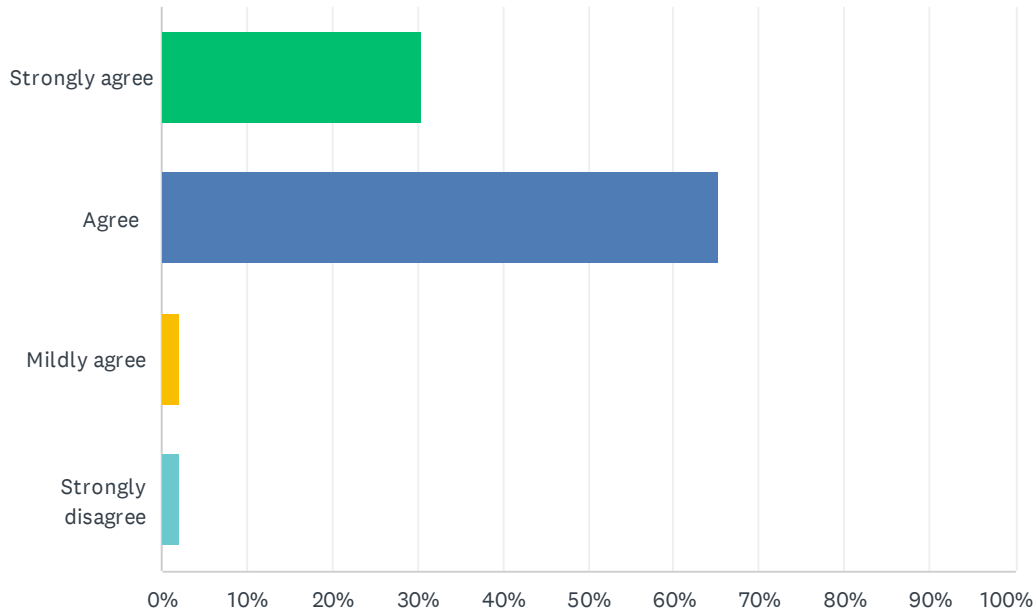
ANSWER CHOICES	RESPONSES	
Strongly agree	30.43%	14
Agree	65.22%	30
Mildly agree	2.17%	1
Strongly disagree	2.17%	1
TOTAL		46

Q7 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 46 Skipped: 0
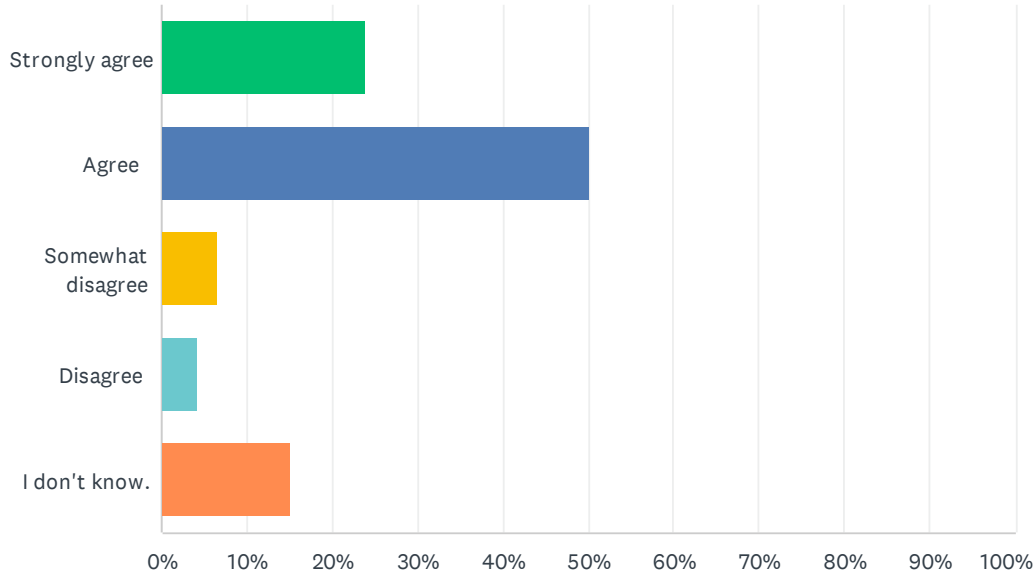
ANSWER CHOICES	RESPONSES	
Strongly agree	23.91%	11
Agree	50.00%	23
Somewhat disagree	6.52%	3
Disagree	4.35%	2
I don't know.	15.22%	7
TOTAL		46

Q8 How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?

Answered: 46   Skipped: 0
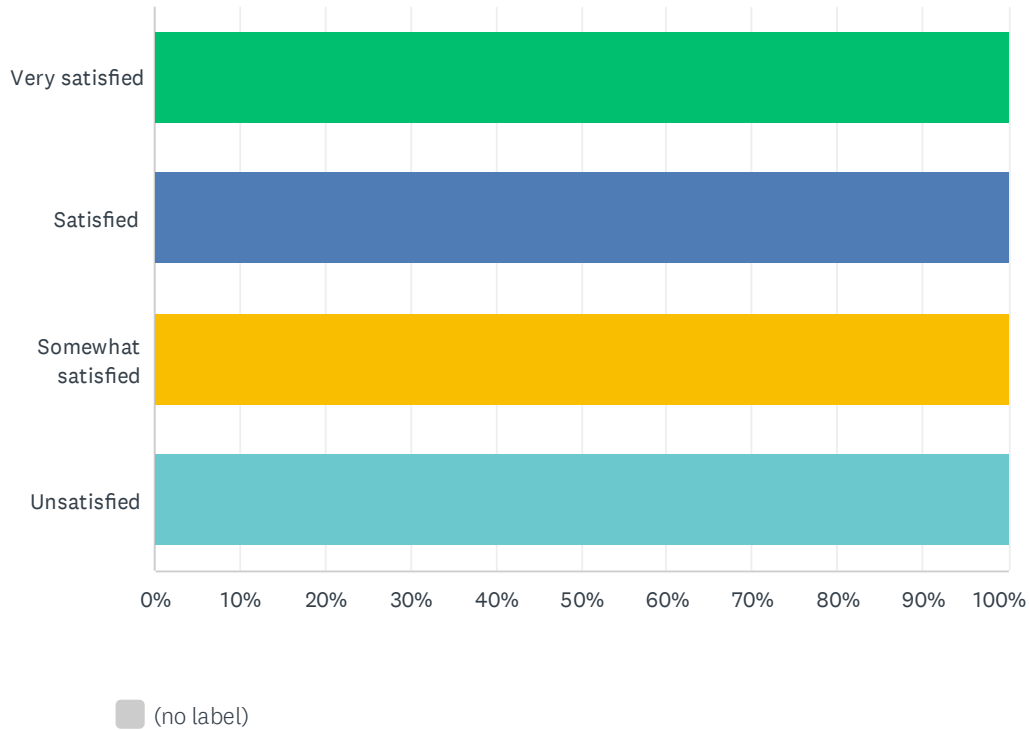
□ (no label)

	(NO LABEL)	TOTAL
Very satisfied	100.00% 11	11
Satisfied	100.00% 25	25
Somewhat satisfied	100.00% 9	9
Unsatisfied	100.00% 1	1

Q9 The school provides adequate training for staff on school policies and procedures?

Answered: 46   Skipped: 0
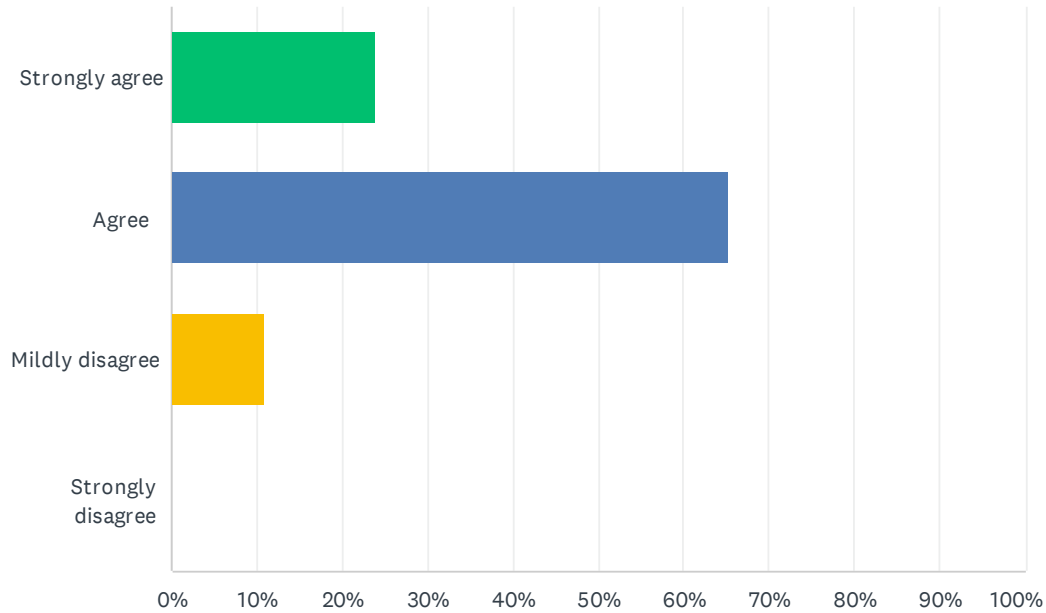
ANSWER CHOICES	RESPONSES	
Strongly agree	23.91%	11
Agree	65.22%	30
Mildly disagree	10.87%	5
Strongly disagree	0.00%	0
TOTAL		46

