Hammer Montessori	**School Plan for Student Achievement (SPSA)**	Stephen Bingham
2025-26 School Year		

San José Unified School District

Hammer Montessori

2025-26 School Year

Title 1 Status	Not a Title I School
State Dashboard Status	No Status

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort to increase student achievement. This plan and its contents align directly with San José Unified's Strategic Plan and Local Control and Accountability Plan (LCAP).

The Schoolsite Council (SSC) annually develops and reviews the SPSA, identifies resources to support school goals, and modifies the plan to reflect changing needs and priorities, as applicable. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students.

Local Control Funding Formula (LCFF) provides schools and Local Education Agencies (LEA) or districts flexibility to design programs and provide services that meet the needs of students to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection,

About this School:		
Grades Served:	K-5th	
Total Students:	305	
Ethnic Breakdown:	White	32%
	Hispanic	27%
	Black	6%
	Other	35%
	Percent	Number
Free lunch	16%	50
Reduced lunch	3%	10
Total FRPL	20%	60
EL	9%	26
EO	77%	235
Foster Youth	0%	1
Special Education	14%	43

Contact:	Stephen Bingham
Position:	Principal
CDS Code	43-69666-6048565
Telephone:	408-535-6671
Email:	sbingham@sjusd.org
Address:	1610 Bird Ave., San Jose, CA 95125

Educational Partners Involvement: Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process.

The engagement process is an ongoing, annual process involving staff, parents, and students when appropriate. The data, or needs assessment, is reviewed and discussed during staff and School Site Council (SSC) meetings. After reviewing the data and discussing the strengths of the educational program, educational partners provide input on school goals and actions to address opportunities for improvement. The data, goals, and actions are shared in other parent meetings, such as PTA or Principal Coffee. The SPSA is reviewed at each SSC meeting during the year to discuss interim data, progress toward goals, and the effectiveness of the actions in the plan. The principal also reflects on the use of resources in the previous year and how the strategies may have impacted student data.

School Plan: Description of the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The SPSA is aligned with the Local Control and Accountability Plan (LCAP) and the SJUSD Strategic Plan, and all actions align with the district's objectives to recruit, support, and retain a diverse workforce that is collaborative, relentless, inquisitive, surprising, and pioneering who will provide a safe, respectful, supportive, and rigorous learning experience for every student. We create a sense of belonging for our students, parents, and staff, and we celebrate and learn from the rich diversity of our community using enhanced resources and efficient systems to support these objectives.

Our teachers utilize a curriculum aligned with state standards and receive professional development and coaching to support the school's goals. Data is regularly reviewed and disaggregated by student subgroups so that we can adjust instruction and provide additional intervention to better support student needs.

School Goals
LANGUAGE ARTS:
By the end of the school year, we will improve overall SBAC performance by 3% in met and exceeded bands, when compared to the previous year in meet and exceed overall language arts bands. Also, we will decrease the overall ELA SBAC Standatds Not Met by 2%, with a long-term goal of 0% of students in the Standards Not Met Category.
MATHEMATICS:
By the end of the school year, we will improve overall SBAC performance by 2% in meet and exceeded bands, when compared to the previous year in meet and exceed overall math bands. By the end of the year, we will decrease the overall Math SBAC Standards Not Met by 2%, with a long-term goal of 0% of students in the Standards Not Met category.
ENGLISH LANGUAGE LEARNERS:
Students making progress towards English Language proficiency will increase to 27% at each grade level, or higher than the previous year's score.
SCHOOL CLIMATE:
This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.

Hammer Montessori	**School Plan for Student Achievement (SPSA)**	Stephen Bingham
2025-26 School Year		

