



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montague School	Elementary	43-69674-6048938	May 15, 2025	June 12, 2025

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

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

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

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

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

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

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

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Plan Description

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

Montague Elementary School's plans and goals are strategically developed based on data analysis with input from multiple stakeholders. The school's plan is aligned with the district's LCAP goals in order to enhance student achievement in support of underserved students. The School Wide Plan will be reviewed annually with our School Site Council through a continuous cycle of action, reflection, and improvement to establish an annual budget, make modifications to the plan and reflect changing needs and priorities.

Educational Partner Involvement

How, when, and with whom did your Montague Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Throughout the school year, the Principal and staff work with the Site Leadership Team (SLT), the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent Teacher Association (PTA), to determine site priorities and needs. School achievement and climate data and school wide goals are discussed, and the annual budget is reviewed. A plan is developed for how to best utilize Targeted and Title 1 funds provided to the site, and consensus is reached with input from all stakeholders. (No Title 1 Funds 2024-2026)

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.

The overall Chronic Absenteeism dashboard indicator is orange. Specifically, for English Learner students identified as Asian, the Chronic Absenteeism dashboard data shows a red indicator.

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

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

Other Needs

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

Data from the California Assessment of Student Performance and Progress (CAASPP) in Mathematics indicates a significant achievement gap for Latino/a/x students. While the overall trend shows improvement, Latino/a/x students are still performing substantially below the state standard. Specifically, the 2023-24 CAASPP data shows that 35.85% of Latino/a/x students met or exceeded the standard, compared to the district's three-year goal of 50%. This highlights a need for targeted instructional strategies and support to accelerate their progress and close the disparity. An analysis of English Language Arts (ELA) performance data reveals a consistent area of concern in writing across all grade levels. A significant percentage of students are performing 'At or Near Standard' or 'Below Standard' in writing. For example, in 2023-24, 25% of all students performed 'Below Standard' in writing. This indicates a need for focused attention on enhancing writing instruction and providing targeted interventions to improve students' writing proficiency.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.35%		0	1
African American	3.02%	1.1%	2.08%	9	3	6
Asian	24.16%	25.37%	23.96%	72	69	69
Filipino	14.77%	14.71%	13.89%	44	40	40
Hispanic/Latino	38.26%	37.13%	38.54%	114	101	111
Pacific Islander	%	0%	0.35%		0	1
White	13.76%	13.24%	13.54%	41	36	39
Multiple/No Response	5.37%	8.46%	7.29%	16	23	21
Total Enrollment				298	272	288

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	73	69	43
Grade 1	38	41	48
Grade 2	39	35	43
Grade3	48	36	33
Grade 4	41	51	37
Grade 5	59	40	47
Total Enrollment	298	272	288

Conclusions based on this data:

1. Montague Elementary School's total enrollment has decreased over the past 3 years, from 298 students in 2021-22 to 288 students in 2023-24.
2. The school's racial/ethnic composition is diverse, with the largest groups being Hispanic/Latino (38.54% in 2023-24) and Asian (23.96% in 2023-24).
3. There is a notable difference in enrollment across grade levels, with third grade having the lowest enrollment (33 students) and Grade 5 having the highest (47 students) in 2023-24.

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	115	94	106	29.20%	38.6%	36.8%
Fluent English Proficient (FEP)	43	37	29	11.00%	14.4%	10.1%
Reclassified Fluent English Proficient (RFEP)	19	19	12	2.6%	6.4%	4.2%

Conclusions based on this data:

1. The percentage of English Learners at Montague Elementary School has shown a notable increase from 29.20% in 2021-22 to 38.6% in 2022-23, before decreasing slightly to 36.8% in 2023-24.
2. While the number of students identified as Fluent English Proficient (FEP) has fluctuated, the percentage of FEP students has remained relatively low, dropping from 11.00% in 2021-22 to 10.1% in 2023-24.
3. The number of Reclassified Fluent English Proficient (RFEP) students has also varied, with the percentage of RFEP students showing an overall increase from 2.6% in 2021-22 to 4.2% in 2023-24.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	32	31	47	30	30	47	30	30	97.9	93.8	96.8
Grade 4	41	49	38	40	45	38	40	45	38	97.6	91.8	100
Grade 5	57	39	37	55	38	37	55	38	37	96.5	97.4	100
All Grades	146	120	106	142	113	105	142	113	105	97.3	94.2	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2443.	2433.	2413.	38.30	23.33	26.67	17.02	30.00	16.67	21.28	26.67	30.00	23.40	20.00	26.67
Grade 4	2461.	2451.	2453.	20.00	24.44	21.05	25.00	17.78	28.95	20.00	26.67	18.42	35.00	31.11	31.58
Grade 5	2472.	2498.	2504.	14.55	21.05	21.62	34.55	28.95	32.43	10.91	15.79	21.62	40.00	34.21	24.32
All Grades	N/A	N/A	N/A	23.94	23.01	22.86	26.06	24.78	26.67	16.90	23.01	22.86	33.10	29.20	27.62