Q10 How well do you understand your schools Emergency procedures?
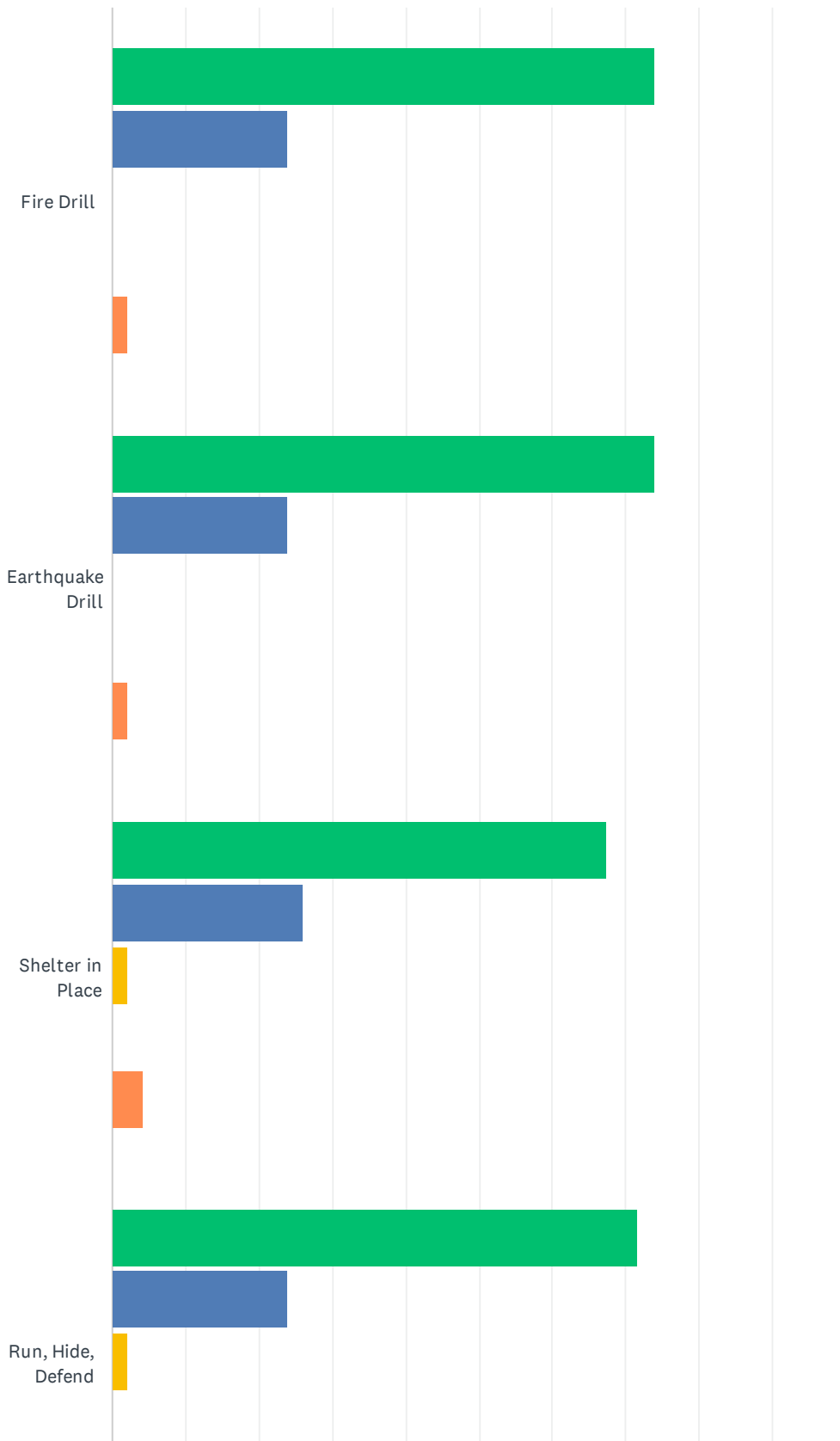
Answered: 46   Skipped: 0

Fire Drill

Earthquake Drill

Shelter in Place

Run, Hide, Defend

Montgomery Staff Safety Survey: Please answer these questions to the best of your ability based on your experience at our school. 2023-2024
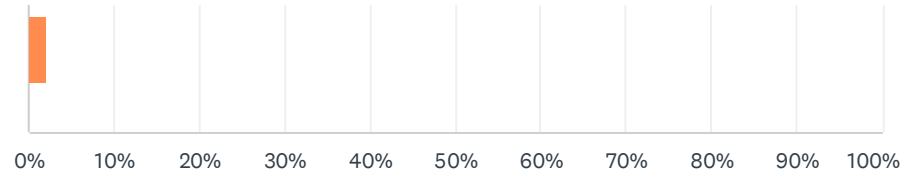
■ Very familiar ■ Familiar ■ Somewhat ... ■ Not familia...
■ I don't know.

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW.	TOTAL
Fire Drill	73.91% 34	23.91% 11	0.00% 0	0.00% 0	2.17% 1	46
Earthquake Drill	73.91% 34	23.91% 11	0.00% 0	0.00% 0	2.17% 1	46
Shelter in Place	67.39% 31	26.09% 12	2.17% 1	0.00% 0	4.35% 2	46
Run, Hide, Defend	71.74% 33	23.91% 11	2.17% 1	0.00% 0	2.17% 1	46

Q11 Emergency response drills and procedures are performed regularly (or discussed virtually) by teachers and students.

Answered: 46   Skipped: 0
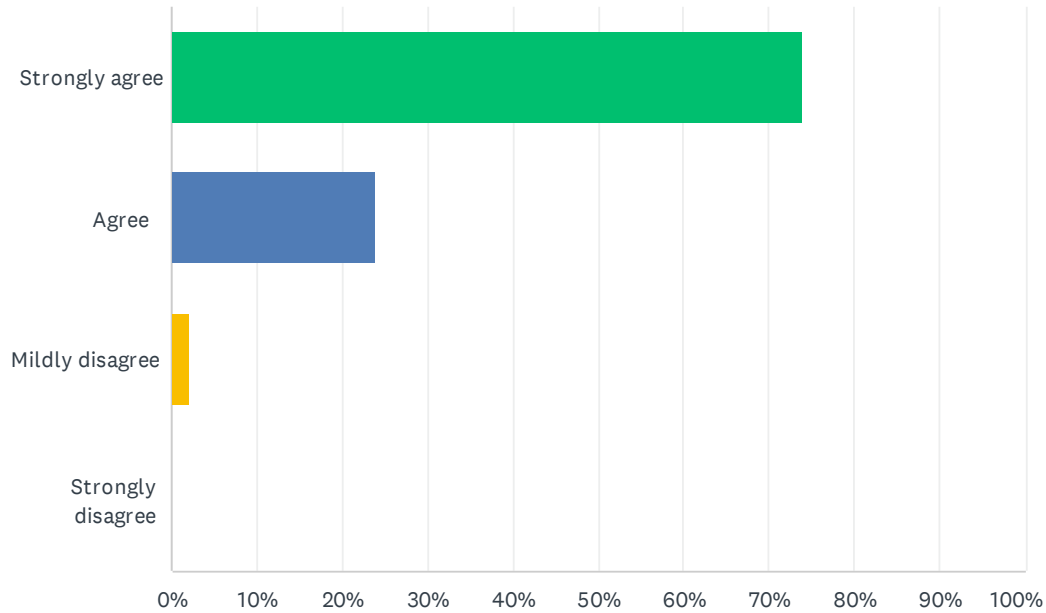
ANSWER CHOICES	RESPONSES	
Strongly agree	73.91%	34
Agree	23.91%	11
Mildly disagree	2.17%	1
Strongly disagree	0.00%	0
TOTAL		46

Q12 The school has adequate resources to help students in an emergency or crisis.

Answered: 45   Skipped: 1
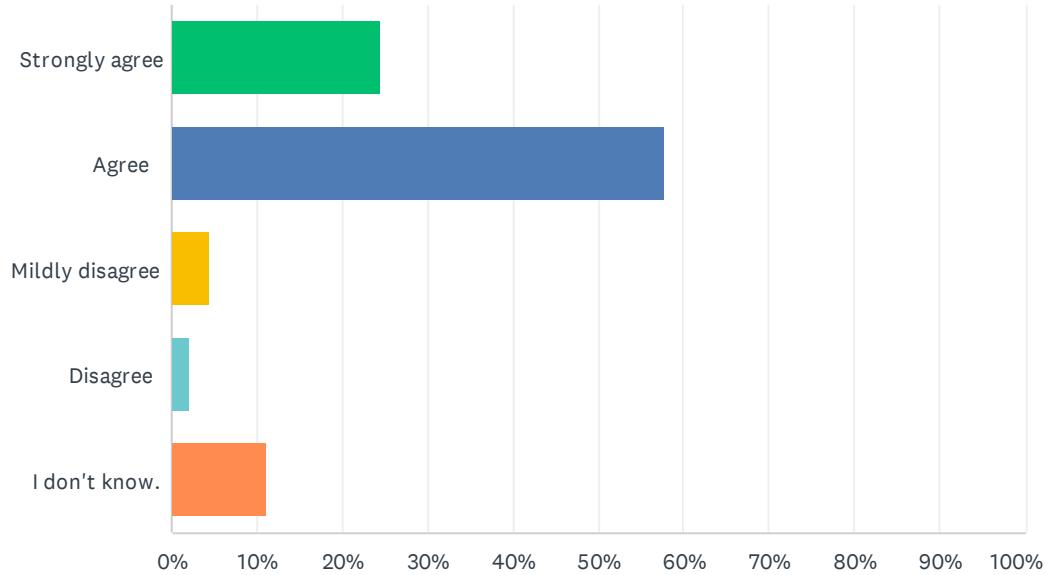
ANSWER CHOICES	RESPONSES	
Strongly agree	24.44%	11
Agree	57.78%	26
Mildly disagree	4.44%	2
Disagree	2.22%	1
I don't know.	11.11%	5
TOTAL		45

Q13 I am aware of the district's Wellness Connections webpage for staff and students.