Site Based Resource Inequities
San José Unified provides resources based on overall enrollment and the number of students the state identifies (English Learners, Socioeconomically Disadvantaged, Foster Youth). Each school determines how they will allocate those resources (funds and staffing) to achieve school goals. Any inequities identified by the needs assessment are described on the Rigorous Curriculum and Unified Community data tabs. The analysis and plans to address the inequities are described on the Goals tab. Our school uses Supplemental FTE to support identified students as described below.
This year, 19.8% of our students are of low socioeconomic status based on free and reduced lunch qualifications. This is an increase of 1.1% from the previous year. For these students to be academically successful, we need to have support in place to foster their needs. Our data clearly indicates that they need more academic support in reading and math. Additionally, Hammer's EL population is at 8.4% (a .6% reduction from last year). Data also indicates that these EL students need more academic support in reading and math. To assist in meeting instructional goals for these two target populations, we will allocate additional resources to our school plan. We hope to continue the support of our Intervention Specialist to focus their efforts on providing additional support for struggling students. Hammer will also allocate funds to provide interventions for EL, Socioeconomic Disadvantaged students and foster youth. Our Intervention Specialist will continue to collaborate with teachers in planning instruction to meet the needs of students performing below grade level. All K-2 teachers have received Early Literacy training. The Early Literacy training has demonstrated a positive impact on our EL, Socioeconomically Disadvantaged, and Foster Youth.

Identified Need
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.
Based on the California School Dashboard data, Hammer decreased in English Language from 46.1 points above standards in the 2023 SY to 33.5 points above standard in the 2024 SY. This means that we dropped 12.6 points. Our focus for this school year and next will be to collaborate additional strategies to support ELA instruction and it's impact. According to the California School Dashbaord data, Hammer maintained our math attainment with a slight decrease going from 41.7 points in the 2023 SY to 41.6 points in the 2024 SY.

Prop 28 School Site Plan	
On November 8, 2022, California voters approved Proposition 28: The Arts and Music in Schools (AMS) Funding Guarantee and Accountability Act. The measure required the state to establish a new, ongoing program supporting arts education programs in schools beginning in 2023–24. "Arts education program" includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction in dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video. LEAs with more than 500 pupils must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs. Summarize your school's plan for the Proposition 28 funds in the below box. Include use of certificated staff (FTE) and funds.	
The school has been allocated 20% of Prop 28 funds and will utilize these funds to pay for: (This will be a partnership program or training, supplies, and materials to support the priority identified.)	Hammer will utilize these funds to support students with arts related supplies and materials.
The school will access FTE, which equals 80% of the site Prop 28 funds for a certificated or classified staff member to provide instruction. Our school has identified a priority on:	We will use these funds to secure a certificated staff member or partner with an outside provider (with state approval).

Hammer Montessori	**School Plan for Student Achievement (SPSA)**	Stephen Bingham
2025-26 School Year		

Directions

Goal: The goal should be based on verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement. Indicate the progress from the **previous year's** Dashboard.

Goal Analysis: Describe the overall implementation and effectiveness of the strategies/activities in the previous school year. Respond to the prompts below to document the site analysis of strategies to meet the articulated goal.

A RIGOROUS CURRICULUM THAT INSPIRES ALL STUDENTS TO DISCOVER THEIR OWN GREATNESS

LANGUAGE ARTS: Strategic Plan Alignment & Content Goals

SMART Goal	By the end of the school year, we will improve overall SBAC performance by 3% in met and exceeded bands, when compared to the previous year in meet and exceed overall language arts bands. Also, we will decrease the overall ELA SBAC Standatds Not Met by 2%, with a long-term goal of 0% of students in the Standards Not Met Category.
Progress	Declined from Prior Year (by 3.0-15.0 points)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal b*ased on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.*

Language Arts goals have been determined based on Hammer's historical data and goals that have been set along with the funds that have been provided. This year, differences between the intended implementation and the budgeted expenditures will be similar. Basing our goals off of previous year data helps further align what has been implemented and achieved with future actions and goals. In addition, we focused on improving learning outcomes by providing teachers with professional development, during staff meetings, focusing on improving overall instruction and learning opportunities. Based on formative and observational data, students were more engaged in meaningful, targeted learning activities given those additional resources. These actions resulted in a growth for our Meets and Exceeds students. Consequently, we want to use provided funds to continue with these interventions and initiatives in the coming year. We will modify this intervention based on upcoming assessment outcomes.

Describe any changes that will be made to this goal, as well as 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.

Changes to this goal will be based on progress monitoring of those goals including school-wide interventions that will take place throughout the year. Our SSC meets monthly and reviews school data including ISP and SBAC assessment results. This information is also shared with our teachers so we are able to strategies addressing the gaps and academic growth concerns. The main changes that might take place will be seen in our SMART Goal and Strategies - Activities tab where we will further align the goals and funds to address these goals.