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	38.30	16.67	16.67	42.55	63.33	63.33	19.15	20.00	20.00
Grade 4	17.50	15.56	15.79	62.50	66.67	68.42	20.00	17.78	15.79
Grade 5	18.18	23.68	27.03	54.55	60.53	51.35	27.27	15.79	21.62
All Grades	24.65	18.58	20.00	52.82	63.72	60.95	22.54	17.70	19.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.02	10.00	10.00	57.45	70.00	63.33	25.53	20.00	26.67
Grade 4	15.00	11.11	16.22	55.00	60.00	64.86	30.00	28.89	18.92
Grade 5	16.36	18.42	18.92	52.73	57.89	51.35	30.91	23.68	29.73
All Grades	16.20	13.27	15.38	54.93	61.95	59.62	28.87	24.78	25.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.15	23.33	3.33	65.96	76.67	83.33	14.89	0.00	13.33
Grade 4	15.00	8.89	2.63	72.50	80.00	68.42	12.50	11.11	28.95
Grade 5	9.09	13.16	13.51	69.09	63.16	70.27	21.82	23.68	16.22
All Grades	14.08	14.16	6.67	69.01	73.45	73.33	16.90	12.39	20.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.66	13.33	23.33	55.32	63.33	53.33	17.02	23.33	23.33
Grade 4	17.50	13.33	10.53	65.00	71.11	68.42	17.50	15.56	21.05
Grade 5	12.73	23.68	18.92	54.55	57.89	62.16	32.73	18.42	18.92
All Grades	19.01	16.81	17.14	57.75	64.60	61.90	23.24	18.58	20.95

Conclusions based on this data:

1. Overall student participation in the CAASPP ELA/Literacy test remained high, with 97.3% in 2021-22, 94.2% in 2022-23, and 99.1% in 2023-24.
2. Across all grade levels, the percentage of students meeting or exceeding the standard in ELA/Literacy is 22.86% in 2023-24, showing a slight decrease from 23.94% in 2021-22.
3. In 2023-24, Grade 3 students had the highest percentage (63.33%) of students performing at or near the standard in Reading, while Grade 5 students had the lowest (51.35%).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	48	32	31	48	32	31	48	32	31	100.0	100.0	100
Grade 4	41	49	38	41	47	38	41	47	38	100.0	95.9	100
Grade 5	57	39	37	56	39	37	56	39	37	98.2	100.0	100
All Grades	146	120	106	145	118	106	145	118	106	99.3	98.3	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2449.	2430.	2427.	27.08	18.75	16.13	29.17	25.00	32.26	29.17	28.13	25.81	14.58	28.13	25.81
Grade 4	2468.	2455.	2450.	14.63	17.02	15.79	36.59	21.28	23.68	21.95	31.91	23.68	26.83	29.79	36.84
Grade 5	2460.	2492.	2512.	10.71	25.64	32.43	17.86	15.38	10.81	23.21	20.51	29.73	48.21	38.46	27.03
All Grades	N/A	N/A	N/A	17.24	20.34	21.70	26.90	20.34	21.70	24.83	27.12	26.42	31.03	32.20	30.19

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	33.33	31.25	22.58	45.83	43.75	51.61	20.83	25.00	25.81
Grade 4	19.51	19.15	10.53	53.66	46.81	52.63	26.83	34.04	36.84
Grade 5	12.50	15.38	27.03	48.21	53.85	43.24	39.29	30.77	29.73
All Grades	21.38	21.19	19.81	48.97	48.31	49.06	29.66	30.51	31.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	27.08	18.75	19.35	64.58	65.63	51.61	8.33	15.63	29.03
Grade 4	19.51	21.28	21.05	58.54	55.32	52.63	21.95	23.40	26.32
Grade 5	3.57	15.38	21.62	50.00	46.15	56.76	46.43	38.46	21.62
All Grades	15.86	18.64	20.75	57.24	55.08	53.77	26.90	26.27	25.47

Conclusions based on this data:

1. Student participation in the CAASPP Mathematics test has been consistently high, with 100% participation in 2023-24.
2. The percentage of students meeting or exceeding the standard in Mathematics is 21.70% in 2023-24, showing a slight increase from 17.24% in 2021-22.
3. In 2023-24, Grade 5 students had the highest percentage (43.24%) of students performing at or near the standard in Problem Solving & Modeling/Data Analysis, while Grade 3 students had the lowest (25.81%).

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1418.7	1403.1	1381.5	1436.3	1419.7	1398.1	1377.5	1363.6	1342.8	36	36	37
1	*	1427.9	1469.8	*	1431.4	1482.1	*	1423.8	1457.1	9	14	19
2	*	*	1472.4	*	*	1459.4	*	*	1484.8	9	8	17
3	1482.8	*	*	1479.2	*	*	1486.2	*	*	13	9	9
4	1496.9	1478.6	*	1492.6	1477.1	*	1500.9	1479.5	*	15	15	10
5	1480.1	1538.9	1540.7	1492.8	1549.5	1533.4	1466.8	1527.6	1547.8	14	14	11
All Grades										96	96	103

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	0.00	10.81	38.89	34.29	27.03	41.67	48.57	24.32	13.89	17.14	37.84	36	35	37
1	*	0.00	21.05	*	50.00	42.11	*	35.71	21.05	*	14.29	15.79	*	14	19
2	*	*	0.00	*	*	70.59	*	*	17.65	*	*	11.76	*	*	17
3	15.38	*	*	23.08	*	*	38.46	*	*	23.08	*	*	13	*	*
4	20.00	6.67	*	20.00	46.67	*	33.33	13.33	*	26.67	33.33	*	15	15	*
5	7.14	42.86	18.18	21.43	28.57	54.55	14.29	14.29	18.18	57.14	14.29	9.09	14	14	11
All Grades	9.38	7.37	13.59	28.13	41.05	39.81	37.50	31.58	23.30	25.00	20.00	23.30	96	95	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.89	8.57	8.11	36.11	40.00	40.54	38.89	37.14	21.62	11.11	14.29	29.73	36	35	37
1	*	0.00	31.58	*	57.14	36.84	*	28.57	26.32	*	14.29	5.26	*	14	19
2	*	*	29.41	*	*	47.06	*	*	5.88	*	*	17.65	*	*	17
3	23.08	*	*	46.15	*	*	15.38	*	*	15.38	*	*	13	*	*
4	33.33	40.00	*	26.67	33.33	*	26.67	6.67	*	13.33	20.00	*	15	15	*
5	21.43	50.00	54.55	28.57	35.71	27.27	21.43	7.14	18.18	28.57	7.14	0.00	14	14	11
All Grades	17.71	21.05	24.27	36.46	42.11	39.81	32.29	23.16	19.42	13.54	13.68	16.50	96	95	103