Answered: 45   Skipped: 1
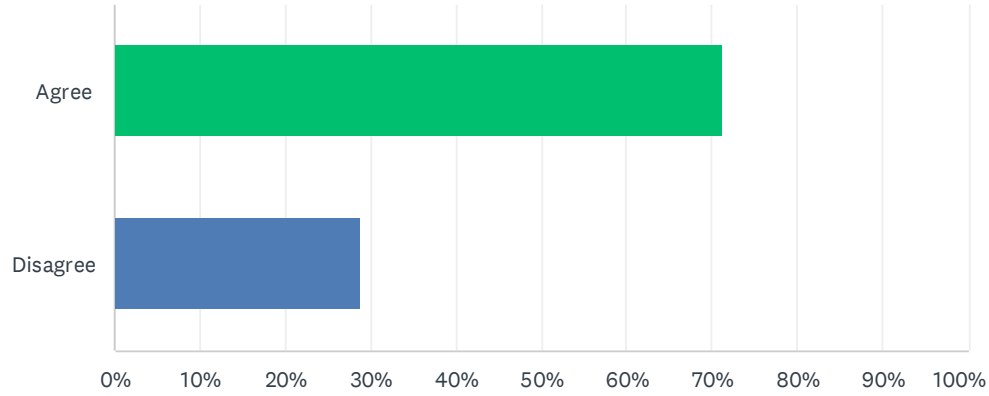
ANSWER CHOICES	RESPONSES	
Agree	71.11%	32
Disagree	28.89%	13
TOTAL		45

Q14 The facilities and grounds are well maintained at my school.

Answered: 44   Skipped: 2
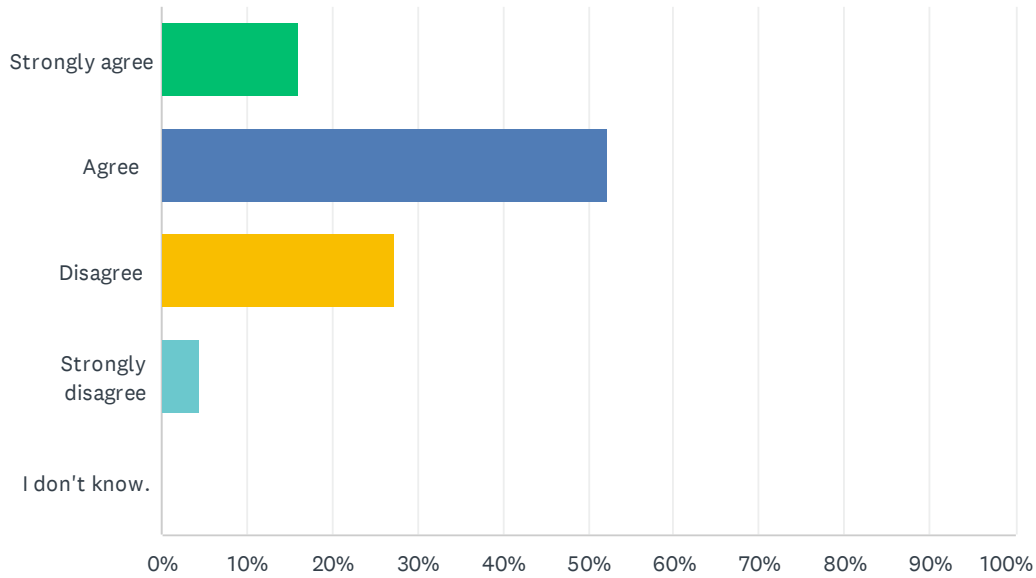
ANSWER CHOICES	RESPONSES	
Strongly agree	15.91%	7
Agree	52.27%	23
Disagree	27.27%	12
Strongly disagree	4.55%	2
I don't know.	0.00%	0
TOTAL		44

Q15 What is something you would like to see improved regarding safety at your school?

Answered: 30   Skipped: 16

Q1 What is your current grade?

Answered: 239   Skipped: 0
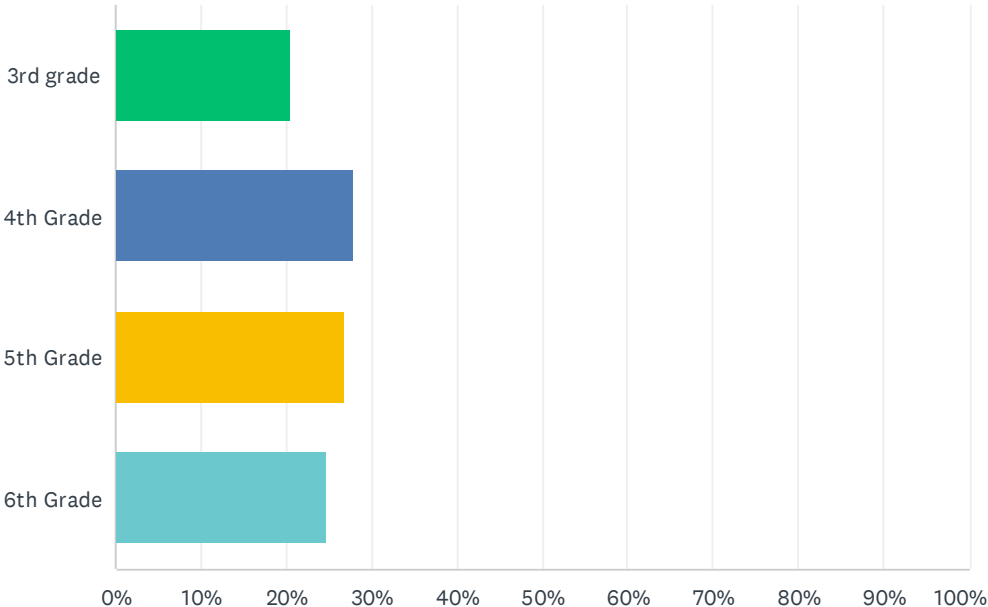
ANSWER CHOICES	RESPONSES	
3rd grade	20.50%	49
4th Grade	28.03%	67
5th Grade	26.78%	64
6th Grade	24.69%	59
TOTAL		239

Q2 How safe do you feel at school?

Answered: 237   Skipped: 2
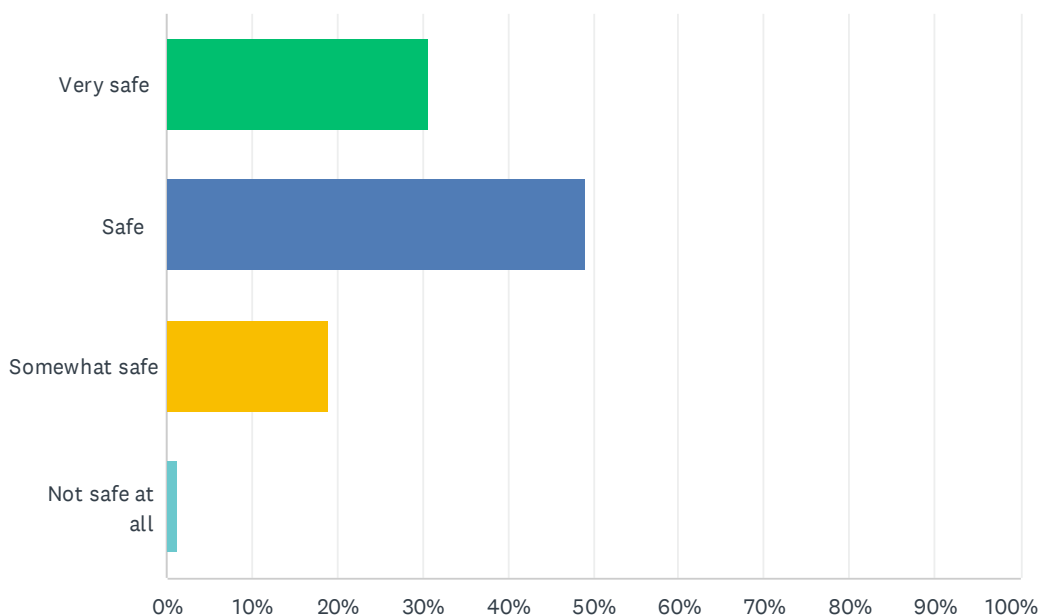
ANSWER CHOICES	RESPONSES	
Very safe	30.80%	73
Safe	48.95%	116
Somewhat safe	18.99%	45
Not safe at all	1.27%	3
TOTAL		237

Q3 How much do you find the following to be a problem at your school?