	Action Steps for the Current School Year	Owner	Timeline
#1	Teachers will continue to conduct peer observations and coaching cycles focused on improvement of instruction.	Teacher/IS	2025-2026 SY
#2	Teachers will hold Strategic Grade Level Planning Days (2 each grade level for the whole year).	Teacher/IS/Ad	2025-2026 SY

MATHEMATICS: Strategic Plan Alignment & Content Goals

SMART Goal	By the end of the school year, we will improve overall SBAC performance by 2% in meet and exceeded bands, when compared to the previous year in meet and exceed overall math bands. By the end of the year, we will decrease the overall Math SBAC Standards Not Met by 2%, with a long-term goal of 0% of students in the Standards Not Met category.
Progress	Maintained from Prior Year (declined or increased by 2.9 points or fewer)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.

Math goals have been determined based on Hammer's historical data and goals that have been set along with the funds that have been provided. This year, differences between the intended implementation and the budgeted expenditures will be similar. Basing our goals off of previous year data helps further align what has been implemented and achieved with future actions and goals. In addition, we focused on improving learning outcomes by providing teachers with professional development, during staff meetings, focusing on improving overall instruction and learning opportunities. Based on formative and observational data, students were more engaged in meaningful, targeted learning activities given those additional resources. These actions resulted in a growth for our Meets and Exceeds students. Consequently, we want to use provided funds to continue with these interventions and initiatives in the coming year. We will modify this intervention based on upcoming assessment outcomes.

Describe any changes that will be made to this goal, as well as 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.

Changes to this goal will be based on progress monitoring of those goals including school-wide interventions that will take place throughout the year. Our SSC meets monthly and reviews school data including ISP, NWEA and SBAC assessment results. This information is also shared with our teachers so we are able to strategies addressing the gaps and academic growth concerns. The main changes that might take place will be seen in our SMART Goal and Strategies - Activities tab where we will further align the goals and funds to address these goals.

	Action Steps for the Current School Year	Owner	Timeline
#1	Teachers will conduct peer observations and coaching cycles focused on improvement of instruction.	Teachers	2025-2026 SY
#2	Teachers will support students with targeted interventions before and after school.	Teachers/IS	2025-2026 SY

ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals

SMART Goal	Students making progress towards English Language proficiency will increase to 27% at each grade level, or higher than the previous year's score.
Progress	Maintained from Prior Year (declined or increased by 1.9 percentage points or fewer)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.

By the end of the school year, we will increase our reclassification rates to 27% at each grade level. This is compared to last year where we attained 26%reclassification rate. Our ELPAC Goal for 1st - 5th grade students will increase one proficiency level as measured by the ELPAC.

Describe any changes that will be made to this goal, as well as 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.

Changes made to this goal will be by using baseline data points established in the 2024-2025 school year and using this data to determine next steps. Next steps will be modified and enhanced by this data review. Some changes will include increased strategic parent/student communication and targeted support by teachers and community volunteers (who work with ELL students).

	Action Steps for the Current School Year	Owner	Timeline
#1	Maintain open communication between DELAC, SELAC, SSC, and families through targeted communication actions.	SELAC, SCC, Teachers, Parents	2025-2026 SY
#2	Teachers and approved volunteers will implement Integrated Language Development instruction and reading activities.	Teachers & volunteers	2025 - 2026 SY

A UNIFIED COMMUNITY THAT ELEVATES OPPORTUNITIES FOR ALL

CLIMATE: Strategic Plan Alignment & Content Goals

SMART Goal	This year's chronically absent rate will decrease by 5 percentage points, and the suspension rate will decrease by 1 percentage point compared to the previous school year.
Chronic Absenteeism Progress	Maintained from Prior Year (declined or increased by 0.4 percentage points or fewer)
Suspension Rate Progress	Increased from Prior year (by 0.3-2.0 percentage points)

Goal Analysis Previous Year SPSA
An analysis of how this goal was carried out in the previous school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal based on interim assessments. (WPA, Grades, etc.) This will be updated in the fall when the state dashboard is released.

The 2024 CA School Dashboard chronic absenteeism rate was maintained from the previous year and suspensions increased slightly by .03%. While suspensions have increased for the 2024 - 2025 SY (and will impact our 2024 - 2025 SPSA goals), we are currently on track to implement the SPSA as intended otherwise.