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	10.81	19.44	14.29	13.51	55.56	54.29	32.43	25.00	31.43	43.24	36	35	37
1	*	0.00	10.53	*	28.57	47.37	*	42.86	26.32	*	28.57	15.79	*	14	19
2	*	*	0.00	*	*	58.82	*	*	29.41	*	*	11.76	*	*	17
3	15.38	*	*	15.38	*	*	38.46	*	*	30.77	*	*	13	*	*
4	6.67	0.00	*	20.00	26.67	*	26.67	33.33	*	46.67	40.00	*	15	15	*
5	0.00	7.14	9.09	7.14	21.43	45.45	28.57	50.00	36.36	64.29	21.43	9.09	14	14	11
All Grades	4.17	1.05	7.77	16.67	22.11	33.98	41.67	45.26	29.13	37.50	31.58	29.13	96	95	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	11.11	17.14	10.81	72.22	74.29	64.86	16.67	8.57	24.32	36	35	37
1	*	50.00	57.89	*	35.71	36.84	*	14.29	5.26	*	14	19
2	*	*	41.18	*	*	41.18	*	*	17.65	*	*	17
3	30.77	*	*	23.08	*	*	46.15	*	*	13	*	*
4	33.33	20.00	*	40.00	66.67	*	26.67	13.33	*	15	15	*
5	7.14	50.00	36.36	85.71	35.71	63.64	7.14	14.29	0.00	14	14	11
All Grades	18.75	26.32	33.01	62.50	63.16	52.43	18.75	10.53	14.56	96	95	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.89	14.29	13.51	66.67	54.29	51.35	19.44	31.43	35.14	36	35	37
1	*	0.00	21.05	*	78.57	68.42	*	21.43	10.53	*	14	19
2	*	*	17.65	*	*	64.71	*	*	17.65	*	*	17
3	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
4	33.33	46.67	*	53.33	33.33	*	13.33	20.00	*	15	15	*
5	28.57	78.57	72.73	35.71	14.29	9.09	35.71	7.14	18.18	14	14	11
All Grades	22.92	28.42	25.24	56.25	50.53	51.46	20.83	21.05	23.30	96	95	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	2.86	5.41	77.78	80.00	45.95	16.67	17.14	48.65	36	35	37
1	*	14.29	31.58	*	57.14	47.37	*	28.57	21.05	*	14	19
2	*	*	0.00	*	*	88.24	*	*	11.76	*	*	17
3	7.69	*	*	30.77	*	*	61.54	*	*	13	*	*
4	6.67	6.67	*	26.67	46.67	*	66.67	46.67	*	15	15	*
5	14.29	7.14	18.18	28.57	57.14	72.73	57.14	35.71	9.09	14	14	11
All Grades	8.33	6.32	9.71	50.00	63.16	59.22	41.67	30.53	31.07	96	95	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.89	14.71	18.92	55.56	52.94	40.54	30.56	32.35	40.54	36	34	37
1	*	0.00	0.00	*	78.57	94.74	*	21.43	5.26	*	14	19
2	*	*	23.53	*	*	64.71	*	*	11.76	*	*	17
3	15.38	*	*	69.23	*	*	15.38	*	*	13	*	*
4	13.33	33.33	*	66.67	33.33	*	20.00	33.33	*	15	15	*
5	0.00	28.57	27.27	28.57	64.29	72.73	71.43	7.14	0.00	14	14	11
All Grades	11.46	15.96	18.45	57.29	60.64	61.17	31.25	23.40	20.39	96	94	103

Conclusions based on this data:

1. The overall performance of students in the ELPAC across all domains (Oral Language, Written Language, Listening, Speaking, Reading, Writing) shows a decreasing trend from the 21-22 school year to the 23-24 school year.
2. In the 23-24 school year, the percentage of students in Kindergarten who achieved Well Developed (Level 4) in all domains is significantly lower compared to the 21-22 school year.

3. Across all grade levels, the performance of students in the Writing domain is consistently lower compared to the other domains in both the 21-22 and 23-24 school years.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
288	39.2%	36.8%	0.7%
Total Number of Students enrolled in Montague Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	106	36.8%
Foster Youth	2	0.7%
Homeless	2	0.7%
Socioeconomically Disadvantaged	113	39.2%
Students with Disabilities	38	13.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.1%
American Indian	1	0.3%
Asian	69	24%
Filipino	40	13.9%
Hispanic	111	38.5%
Two or More Races	21	7.3%
Pacific Islander	1	0.3%
White	39	13.5%

Conclusions based on this data:

1. The total enrollment for the 2022-23 school year was 272 students.

2. A significant portion of the student population is considered socioeconomically disadvantaged (45.2%) and English Learners (34.6%).
3. The school has a small population of foster youth (0.4%).