Answered: 237   Skipped: 2

Montgomery Elementary Student Safety Survey: Please answer these questions to the best of your ability based on our experience at your school. 2023-2024

Illegal weapons

Graffiti and vandalism

People trespassing ...

Drug use
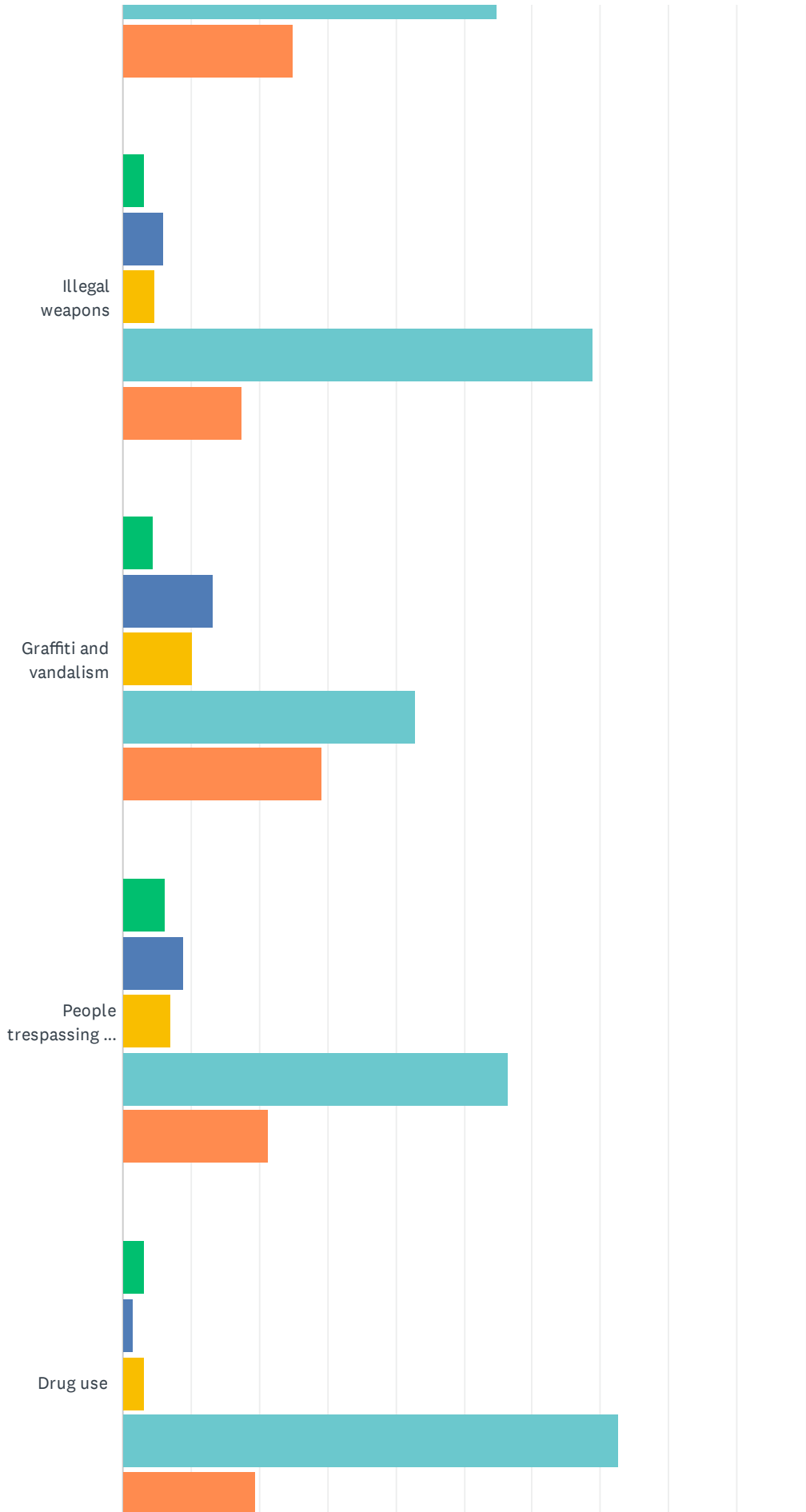
Montgomery Elementary Student Safety Survey: Please answer these questions to the best of your ability based on our experience at your school. 2023-2024
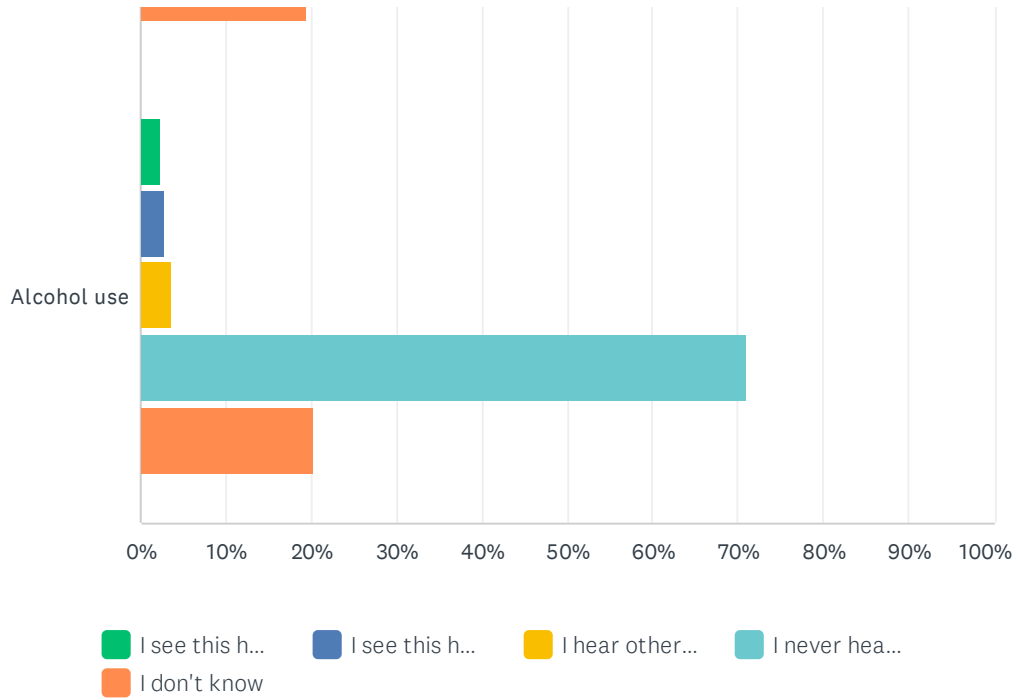
	I SEE THIS HAPPENING A LOT AT MY SCHOOL.	I SEE THIS HAPPENING SOMETIMES AT MY SCHOOL.	I HEAR OTHER STUDENTS TALK ABOUT THIS HAPPENING AT MY SCHOOL.	I NEVER HEAR OR SEE THIS HAPPENING AT MY SCHOOL.	I DON'T KNOW	TOTAL
Bullying	14.67% 33	38.22% 86	14.67% 33	20.44% 46	12.00% 27	225
Harassment, and intimidation	7.25% 15	17.39% 36	16.91% 35	29.95% 62	28.50% 59	207
Fights and assault	7.80% 17	29.36% 64	28.90% 63	21.56% 47	12.39% 27	218
Student interest in gangs	3.37% 7	6.73% 14	10.10% 21	54.81% 114	25.00% 52	208
Illegal weapons	3.21% 7	5.96% 13	4.59% 10	68.81% 150	17.43% 38	218
Graffiti and vandalism	4.39% 9	13.17% 27	10.24% 21	42.93% 88	29.27% 60	205
People trespassing on campus	6.16% 13	9.00% 19	7.11% 15	56.40% 119	21.33% 45	211
Drug use	3.30% 7	1.42% 3	3.30% 7	72.64% 154	19.34% 41	212
Alcohol use	2.29% 5	2.75% 6	3.67% 8	71.10% 155	20.18% 44	218