Describe any changes that will be made to this goal, as well as 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.

While one major change to the overall school climate might be that we will not be taking a climate survey this school year, Hammer will continue to understand our stakeholders and the overall climate in relation to education and related outcomes.

	Action Steps for the Current School Year	Owner	Timeline
#1	Implement the SJUSD Climate Survey	SJUSD/Hammer	2025 - 2026 SY
#2	Montior ODR and suspension data, adjusting interventions to the data as appropriate: counseling, restorative conversations, parent conferences, teacher training.	Teacher/Parent/Student	2025 - 2026 SY

Hammer Montessori | **School Plan for Student Achievement (SPSA)** | Stephen Bingham

2025-26 School Year

LANGUAGE ARTS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2024-25 English Language Arts: SBAC (Data to be added Fall 2024-25)							2023-24 % Standard Met & Exceeded	2022-23 % Standard Met & Exceeded
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded		
Overall							66%	74%
Grade 3							54%	56%
Grade 4							73%	82%
Grade 5							74%	87%
Hispanic							54%	71%
English Learners							25%	33%
Special Education							38%	67%
Socio economically Disadvantaged							31%	67%
Foster							N/A	N/A
Homeless							N/A	N/A

English Language Arts: Istation							
	TK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2024-25 % Students Scoring Level 4 or 5 (December)	Assessment not given	60%	60%	65%	76%	59%	66%
2025-26 % Students Scoring Level 4 or 5 (August)							

English Narrative Writing Performance Assessment (WPA)							
	TK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2024-25 % Students At/Above Grade Level	Assessment not given	36%	36%	50%	19%	15%	51%
2025-26 % Students At/Above Grade Level							

MATHEMATICS DATA

This overall performance data provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the school district data warehouse.

2024-25 Mathematics: SBAC (Data to be added Fall 2024-25)							2023-24 % Standard Met & Exceeded	2022-23 % Standard Met & Exceeded
	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded		
Overall							71%	62%
Grade 3							66%	67%
Grade 4							77%	65%
Grade 5							70%	51%
Hispanic							58%	61%
English Learners							50%	67%
Special Education							63%	50%
Socio economically Disadvantaged							46%	52%
Foster							N/A	N/A
Homeless							N/A	N/A

Winter Math NWEA			
	Grade 3	Grade 4	Grade 5
2024-25 % Students Predicted to Score 3 or 4 on SBAC	72%	66%	72%
2025-26 % Students Predicted to Score 3 or 4 on SBAC			

ENGLISH LEARNER DATA

This data provides the most recent information about this school's student performance based on the English Learner Proficiency Assessment California (ELPAC).

English Learner (August Enrollment)							
	TK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2024-25 Number of Students (Designated as English Learners based on a score of 1-3 on the initial ELPAC)	Assessment not given	9	8	2	0	4	2
2025-26 Number of Students (Designated as English Learners based on a score of 1-3 on the initial ELPAC)							

ELPAC Performance Levels by Grade							
2023-24 School Year	**TK**	**K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Level 1: Minimally Developed	Assessment not given	0%	50%	#N/A	25%	0%	0%
Level 2: Somewhat Developed		25%	0%	#N/A	25%	0%	100%
Level 3: Moderately Developed		50%	50%	#N/A	50%	50%	0%
Level 4: Well Developed		25%	0%	#N/A	0%	50%	0%
2024-25 School Year	**TK**	**K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
Level 1: Minimally Developed	Assessment not given						
Level 2: Somewhat Developed							
Level 3: Moderately Developed							

Level 4: Well Developed							

Reclassification Rates					
% Students	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
2024-25	57%	100%	20%	33%	0%
2025-26					

ELPAC: 3 Year No Performance Level Growth			
	Grade 3	**Grade 4**	**Grade 5**
2024-25 School Year Number of Students	0	1	1
2024-25 School Year % of Students	0%	50%	50%
2025-26 School Year Number of Students			
2025-26 School Year % of Students			

Hammer Montessori	School Plan for Student Achievement (SPSA)	Stephen Bingham
2025-26 School Year	*	

CLIMATE GOAL
This data provides the most recent information about climate, discipline, and attendance.