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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Montague Elementary School demonstrates positive performance in Academic Performance, with both English Language Arts and Mathematics categorized as Green, indicating moderate to high performance in these areas.
2. Academic Engagement, specifically Chronic Absenteeism, is an area needing attention, as it is categorized as Yellow, signifying medium performance and indicating that a substantial number of students are missing a significant amount of school.

3. The Conditions & Climate indicator, Suspension Rate, is categorized as Orange, reflecting low performance and highlighting the need for strategies to address student behavior and disciplinary practices.

School and Student Performance Data

Academic Performance English Language Arts

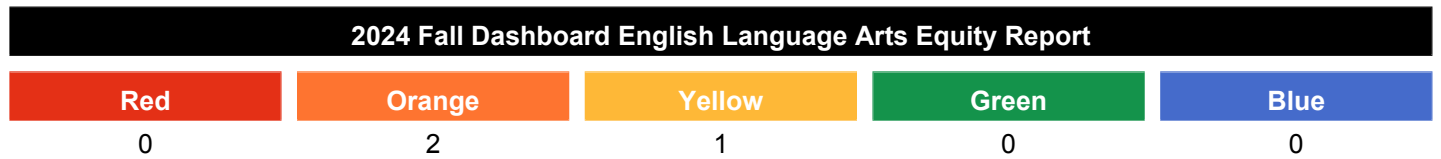
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 3.6 points below standard Increased 3.8 points 107 Students	English Learners  Orange 24.1 points below standard Maintained 2.5 points 38 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 35.4 points below standard Maintained 1.1 points 50 Students

Students with Disabilities  No Performance Color 43.6 points below standard Declined 23.1 points 20 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 38.5 points above standard Increased 10.8 points 18 Students	Filipino  No Performance Color 22.2 points below standard Increased 32.6 points 18 Students	Hispanic  Yellow 29.5 points below standard Increased 11.7 points 45 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 27.2 points above standard Increased 12.4 points 14 Students

Conclusions based on this data:

1. No student group performance falls within the Red (very low) or Blue (very high) categories. The majority of the student groups are performing in the Yellow (medium) category.
2. All Students, English Learners, Socioeconomically Disadvantaged, and Hispanic students are performing below standard in English Language Arts.
3. Asian and White students are performing above standard in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

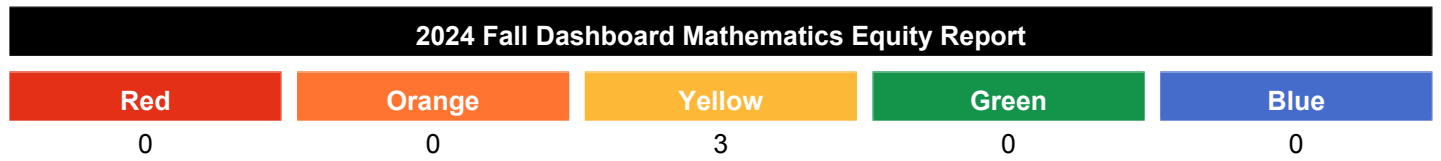
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 17.2 points below standard Increased 4.6 points 109 Students	English Learners  Yellow 27.7 points below standard Increased 12.5 points 40 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Yellow 45.1 points below standard Increased 19.8 points 52 Students

Students with Disabilities  No Performance Color 64.0 points below standard Declined 12.5 points 20 Students	African American  No Performance Color Less than 11 Students 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 46.6 points above standard Increased 24.9 points 18 Students	Filipino  No Performance Color 35.6 points below standard Increased 53.9 points 18 Students	Hispanic  Yellow 50.0 points below standard Increased 13.6 points 46 Students
Two or More Races  No Performance Color Less than 11 Students 9 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  No Performance Color 22.9 points above standard Declined 6.4 points 15 Students

Conclusions based on this data:

1. The performance of student groups in Mathematics is primarily in the Orange (low) category, with some groups in the Green (high) category and none in the Blue (very high) category.
2. All Students, English Learners, Socioeconomically Disadvantaged, Hispanic, and Filipino students are performing below standard in Mathematics.
3. Asian, Two or More Races, and White students are performing above standard in Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
55% making progress.	making progress.
Number Students: 60 Students	Number Students: 0 Students

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.

2024 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
3.3%	36.7%	0%	51.7%

Conclusions based on this data:

- Montague Elementary School has a high percentage of English Learners making progress toward English proficiency, as indicated by the Blue (very high) performance level.
- The majority of EL students (62.1%) are making progress toward English language proficiency, with 32 students progressing at least one ELPI level.
- A small number of EL students (2) decreased one ELPI level, while 15 maintained lower ELPI levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

22.4% Chronically Absent

Declined 4.1

322 Students

English Learners



Yellow

18% Chronically Absent

Declined 2.7

122 Students

Long-Term English Learners



No Performance Color

0 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Socioeconomically Disadvantaged



Orange

28.1% Chronically Absent

Declined 3.1

139 Students

Students with Disabilities  Orange 32% Chronically Absent Declined 1.3 50 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Red 22.9% Chronically Absent Increased 7.7 83 Students	Filipino  Orange 27.3% Chronically Absent Declined 10.8 44 Students	Hispanic  Orange 22% Chronically Absent Declined 8.5 123 Students
Two or More Races  No Performance Color 9.5% Chronically Absent Declined 3 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Orange 26.2% Chronically Absent Declined 9.7 42 Students

Conclusions based on this data:

1. Chronic absenteeism is a significant area of concern for Montague Elementary, with a high percentage of students (26.5%) being chronically absent.
2. Several student groups, including English Learners, Socioeconomically Disadvantaged, Students with Disabilities, Filipino, Hispanic, and White students, show high rates of chronic absenteeism.
3. The school's chronic absenteeism rate has declined slightly, but it remains an issue that needs to be addressed to improve student academic outcomes.