Q4 How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt either by words or actions on purpose, usually more than once, feels bad because of it, and has a hard time stopping what is happening to them. Types of bullying include: physical, verbal, emotional, social, and cyberbullying.
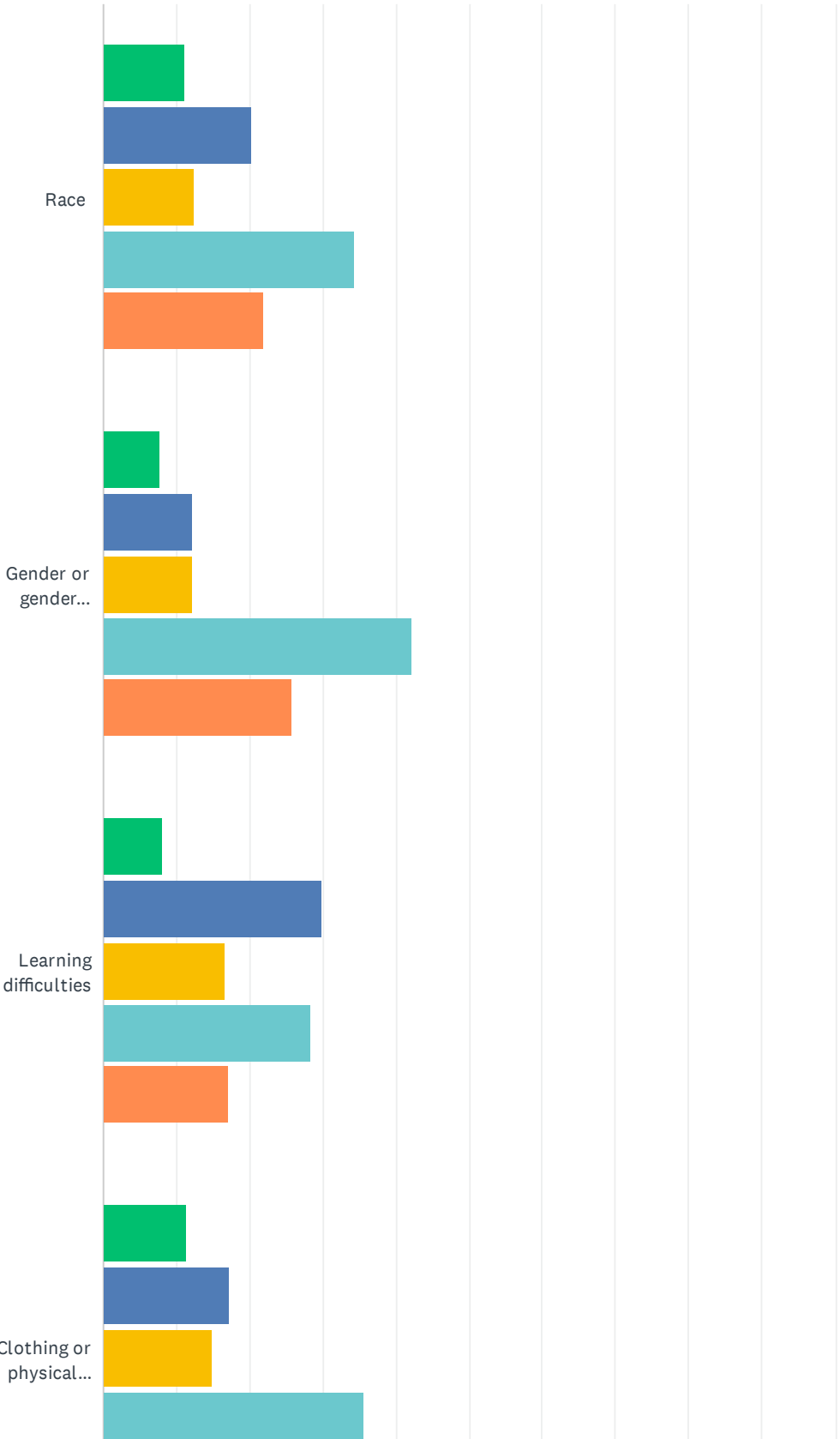
Answered: 238   Skipped: 1
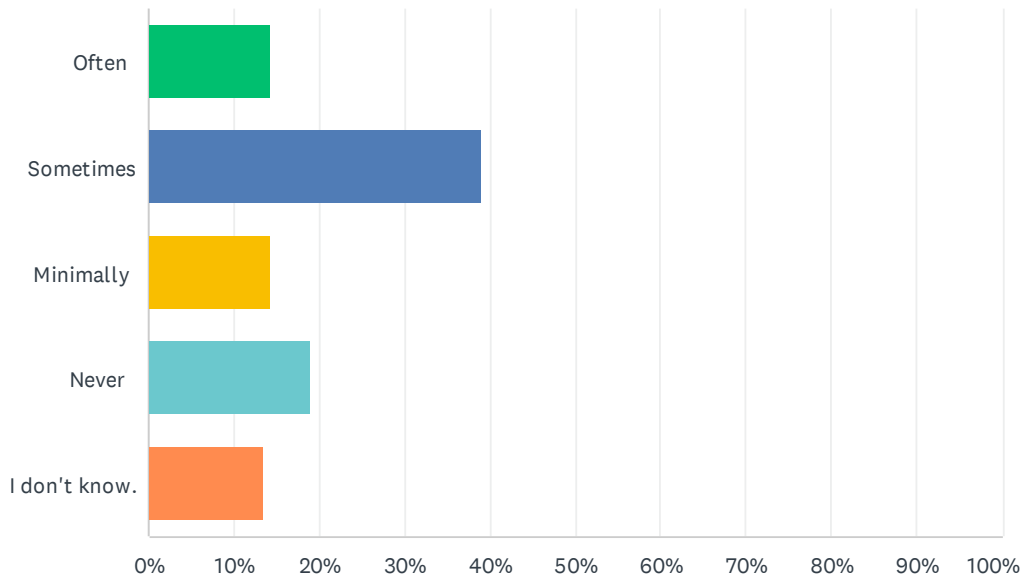
ANSWER CHOICES	RESPONSES	
Often	14.29%	34
Sometimes	39.08%	93
Minimally	14.29%	34
Never	18.91%	45
I don't know.	13.45%	32
TOTAL		238

Q5 Students at this school get put down because of their...

Answered: 239   Skipped: 0

Montgomery Elementary Student Safety Survey: Please answer these questions to the best of your ability based on our experience at your school. 2023-2024
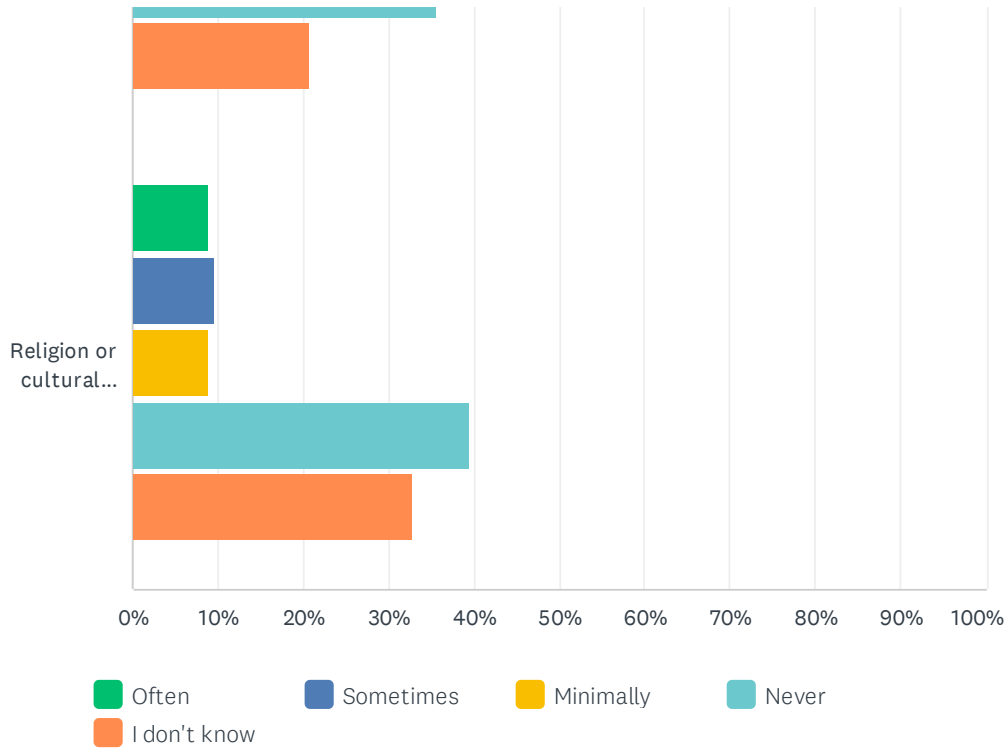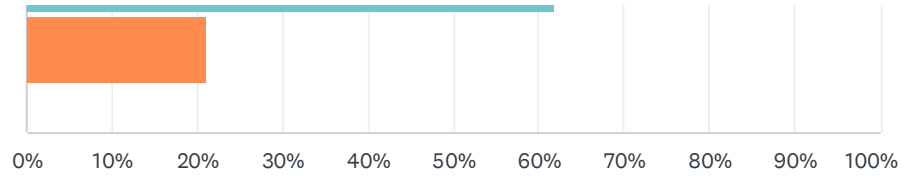

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	11.01% 25	20.26% 46	12.33% 28	34.36% 78	22.03% 50	227	3.36
Gender or gender identification	7.77% 16	12.14% 25	12.14% 25	42.23% 87	25.73% 53	206	3.66
Learning difficulties	8.06% 17	29.86% 63	16.59% 35	28.44% 60	17.06% 36	211	3.17
Clothing or physical appearance	11.27% 24	17.37% 37	15.02% 32	35.68% 76	20.66% 44	213	3.37
Religion or cultural practices	9.05% 19	9.52% 20	9.05% 19	39.52% 83	32.86% 69	210	3.78

Q6 ADULTS at school make fun of differences such as...