Student Climate Survey Results			
	2023-24 School Year	2024-25 School Year	2025-26 School Year
I feel safe at school. (Always and Most of the Time)	85.1%	85.9%	
How much support do the adults at your school give you? (Quite a Bit and A Large Amount)		73%	

Parent Climate Survey Results			
	2023-24 School Year	2024-25 School Year	2025-26 School Year
How often do you meet in person with teachers at your child's school? (Weekly, Monthly and Every Few Month)		52.2%	
How often do you visit the school? (Weekly, Monthly and Every Few Month)		83.9%	
** Parents take this survey for the youngest SJUSD student in the family*			

Suspensions							
	TK	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
2023-24 # Students with One or More Days	0	0	0	1	0	0	0
2023-24 # Hispanic Students with One or More Days	0	0	0	1	0	0	0
2024-25 # Students with One or More Days							
2024-25 # Hispanic Students with One or More Days							

Chronic Absenteeism							
2023-24 School Year	**TK**	**K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
School Total	N/A	6%	21%	25%	14%	4%	6%
Hispanic	N/A	0%	35%	50%	8%	6%	6%
English Learners	N/A	0%	100%	N/A	0%	0%	0%
Special Education	N/A	13%	57%	30%	7%	14%	0%
Socioeconmically Disadvantaged	N/A	0%	25%	50%	8%	25%	0%
Foster	N/A	0%	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2024-25 School Year	**TK**	**K**	**Grade 1**	**Grade 2**	**Grade 3**	**Grade 4**	**Grade 5**
School Total							
Hispanic							
English Learners							
Special Education							
Socioeconmically Disadvantaged							
Foster							
Homeless							

Hammer Montessori — Stephen Bingham

2025-26 School Year

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
1	**Purchase materials and supplies to support the running of the school.**	Due to a need to increase student achievement, we are going to allocate funds to invest in school supplies to support instruction and student learning. School supplies will include items purchased to support the function and overall learning experience of students at Hammer. This investment will be evaluated using SBAC, NWEA, and other assessment data.	All	None	Site Flex	Books and Supplies	$ 4,580.01
2	**Provide release days or time outside the work calendar/schedule for staff to participate in collaboration and professional learning.**	Due to a need to increase student achievement in math and langauge arts, we are going to allocate funds to invest in Strategic Grade Level Planning days (2 per grade level) throughout the year. This investment will be evaluated using SBAC, NWEA, and other assessment data.	All	None	Site Flex	Certificated Subs	$ 2,500.00
3	**Purchase supplemental instructional resources**	Due to a need to increase student achievement, we are going to allocate funds to purchase ELA and Math instructional materials and supplies. This includes teacher classroom supplies to support this instruction.	Language Arts	Mathematics	Site Flex	Books and Supplies	$ 2,500.00
4	**Provide extended day or year intervention and support for students**						
5	**Additional learning experiences for students**	Because of the need for Visual Performing Arts, we will provide class time for all students Kinder - 5th grade. This means that funds will be allocated twoard this program for students to participate in Starting Arts. This investment will be evaluated using classroom observations and participation rates.	All	None	Supplemental	Other	$ 11,806.15

Hammer Montessori — Stephen Bingham

2025-26 School Year

Actions to Support & Achieve Goals

The rationale for the use of resources described below can be found on the GOALS tab. Each area addressed in the SPSA is described on that tab along with an analysis of the actions from the previous year and the plan to improve outcomes for the current school year.

Strategy #	Activity	Description	Goal	Additional Goal (If more than One)	Fiscal Source	Object	Amount
6	Parent and community engagement						
7	Positive Climate						
8	Prop 28 Arts and Music in Schools	Certificated FTE To provide arts and music education	All		Arts and Music	Certificated Personnel (FTE)	$ 30,418.07
		Materials and supplies for arts and music.	All		Arts and Music	Books and Supplies	$ 7,069.93

Hammer Montessori	**School Plan for Student Achievement (SPSA)**	Stephen Bingham
2025-26 School Year		

SCHOOL SITE COUNCIL (SSC) MEMBERS

EdCode 65000 The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership attending the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. An elementary school must have at least 10 members on their SSC. Parents or guardians can not be employed at the school site. **In San José Unified, the Chair of the SSC must be a parent.**