School and Student Performance Data

Conditions & Climate Suspension Rate

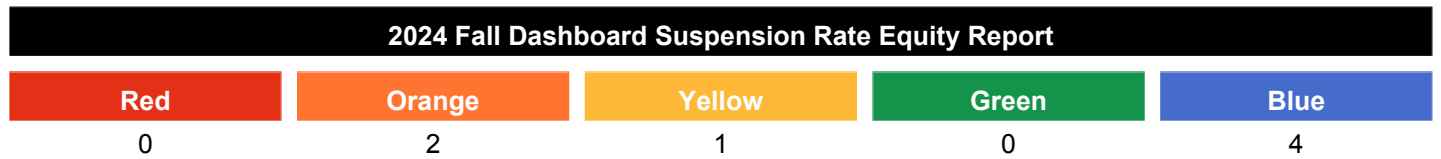
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.5% suspended at least one day Increased 1.2% 328 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 127 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Orange 2.8% suspended at least one day Increased 2.1% 142 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 51 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 84 Students	Filipino  Blue 0% suspended at least one day Maintained 0% 44 Students	Hispanic  Orange 2.4% suspended at least one day Increased 2.4% 127 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 21 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Yellow 2.3% suspended at least one day Maintained 0.2% 43 Students

Conclusions based on this data:

1. Montague Elementary's overall suspension rate of 1.5% places it in the Orange performance category, indicating a need for improvement. The fact that this rate represents a 1.2% increase further emphasizes the urgency to address the underlying causes and implement effective interventions.
2. While several student groups (English Learners, Students with Disabilities, Asian, Filipino, and Two or More Races) show a 0% suspension rate, significant disparities are evident. Specifically, Socioeconomically Disadvantaged and Hispanic students have elevated suspension rates (2.8% and 2.4%, respectively), placing them in the Orange category, which suggests a disproportionate impact and the need for targeted equity-focused strategies.
3. Although data is suppressed for some student subgroups due to small sample sizes, the Yellow category for White students (2.3% suspension rate) suggests that this group also requires attention.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

Goal 1: Montague will increase overall students achieving at/above grade level standard in math and science, and narrow gaps between student groups including those historically underserved as compared to students overall as measured by the CAASPP and Math i-Ready Diagnostics. Gaps between student group achievement and overall student achievement in mathematics, show a need to focus resources on students furthest from opportunity to improve outcomes for these students. This goal aligns with District LCAP Goal 1: Academic Achievement and Graduation for All Students.

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

Identified Need

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

Local and state assessments show a large group of students not meeting standards, particularly in mathematics. CAASPP data indicates achievement gaps for Latino/a/x 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
CAASPP Mathematics (3rd-5th grade)	2021-22: 44.16% of students meeting or exceeding standard on the CAASPP for Math overall. 2022-23: 38.04% of students meeting or exceeding standard on the CAASPP for Math overall. 2023-24: 46.59% of students meeting or exceeding standard on the CAASPP for Math overall. 2022-23: 24% of Latino/a/x students meeting or exceeding standards for Math. 2023-24: 35.85% of Latino/a/x students meeting or exceeding standards for Math.	24/25 CAASPP Data Goals Align with district three-year goal for 65% of students meeting or exceeding standards. That would be an increase of 18% points for Montague students overall (from 2023-24 data). Align with district three-year goal of 50% of Latino/a/x students meeting or exceeding standards. That would be an increase of 14% points for this subgroup of students (from 2023-24 data). We expect an increase in the percentage of students making progress year after year.
i-Ready Math (K-5)	72% of students in K-5 are making progress to annual typical growth on the final diagnostic for 24/25 75% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 22/23 school year. 79% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 23/24 school year.	Increase the percentage of students achieving mid or above grade level on the i-Ready Math diagnostic from 18% in 2024-25 to 25% in 2025-26. Increase the percentage of students demonstrating typical growth on the i-Ready Math diagnostic by 5 percentage points annually.
CA Science Test (CAST) 5th grade only	Fall 2024 30% of students in 5th grade meeting/exceeding science standards on CAASPP CAST for science. Fall 2023 28% of students in 5th grade meeting/exceeding science standards on CAASPP CAST for science. Fall, 2022 36% of students in 5th grade meeting/exceeding science standards on the CAASPP CAST for science.	Increase the percentage of students meeting or exceeding the standard on the CA Science Test (CAST) from 28% in Fall 2023 to 35% in Fall 2025. Demonstrate a year-over-year increase in the percentage of students meeting the standard on the CAST by 2-5%.
STEAM/Computer Participation	Science 24/25 3-5th Grade instituted GLEAMS (Garden, Leadership, Engineering, Art, Math (cooking), Sensory). All 3-5th grade students including SAI special education students participated in 3 rounds of multi week lessons focused on choice activities. This year we instituted Family Math Night Festival.	We expect an increase of students meeting standards overall by 2-5%.