Answered: 238   Skipped: 1
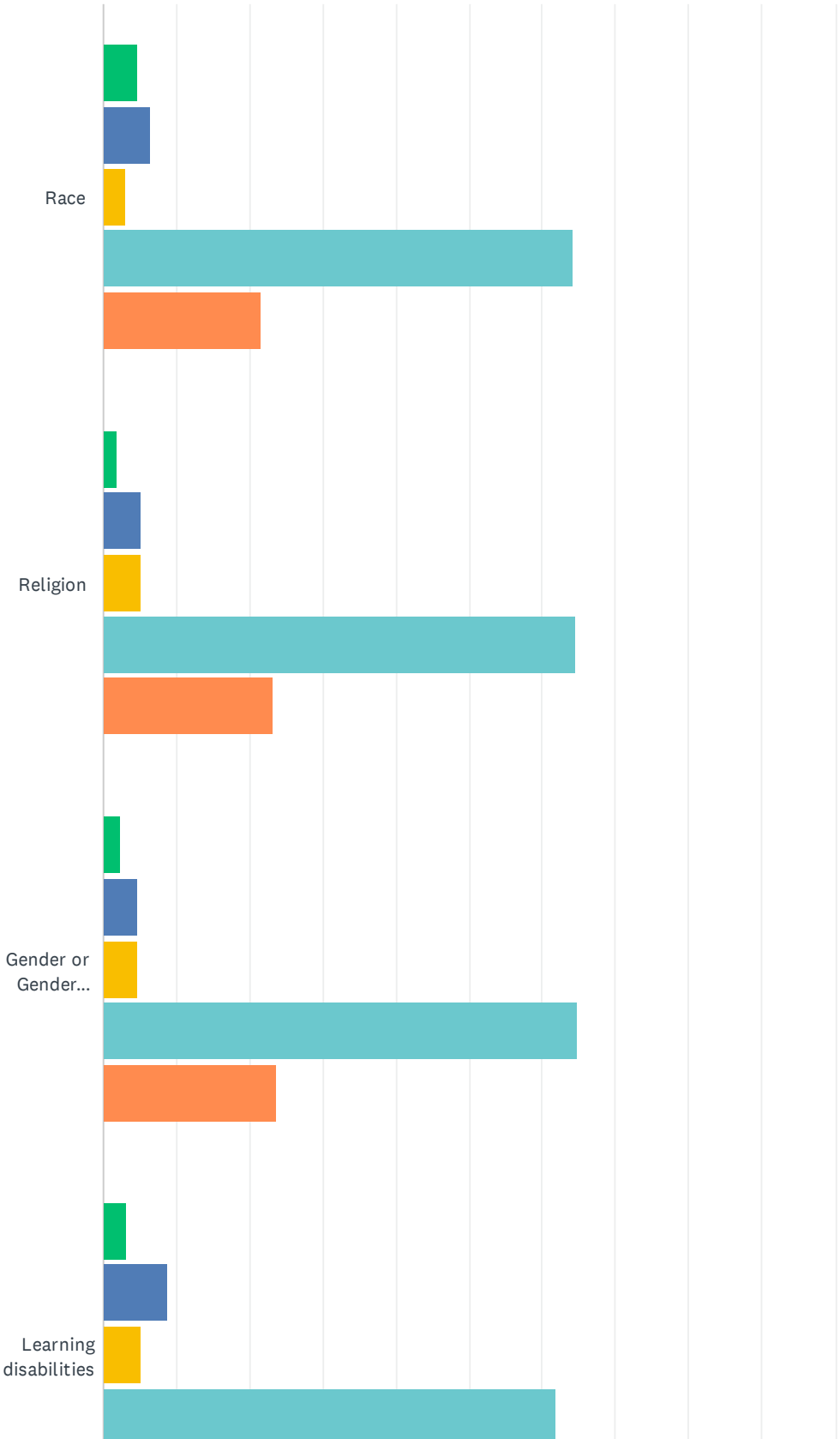
Montgomery Elementary Student Safety Survey: Please answer these questions to the best of your ability based on our experience at your school. 2023-2024

- 🟩 Often
- 🟦 Sometimes
- 🟨 Minimally
- 🟦 Never
- 🟧 I don't know

	OFTEN	SOMETIMES	MINIMALLY	NEVER	I DON'T KNOW	TOTAL	WEIGHTED AVERAGE
Race	4.74% 11	6.47% 15	3.02% 7	64.22% 149	21.55% 50	232	3.91
Religion	1.86% 4	5.12% 11	5.12% 11	64.65% 139	23.26% 50	215	4.02
Gender or Gender Identification	2.31% 5	4.63% 10	4.63% 10	64.81% 140	23.61% 51	216	4.03
Learning disabilities	3.21% 7	8.72% 19	5.05% 11	61.93% 135	21.10% 46	218	3.89

## Q7 How familiar are you with the following?

Answered: 237   Skipped: 2
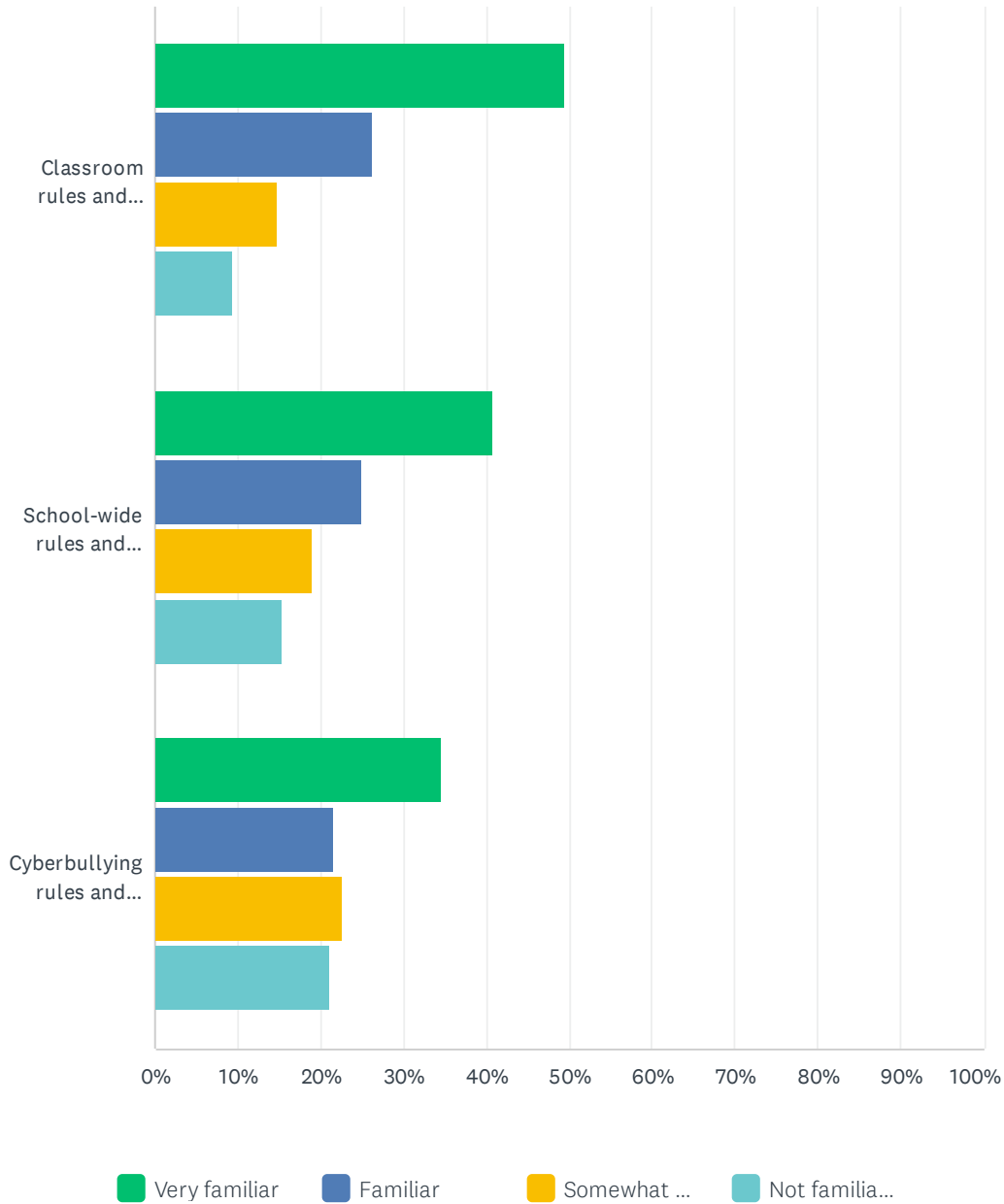
Legend: ■ Very familiar ■ Familiar ■ Somewhat ... ■ Not familia...