Term		Category	Name	Office (Chair, Vice Chair, Secretary)
Ex Oficio		Principal	Stephen Bingham	Principal
2025-26	2026-27	Classroom Teacher	Preeti Jha	Teacher
2025-26	2026-27	Classroom Teacher	Gladys Salm	Teacher
2025-26	2026-27	Classroom Teacher	Jayashri Salian	Teacher
2025-26	2026-27	Other School Personnel	Caroline Lee	Librarian
2025-26	2026-27	Parent	Ahmed Abbas	Chair
2025-26	2026-27	Parent	David Friedlander	Vice Chair
2025-26	2026-27	Parent	Mayra Mejia	Secretary
2025-26	2026-27	Parent	Diana Valencia	SELAC Rep
2025-26	2026-27	Parent	Dulce Garcia	Community Member

SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)

A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians of English learners shall constitute at least the same percentage of the ELAC membership as their children represent the student body. Parents or guardians of ELL students not employed by the school district shall constitute a majority of the committee. The SELAC must select the officers before voting to turn over governance to the SSC. One of the parent officers of SELAC will then attend the SSC meetings but will not be a voting member of the SSC unless they are selected through the SSC election process.

The SELAC advises the principal and staff on developing a site plan for English learners and submits the plan to the School Site Council for consideration in the School Plan for Student Achievement.

Term		Category	Name	Office (Chair, Vice Chair, Secretary)
Ex Oficio		Principal	Stephen Bingham	Principal
2025-26	2026-27	Parent/Community Member	Diana Valencia	Chair
2025-26	2026-27	Parent/Community Member	Dulce Garcia	Vice Chair
2025-26	2026-27	Parent/Community Member		
2025-26	2026-27	Parent/Community Member		
2025-26	2026-27	Parent/Community Member		
2025-26	2026-27	Parent/Community Member		
2025-26	2026-27	Other School Personnel		
2025-26	2026-27	Other School Personnel		
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		
2025-26	2026-27	Classroom Teacher		

If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted above. SELACs must be constituted in school years starting in an odd year and the decision to give governance to the SSC lasts for 2 years.

The SELAC has voted to give governance to the SSC on this date:	Month, Day, 2025

The name of the parent SELAC representative to the SSC is:	

School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:
• The SPSA aligns with the needs identified through the school's comprehensive needs assessment and adheres to all applicable state and federal laws and regulations. • The School Site Council will provide ongoing review throughout the year of strategy implementation to ensure the plan is being carried out to address the needs of the school and its students. • The School Site Council will modify the SPSA if necessary and submit it to the SJUSD board for approval whenever a material change is made to planned Title I or CSI expenditures. Material changes are defined as changes that support new needs not included in your SPSA needs assessment at the time of initial Board adoption.

This plan was adopted by the School Site Council at a public meeting on:	

Must be signed using BoxSign.

School Principal Name	Signature: School Principal	Date
Stephen Bingham		5/14/25

SSC Chairperson Name	Signature: SSC Chairperson	Date
Ahmed Abbas		5/14/25

** The signature of the SSC Chairperson indicates that the SPSA was discussed at the SSC meeting and the committee voted to approve the goals and use of resources. This discussion and vote are documented in the committee agenda and minutes.*

Hammer Montessori | **Single Plan for Student Achievement (SPSA)** | Stephen Bingham

2025-26 School Year

AVAILABLE BUDGET

FISCAL USE ONLY

The dollar amounts below are the resources available to be allocated at your school site.

Hammer Montessori

Resource Name	Resource #	Program #	Budget	Planned For	Available
Site Flex	0002	100	$ 9,580.01	$ 9,580.01	$ -
Supplemental	9110	100	$ 11,806.15	$ 11,806.15	$ -
Title I Instruction	3010	100		$ -	$ -
Title I Parent Education	3010	025		$ -	$ -
Arts and Music	6770	100	$ 37,488.00	$ 37,488.00	$ -
Title 1 CSI	3182	100		$ -	$ -