	23/24 District did not initiate Innovation Expo this year and did not continue the contract with Code to the Future 3-5th Grade instituted GLEAMS (Garden, Leadership, Engineering, Art, Math (cooking), Sensory). All 3-5th grade students including SAI special education students participated in 3 rounds of multi week lessons focused on choice activities.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Academic Support and intervention staff to targets students. Staff trained in specialized intervention strategies including but not limited to Advantage Math/(AVMR) English Learner Support, UFLI phonics, Morphology Units & reading interventions.	Academically Struggling Student	77,320 Targeted Allocation 1000-1999: Certificated Personnel Salaries Support for struggling students for both goal 1 & 2 Targeted Allocation 2000-2999: Classified Personnel Salaries Support for struggling students for both goal 1 & 2 Targeted Allocation 3000-3999: Employee Benefits
1.2	Materials and equipment for Mathematics, Computer Science Immersion, and STEAM and other district adopted curricula.. Purchase and provide materials including textbooks, workbooks, and support materials that support students most in need to learn at high levels. Students will use a variety of multimedia to support interventions and extensions in academic areas. Provide additional opportunities for students to increase their learning in math, computer science, and STEAM through field trips and hands-on experiences to connect with the curriculum. Supplies and material to upgrade and improve instruction and school's physical environment: document cameras, laptops, printers peripherals, projector bulbs, cartridges, and other technology or consumables.	All students	Targeted Carryover 4000-4999: Books And Supplies Materials and equipment for Computer Science Immersion and STEAM: math and science materials, peripherals, robotics, laptops and any other relevant materials needed for implementation of computer science curriculum to support STEAM activities and Computer Science; Peripherals, robotics, laptops and any other resources - Maintenance, supplies, and upgrades improve instruction and school environment: document cameras, Chromebooks, laptops, printers peripherals, bulbs, cartridges, and other technology needs Purchase

			leveled books and/or non-fiction books for book room, classroom libraries, and school library as well as purchase multi-cultural books. Targeted Allocation 5000-5999: Services And Other Operating Expenditures Licensing for computer programs including but not limited to: PebbleGo, MineCraft, LEGO Education Consultancy for STEAM or Computer Science professional development for teachers and/or school support for STEAM activities Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs or hourly release time for STEAM learning support for the classroom and students. FUNDING in Goal 1 Activity 1 Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Ongoing professional development for Math and STEAM/Innovation practice and supports. Targeted Allocation 2000-2999: Classified Personnel Salaries Ongoing professional development for Math and STEAM/Innovation Practice and supports. FUNDING in Goal 1 Activity 1
1.3	Staff will continue training in PLC model of collaboration and focus on student achievement. Provide grade level and multi-grade level curriculum collaboration and planning time during the school day, after school or when school is not in session in order to increase multi-tier systems of support (MTSS) instructional best practices and effectiveness. Provide release time or substitutes for all learning experiences that support student learning in Mathematics, Computer Science, and STEAM. Examples: Grade level collaboration, student target meetings, assessments, professional development, teacher/principal goal setting meetings, 504's, Student Study Team meetings, parent/teacher	Academically Struggling Student	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Teachers, Certificated hourly-non instructional, collaboration - FUNDING in Goal 1 Activity 1 Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly support for student achievement and targeted instruction & collaboration

	conferences, PBIS meeting, PLC meetings, visiting and learning, and any other opportunities where time is needed for teachers to be released outside of the class for professional learning and collaboration.		(FUNDING in Goal 1 Activity 1)
1.4	Activities to further engage students in STEAM, including garden/outdoor science education, robotics, etc. Including professional development and consultancy. Continue with engagement activities including GLEAMS (Garden, Leadership, Engineering, Art, Math and Sensory)	All students	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Assemblies, field trips, contracted services and supplies for steam and or garden activities.
1.7			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

EXPAND Math targeted at our ELOP (Expanded Learning Opportunities Program) students after school additional small group support provided by district support. Resources has made GLEAMS (Garden, Leadership, Engineering, Art, Math and Sensory) opportunities less consistent which has provided additional science, engineering, and math opportunities for student in grades 3-5.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Development and English Language Arts

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

For English learners/Emergent bilingual students: We will continue to see growth with the number of students who make progress between ELPAC levels and who qualify for reclassification to fluent English proficient (ELPI: Level 1->Level 2L; Level 2L->Level 2H; Level 2H->Level 3L; Level 3L->Level 3H; Level 3H->Level 4; Level 4->Reclassification

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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

Identified Need

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

Based on an analysis of CAASPP ELA data, there is a need to improve overall student achievement in ELA, with a particular focus on:

Testing literacy, including understanding test formats and vocabulary.

Providing more on-demand writing practice, especially in the upper grades.

Explicitly teaching strategies for note-taking and graphic organization.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	From DataZone 23-24 36.8% of students are identified as English Learners. 62% of students demonstrated growth on ELPAC 22-23 67% proficient (Levels 3-4) 18 students were reclassified. No Students at risk of LTEL 21-22 37.7% of EL students are progressing towards EL proficiency. 25 students were reclassified. 25% of EL students are identified as LTELs. ELPAC (CAASPP Data reports) 23/24 47.41% of students are level 3-4 progressing towards EL Proficiency.. 22/23 48.4% of students are level 3-4 progressing towards EL Proficiency. 21/22 37% of students were level 3-4 progressing towards EL Proficiency.	We expect an increase in the percentage of students making progress annually 2-5% as reported by the State Dashboard data. We expect the numbers of students at risk of becoming LTELs (Life Time English Learners) to decrease year after year.
CAASPP ELA	23/24 CAASPP 47% of students meeting or exceeding standards overall 37% of Latino/a/x students meeting or exceeding standards 22/23 CAASPP 49% of students meeting or exceeding standards overall 42% of Latino/a/x students meeting or exceeding standards	24/25 CAASPP Data Goals Increase the percentage of students meeting or exceeding the standard to 57%. Increase the percentage of Latino/a/x students meeting or exceeding the standard to 47%. We expect an increase in the percentage of students making progress year after year.
Local Data: F&P or Phonics Assessments	Winter 2022 61% Overall meeting/exceeding 35% English learner meeting/exceeding April 2023 - Based on Looker Studio data 58% Overall meeting/exceeding 33% English learner meeting/exceeding 34% Hispanic or Latino meeting/exceeding	We expect an increase of students meeting standard at the end of the school year, each school year, and year after year.