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	TOTAL	WEIGHTED AVERAGE
Classroom rules and consequences when those rules are broken.	49.57% 115	26.29% 61	14.66% 34	9.48% 22	232	1.84
School-wide rules and consequences when those rules are broken.	40.74% 88	25.00% 54	18.98% 41	15.28% 33	216	2.09
Cyberbullying rules and consequences when those rules are broken.	34.62% 72	21.63% 45	22.60% 47	21.15% 44	208	2.30

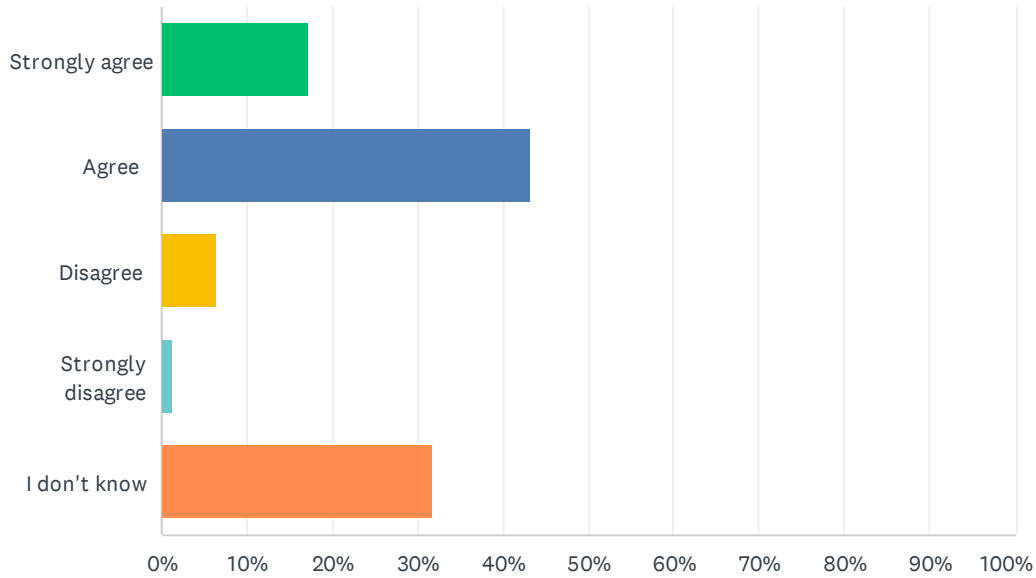# Q8 I think that suspensions and expulsions are assigned to students when necessary.

Answered: 238   Skipped: 1
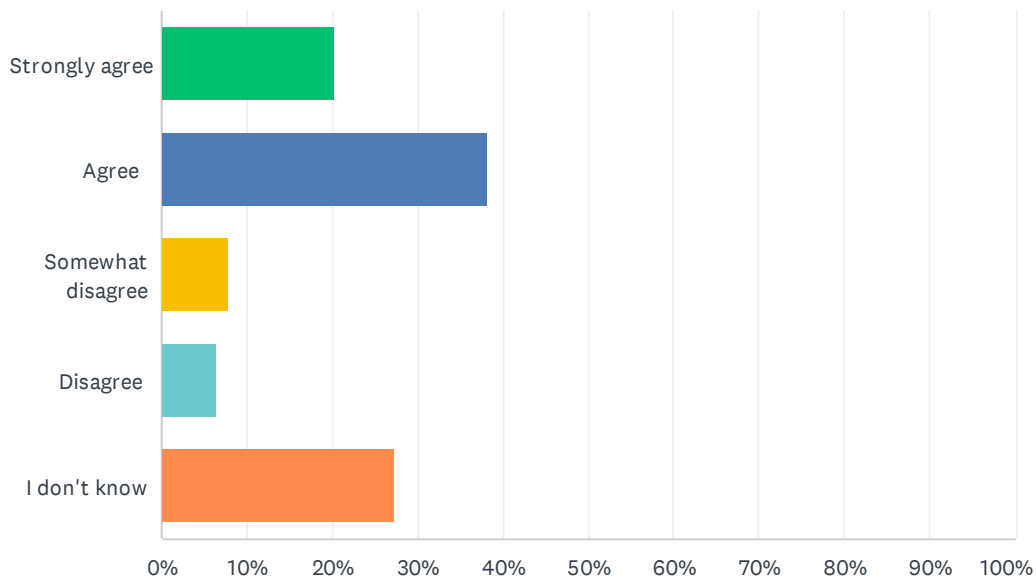
ANSWER CHOICES	RESPONSES	
Strongly agree	20.17%	48
Agree	38.24%	91
Somewhat disagree	7.98%	19
Disagree	6.30%	15
I don't know	27.31%	65
TOTAL		238

Q9 The facilities and grounds are well maintained at my school.
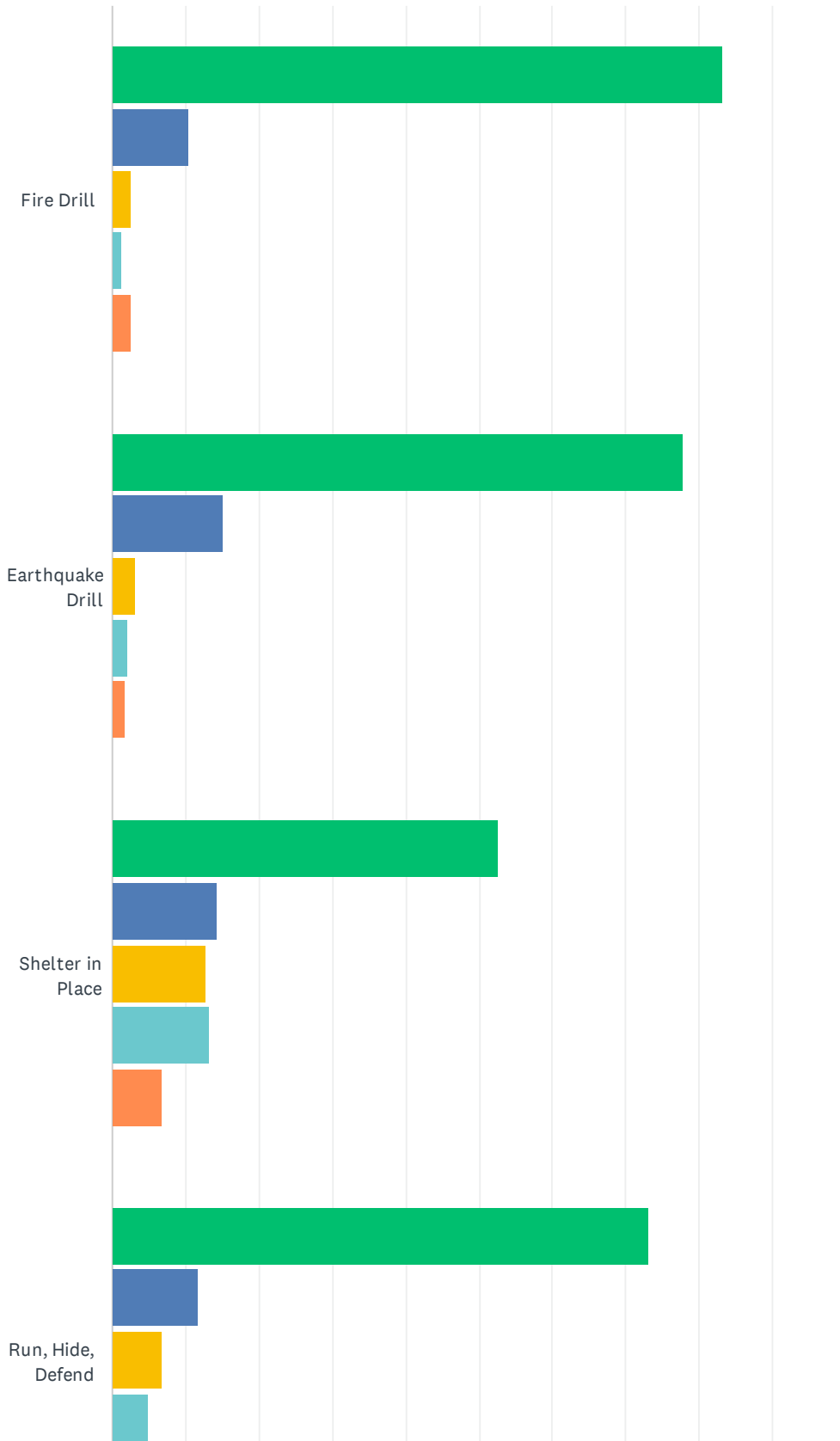
Answered: 236   Skipped: 3

ANSWER CHOICES	RESPONSES	
Strongly agree	17.37%	41
Agree	43.22%	102
Disagree	6.36%	15
Strongly disagree	1.27%	3
I don't know	31.78%	75
TOTAL		236

Q10 How well do you understand your schools Emergency procedures?
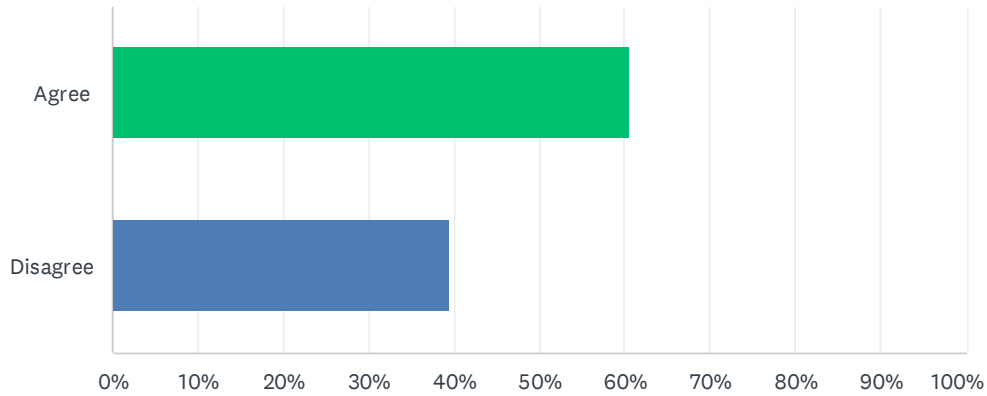
Answered: 237   Skipped: 2
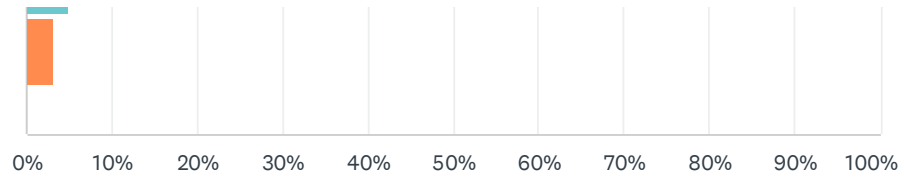
Legend: Very familiar | Familiar | Somewhat ... | Not familia... | I don't know