Resource + Object Calculations

Site Flex + Certificated Personnel (FTE)	$ -	Supplemental + Certificated Personnel (FTE)	$ -	Title 1 Instruction + Certificated Personnel (FTE)	$ -
Site Flex + Certificated Extra Duty	$ -	Supplemental + Certificated Extra Duty	$ -	Title 1 Instruction + Certificated Extra Duty	$ -
Site Flex + Certificated Subs	$ 2,500.00	Supplemental + Certificated Subs	$ -	Title 1 Instruction + Certificated Subs	$ -
Site Flex + Certificated NR Contract	$ -	Supplemental + Certificated NR Contract	$ -	Title 1 Instruction + Certificated NR Contract	$ -
Site Flex + Classified Personnel (FTE)	$ -	Supplemental + Classified Personnel (FTE)	$ -	Title 1 Instruction + Classified Personnel (FTE)	$ -
Site Flex + Classified Extra Duty	$ -	Supplemental + Classified Extra Duty	$ -	Title 1 Instruction + Classified Extra Duty	$ -
Site Flex + Classified Subs	$ -	Supplemental + Classified Subs	$ -	Title 1 Instruction + Classified Subs	$ -
Site Flex + Classified NR Contract	$ -	Supplemental + Classified NR Contract	$ -	Title 1 Instruction + Classified NR Contract	$ -
Site Flex + Books and Supplies	$ 7,080.01	Supplemental + Books and Supplies	$ -	Title 1 Instruction + Books and Supplies	$ -
Site Flex + Equipment	$ -	Supplemental + Equipment	$ -	Title 1 Instruction + Equipment	$ -
Site Flex + Ind. Contracted Services	$ -	Supplemental + Ind. Contracted Services	$ -	Title 1 Instruction + Ind. Contracted Services	$ -
Site Flex + Software Licenses	$ -	Supplemental + Software Licenses	$ -	Title 1 Instruction + Software Licenses	$ -
Site Flex + Travel and Confs	$ -	Supplemental + Travel and Confs	$ -	Title 1 Instruction + Travel and Confs	$ -
Site Flex + Postage	$ -	Supplemental + Postage	$ -	Title 1 Instruction + Postage	$ -
Site Flex + Bulk Mailing	$ -	Supplemental + Bulk Mailing	$ -	Title 1 Instruction + Bulk Mailing	$ -
Site Flex + Rentals, Leases, & Repair	$ -	Supplemental + Rentals, Leases, & Repair	$ -	Title 1 Instruction + Rentals, Leases, & Repair	$ -
Site Flex + Transportation	$ -	Supplemental + Transportation	$ -	Title 1 Instruction + Transportation	$ -
Site Flex + Custodial Expense	$ -	Supplemental + Custodial Expense	$ -	Title 1 Instruction + Custodial Expense	$ -
Site Flex + Transfer of Direct Costs	$ -	Supplemental + Transfer of Direct Costs	$ -	Title 1 Instruction + Transfer of Direct Costs	$ -
Site Flex + Other	$ -	Supplemental + Other	$ 11,806.15	Title 1 Instruction + Other	$ -
Site Flex Total	$ 9,580.01	Supplemental Total	$ 11,806.15	Title I Instruction Total	$ -