i-Ready Reading Diagnostic	75% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 22/23 school year. 89% of students in K-5 grades are making progress to annual typical growth on the final diagnostic for the 23/24 school year (108% typical growth).	Increase the percentage of students Mid or Above Grade Level to 35% Reduce the percentage of students One Grade Level Below by 5%, Two Grade Levels Below by 3%, and Three or More Grade Levels Below by 2%.
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Staff will continue training in PLC model of collaboration and focus on student achievement. Provide grade level and multi-grade level curriculum collaboration and planning time during the school day, after school or when school is not in session in order to increase teacher effectiveness and content knowledge. All Staff will be trained on the English Language Development Standards and how they correlate and work with the ELA standards as all students are taught an appropriate grade level curriculum. Instructional staff will be provided with collaboration time to plan and implement ELD strategies school-wide. Materials to support reading and writing using the Units of Study, Fountas and Pinnell, UFLI phonics, Morphology and reading intervention, and other district adopted curricula. Intervention programs run by staff including outside of instructional times such as SOAR or school tutoring.	English Language Learners and targeted students groups	Targeted Allocation 1000-1999: Certificated Personnel Salaries Subs, release time, collaboration, student support: Funding in Goal 1 Targeted Allocation 4000-4999: Books And Supplies Purchase Scholastic News, News 4 You, Storybook Subscriptions, Handwriting Without Tears - Purchase leveled books and/or non-fiction books for book room, classroom libraries, and school library as well as purchase multi-cultural books. Phonics and reading support materials. Funding in Goal 1 Targeted Allocation 4000-4999: Books And Supplies Purchase leveled books and/or non-fiction books for book room, classroom libraries, and school library as well as purchase multi-cultural books. Funding in Goal 1 Targeted Allocation 2000-2999: Classified Personnel Salaries Student support, collaboration, trainings. Funding in Goal 1

1.2	Community engagement: Provide opportunities for parent and community engagement education, and training. Translators will be available for parent/teacher conferences and at all parent education offerings. Evening ESL class and/or ELAC meetings for parents with childcare provided.	All students	Targeted Carryover 5900: Communications print/marketing materials and translation. Funding in Goal 1 Targeted Carryover None Specified Materials & Supplies for family engagement activities such as (but not limited to) Parent Education Nights and ESL classes including but not limited to snacks and activity kits for hands on practice, childcare. Funding in Goal 1
1.6			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

School Site TOSA has been responsible for providing targeted support and intervention for struggling students, offering professional development to teachers, and providing materials and resources. Implementation of UFLI this year across K-5 and Morphology in 3-5th grades should provide additional targeted instruction and data.

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

The iReady growth report indicates a median percent progress towards Typical Growth of 85%. This suggests that strategies are generally supporting student growth in reading. However, the iReady results report also shows that only 25% of students are Mid or Above Grade Level, indicating a need for improved overall proficiency.

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

The implementation of strategies has been adjusted to place a stronger emphasis on "testing literacy" and specific instructional approaches based on school-wide test analysis. This suggests a shift in focus from the originally intended strategies to better address identified student needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate and Developmental Relationships

Creating a Positive School Climate Through Community Schools Practices and Developmental Relationships: Montague will show improvement in students reporting positively (on CHKS and/or SCCOE/SEL surveys) in the domain of School Supports and Engagement. We will focus specifically on the areas of Caring Adult Relationships in School, and Academic Motivation/Meaningful Participation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goals:

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

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

Identified Need

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

Data from the 2024-25 Developmental Relationships Survey indicates areas for improvement in fostering a positive school climate. Key areas of focus include:

Addressing disparities in student experiences, particularly in areas such as safety and fairness, as indicated by survey results.

Strengthening developmental relationships, with an emphasis on 'Challenge Growth' and 'Share Power', based on survey findings that highlight these as areas needing improvement.

Improving students' social and emotional competencies, specifically 'Self-Awareness' and 'Social Awareness', which were identified as areas of growth in the survey.

Reducing chronic absenteeism, which continues to be an area of concern.