	VERY FAMILIAR	FAMILIAR	SOMEWHAT FAMILIAR	NOT FAMILIAR AT ALL	I DON'T KNOW	TOTAL
Fire Drill	83.12% 192	10.39% 24	2.60% 6	1.30% 3	2.60% 6	231
Earthquake Drill	77.78% 175	15.11% 34	3.11% 7	2.22% 5	1.78% 4	225
Shelter in Place	52.75% 115	14.22% 31	12.84% 28	13.30% 29	6.88% 15	218
Run, Hide, Defend	73.18% 161	11.82% 26	6.82% 15	5.00% 11	3.18% 7	220

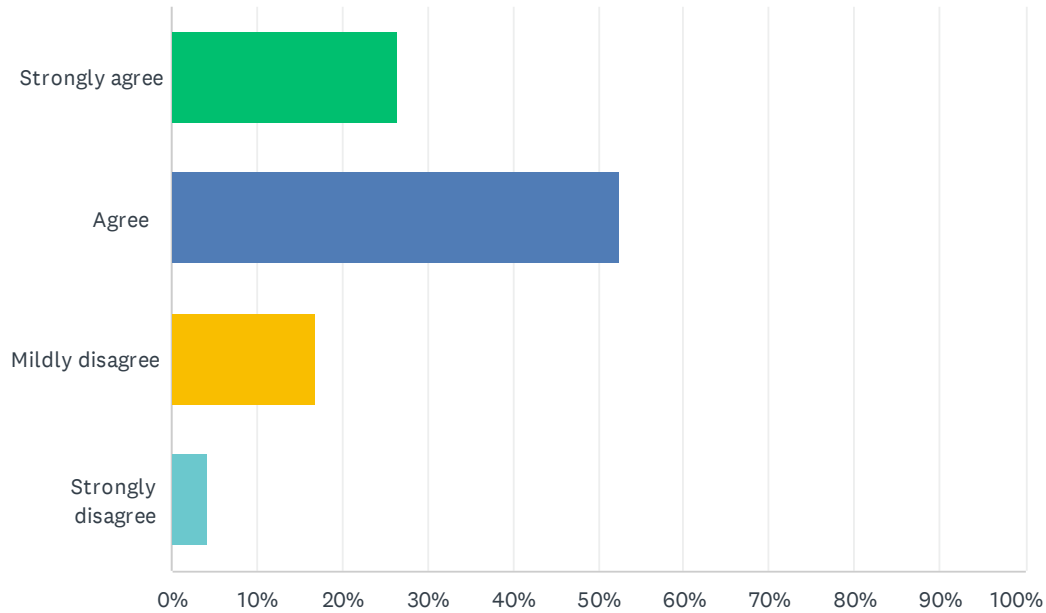# Q11 I am aware of the district's Wellness Connections webpage.

Answered: 233   Skipped: 6

ANSWER CHOICES	RESPONSES	
Agree	60.52%	141
Disagree	39.48%	92
TOTAL		233

Q12 The school has a way to recognize and reinforce positive behavior among students.

Answered: 238   Skipped: 1

ANSWER CHOICES	RESPONSES	
Strongly agree	26.47%	63
Agree	52.52%	125
Mildly disagree	16.81%	40
Strongly disagree	4.20%	10
TOTAL		238

Q13 What is something you would like to see improved regarding safety at your school?

Answered: 209   Skipped: 30

John J. Montgomery Elementary School
Parent Involvement Policy
2024-2025

John J. Montgomery School promotes and encourages parents' involvement as partners in their children's education. We believe that the link between home and school must be strong in order to work as partners in the development of life-long learners

Escuela John J. Montgomery promueve y fomenta la participación de los padres como socios en la educación de sus hijos. Creemos que el vínculo entre el hogar y la escuela debe ser fuerte con el fin de trabajar como socios en el desarrollo de los estudiantes de por vida

Parents can be involved in the planning, reviewing, and improvement of the Schoolwide Title I program in the following ways:
Los padres pueden estar involucrados en la planificación, revisión y mejoramiento del programa de Título I en las siguientes maneras:

- Attend parent workshops: Literacy, Math, Science, and other workshops offered by the school and district office
- Review the school's website, montgomery.eesd.org to support student learning and events
- Attend the parent/teacher conferences in November and sign the Parent/Teacher/Student Compact
- Contact the teacher throughout the school year regarding your child's progress
- Attend and participate in parent meetings/surveys for planning, reviewing, and improving school programs
- Participate in classroom activities, SEAL gallery walks, and field trips
- Join the School Site Council, English Language Advisory Committee, Parent Teacher Association, and Communi-tea events with the Principal
- Serve as a member of the District Advisory Committee, and District English Language Advisory Committee and participate in the District Migrant Parent Advisory Committee
- Walk children to school once per week instead of driving or parking outside of the school property
- Take the child to the library once per week
- Stay informed with the Montgomery calendar, ParentSquare communication, and social media
- Check homework Monday through Thursday and read for at least 20 minutes

- Limit screen time to thirty minutes per day (does not include doing HW on the computer)

- *Asista a los talleres para padres: Alfabetización, Matemáticas, Ciencias y otros talleres ofrecidos por la escuela y la oficina del distrito.*
- *Revise el sitio web de la escuela, montgomery.eesd.org para apoyar el aprendizaje y los eventos de los estudiantes*
- *Asistir a las conferencias de padres y maestros en noviembre y firmar el Pacto entre padres, maestros y estudiantes*
- *Comuníquese con el maestro durante el año escolar con respecto al progreso de su hijo*
- *Asistir y participar en reuniones/encuestas de padres para planificar, revisar y mejorar los programas escolares*
- *Participe en actividades en el aula, paseos por la galería SEAL y excursiones*
- *Únase al Consejo Escolar, al Comité Asesor del Idioma Inglés, a la Asociación de Padres y Maestros y a los eventos Communi-tea con el Director*
- *Servir como miembro del Comité Asesor del Distrito, el Comité Asesor del Idioma Inglés del Distrito y participar en el Comité Asesor de Padres Migrantes del Distrito*
- *Camine a los niños a la escuela una vez por semana en lugar de conducir o estacionar fuera de la propiedad escolar*
- *Llevar al niño a la biblioteca una vez por semana.*
- *Manténgase informado con el calendario de Montgomery, la comunicación de ParentSquare y las redes sociales*
- *Revisar la tarea de lunes a jueves y leer durante al menos 20 minutos*
- *Limite el tiempo de pantalla a treinta minutos por día (no incluye hacer HW en la computadora)*

Montgomery School will involve and communicate with parents to promote high student performance in the following ways:

Escuela Montgomery involucrará y comunicará con los padres para promover un alto rendimiento de los estudiantes en las siguientes maneras:

- Provide translation in Spanish, Vietnamese, and English for all school wide activities
- Communicate results of the annual student assessment data at parent meetings
- Prepare *Back-to-School Night* and *Open House* presentations with a curriculum and instructional focus for parents and to recruit parents for school and district committees
- Schedule parent/teacher conferences at convenient times for parents in November
- Make a commitment to every child's success by signing a Parent/Teacher/Student Compact
- Maintain current information utilizing ParentSquare
- Make positive telephone calls to parents about their child's success/progress
- Train the staff in establishing and maintaining positive parent and staff relationships
- Motivate families to participate in parent groups such as PTA, ELAC, and SSC
- Update the school's website weekly
- Parents to speak with their child for up to 10 minutes about what the child learned each day
- Parents to email or call the teacher to check on their child's progress

- *Proporcionar traducción en español, vietnamita e inglés para todas las actividades escolares.*
- *Comunicar los resultados de la evaluación anual de los estudiantes en las reuniones de padres.*

- *Preparar presentaciones de la Noche de Regreso a la Escuela con un currículo y un enfoque instructivo para los padres y para reclutar padres para los comités escolares y distritales.*
- *Programe conferencias de padres y maestros en horarios convenientes para los padres en noviembre*
- *Comprométase con el éxito de cada niño firmando un Pacto de Padres/Maestros/Estudiantes*
- *Mantener información actualizada utilizando ParentSquare*
- *Hacer llamadas telefónicas positivas a los padres sobre el éxito/progreso de sus hijos*
- *Capacitar al personal para establecer y mantener relaciones positivas entre los padres y el personal*
- *Motivar a las familias a participar en grupos de padres como PTA, ELAC y SSC*
- *Actualizar el sitio web de la escuela semanalmente*
- *Padre para hablar con su hijo por hasta 10 minutos sobre lo que el niño aprendió cada día*
- *Padres para enviar un correo electrónico o llamar al maestro para verificar el progreso del niño*

Revised 4/2024

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/28/2024.

Attested:

	Principal, Jaime Hammond on May 28, 2024
	SSC Chairperson, Karla Prince-Cheng on May 28, 2024