Title I Parent Education + Certificated Personnel (FTE)	$ -	Arts and Music + Certificated Personnel (FTE)	$ 30,418.07	Title 1 CSI + Certificated Personnel (FTE)	$ -
Title I Parent Education + Certificated Extra Duty	$ -	Arts and Music + Certificated Extra Duty	$ -	Title 1 CSI + Certificated Extra Duty	$ -
Title I Parent Education + Certificated Subs	$ -	Arts and Music + Certificated Subs	$ -	Title 1 CSI + Certificated Subs	$ -
Title I Parent Education + Certificated NR Contract	$ -	Arts and Music + Certificated NR Contract	$ -	Title 1 CSI + Certificated NR Contract	$ -
Title I Parent Education + Classified Personnel (FTE)	$ -	Arts and Music + Classified Personnel (FTE)	$ -	Title 1 CSI + Classified Personnel (FTE)	$ -
Title I Parent Education + Classified Extra Duty	$ -	Arts and Music + Classified Extra Duty	$ -	Title 1 CSI + Classified Extra Duty	$ -
Title I Parent Education + Classified Subs	$ -	Arts and Music + Classified Subs	$ -	Title 1 CSI + Classified Subs	$ -
Title I Parent Education + Classified NR Contract	$ -	Arts and Music + Classified NR Contract	$ -	Title 1 CSI + Classified NR Contract	$ -
Title I Parent Education + Books and Supplies	$ -	Arts and Music + Books and Supplies	$ 7,069.93	Title 1 CSI + Books and Supplies	$ -
Title I Parent Education + Equipment	$ -	Arts and Music + Equipment	$ -	Title 1 CSI + Equipment	$ -
Title I Parent Education + Ind. Contracted Services	$ -	Arts and Music + Ind. Contracted Services	$ -	Title 1 CSI + Ind. Contracted Services	$ -
Title I Parent Education + Software Licenses	$ -	Arts and Music + Software Licenses	$ -	Title 1 CSI + Software Licenses	$ -
Title I Parent Education + Travel and Confs	$ -	Arts and Music + Travel and Confs	$ -	Title 1 CSI + Travel and Confs	$ -
Title I Parent Education + Postage	$ -	Arts and Music + Postage	$ -	Title 1 CSI + Postage	$ -
Title I Parent Education + Bulk Mailing	$ -	Arts and Music + Bulk Mailing	$ -	Title 1 CSI + Bulk Mailing	$ -
Title I Parent Education + Rentals, Leases, & Repair	$ -	Arts and Music + Rentals, Leases, & Repair	$ -	Title 1 CSI + Rentals, Leases, & Repair	$ -
Title I Parent Education + Transportation	$ -	Arts and Music + Transportation	$ -	Title 1 CSI + Transportation	$ -
Title I Parent Education + Custodial Expense	$ -	Arts and Music + Custodial Expense	$ -	Title 1 CSI + Custodial Expense	$ -
Title I Parent Education + Transfer of Direct Costs	$ -	Arts and Music + Transfer of Direct Costs	$ -	Title 1 CSI + Transfer of Direct Costs	$ -
Title I Parent Education + Other	$ -	Arts and Music + Other	$ -	Title 1 CSI + Other	$ -
Title I Parent Education Total	$ -	Arts and Music Total	$ 37,488.00	Title I CSI Total	$ -

Equity Multiplier + Certificated Personnel (FTE)	$ -	Literacy Coach + Certificated Personnel (FTE)	$ -
Equity Multiplier + Certificated Extra Duty	$ -	Literacy Coach + Certificated Extra Duty	$ -
Equity Multiplier + Certificated Subs	$ -	Literacy Coach + Certificated Subs	$ -
Equity Multiplier + Certificated NR Contract	$ -	Literacy Coach + Certificated NR Contract	$ -
Equity Multiplier + Classified Personnel (FTE)	$ -	Literacy Coach + Classified Personnel (FTE)	$ -
Equity Multiplier + Classified Extra Duty	$ -	Literacy Coach + Classified Extra Duty	$ -
Equity Multiplier + Classified Subs	$ -	Literacy Coach + Classified Subs	$ -
Equity Multiplier + Classified NR Contract	$ -	Literacy Coach + Classified NR Contract	$ -
Equity Multiplier + Books and Supplies	$ -	Literacy Coach + Books and Supplies	$ -
Equity Multiplier + Equipment	$ -	Literacy Coach + Equipment	$ -
Equity Multiplier + Ind. Contracted Services	$ -	Literacy Coach + Ind. Contracted Services	$ -
Equity Multiplier + Software Licenses	$ -	Literacy Coach + Software Licenses	$ -
Equity Multiplier + Travel and Confs	$ -	Literacy Coach + Travel and Confs	$ -
Equity Multiplier + Postage	$ -	Literacy Coach + Postage	$ -
Equity Multiplier + Bulk Mailing	$ -	Literacy Coach + Bulk Mailing	$ -
Equity Multiplier + Rentals, Leases, & Repair	$ -	Literacy Coach + Rentals, Leases, & Repair	$ -
Equity Multiplier + Transportation	$ -	Literacy Coach + Transportation	$ -
Equity Multiplier + Custodial Expense	$ -	Literacy Coach + Custodial Expense	$ -
Equity Multiplier + Transfer of Direct Costs	$ -	Literacy Coach + Transfer of Direct Costs	$ -
Equity Multiplier + Other	$ -	Literacy Coach + Other	$ -
Equity Multiplier Total	$ -	Literacy Coach Total	$ -