Continuing to provide professional development and support to staff in restorative practices, culturally relevant teaching, and social-emotional learning to address these identified needs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS (including "off year" local/mini survey)	2025 SCCOE: Developmental Relationships Survey Data CHKS (including "off year" local/mini survey) overall 59% of students in 5th grade report positive data on the climate report. 2024 Caring Adult Relationships in School: 78% positive Academic Motivation: 79% positive Meaningful Participation: 41% positive	2025 SCCOE/SEL Developmental Relationships Survey Improve the average of positive responses across school climate factors by 5% We expect to see an increase in positive relationships reported by students in local mini surveys, Developmental Relationships and CHKS surveys.
SCCOE/SEL/Wellness (Counseling)	24/25 Data 21 students were supported by counseling (2 days a week) No social worker this year 70 classroom lessons supporting all grade levels by the wellness coordinator 47 referrals for wellness during the 24/25 school year 23/24 Data 16 students were supported by counseling (2 days a week) 8 students were supported by a social work intern Lessons from Wellness Coordinator: K-5th grade were provided 4 anti-bullying Kinder Kindness - 2 lessons 2nd Grade Social Skills Friendship and self regulation lessons as needed 48 students were referred to wellness during the 23/24 school year. 22/23 Data 10 students were supported by counseling (1day a week) 8 additional students were supported by a social work intern 45 students were referred to wellness during the 22/23 school year.	Continue to provide support for students and families for counseling services. An increase in positive behavior as measured by observations or specific behavior tracking systems (SWISS). Improved student responses on surveys related to school climate, safety, and belonging.
Attendance Rates	Data Zone: April 24/25 94.71% 23/24 94% 22/23 92% 21/22 91%	Increase of attendance overall by 1% by June 2026.
Chronic Absenteeism	17/18 - 20.6% 18/19 - 16.7% 20/21 - 13.06% 21/22 - 19.6%	Decrease of number of students considered chronically absent by 3% by 2026

	22/23 - 19.1% 23/24 - 17.1%	
SWISS (PBIS)	SWISS Behavior Data 24/25: Overall 155 referrals 115 are majors 23/24: Overall 143 referrals 58 are majors 22/23: Overall 66 referrals 45 are majors	Continue to collect consistent data to improve allocation of resources and decrease behavior disruptions overall. Decrease overall student referrals (major and minors) by 10% annually.

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	Staff will have ongoing professional development in Positive Behavioral Interventions (PBIS) and Multi-tiered Supports Systems (MTSS) for school-wide behavior expectations and other recommended behavior improvement professional development. SLT will continue to collaborate on community school initiatives and train all staff on implementation and sustainability. Enrichment activities and assemblies will focus on the guiding principles for PBIS, character building, positive school climate. Provide consultancy, substitutes, and PD for staff collaboration and learning around equity and school wide social justice programs. Materials needed to support the implementation of PBIS/MTSS including student incentives, informational signs, posters, Marvelous Mustang Tickets, CICO, The Toolbox Project, and social skills groups.	All students, with a focus on student groups most in need of support	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Assemblies, contracting services, field trips, hands on activities Funding in Goal 1 Targeted Allocation 4000-4999: Books And Supplies Support implementation of PBIS/MTSS (including student incentives, informational signs, posters, , and printing of Marvelous Mustang Tickets, playground equipment Funding in Goal 1 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Travel & conferences for Professional Development Funding in Goal 1 Targeted Allocation 1000-1999: Certificated Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC and student support - additional funding in Goal 1 Targeted Allocation

			2000-2999: Classified Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC - Funding in Goal 1
1.2	All students will participate in a school-wide weekly assembly responsive/restorative PBIS program. Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions. Provide access to and materials/supplies for school wide use of sensory room. All students will have opportunities to participate in field trips that relate to their learning and grade level curriculum. Field trips that are standards-based and provide students with the opportunity to make connections to real life with the material they have learned in the classroom.	All students with priority given to students furthest from opportunity and most in need of support	
1.3	Wellness programs that support student social-emotional well-being, behavior, and learning (including but not limited to additional counseling, Wellness Coordinator will facilitate counseling services and intervention services (MFTi, Tier 2 and 3) Provide students with organizational skills to help prepare for the transition to middle school. Provide enrichment activities (Music, Project Cornerstone, and clubs etc). Wellness, counseling, and social services staff, materials, and supplies in order to improve the attendance rates students with chronic absenteeism.	All students with priority given to students furthest from opportunity and most in need of support	Targeted Allocation 5000-5999: Services And Other Operating Expenditures Resources and supplies including printed materials support, rewards & incentives etc Funding in Goal 1
1.4	Parent Education Opportunities (eg speakers on topics of interest to parents and community). School and PTA will co-sponsor community events such as Family Educational Nights, Movie Nights, and Community involvement.	All students	Targeted Carryover None Specified Funding in Goal 1
1.5	Purchase safety items to upgrade or expand a safe school climate conducive to learning where students and adults safety is ensured. Staff members will participate in First Aid/CPR training to ensure a safe campus. Upgrade & maintenance of technology and facilities.	All students	Targeted Allocation 4000-4999: Books And Supplies Non Capital Assets & Equipment Funding in Goal 1

Annual Review

SPSA Year Reviewed: 2024-25

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.

Our focus this year on Community Schools and community engagement provided regular real time data to implement programs that were recommended by school community partners.

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

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

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

Continue to implement the Community Schools Plan including whole staff professional development focused on mission/vision and community school goals set by SLT.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$77,320.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Targeted Allocation	\$77,320.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$77,320.00

Total of federal, state, and/or local funds for this school: \$77,320.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Targeted Allocation	77,320	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	77,320.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	77,320.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	77,320.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	77,320.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

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

Name of Members	Role
Leanna Goldenberg	Principal
Angelica Rodriguez Salinas	Other School Staff
Leslie Stansberry	Classroom Teacher
Heather Kent	Classroom Teacher
Gricelda Jimenez	Parent or Community Member
Maria Quiroz	Parent or Community Member
Janani Ravi	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/15/25.

Attested:



Principal, Leanna Goldenberg on 5/5/2025



SSC Chairperson, Gricelda Jimenez on 5/5/25