



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	April 21, 2026	June 11, 2026

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 goals and activities are strategically developed through a comprehensive analysis of multi-year data, including CAASPP, i-Ready, ELPAC, and the California Healthy Kids Survey (CHKS). This plan is designed in collaboration with multiple stakeholders—including the School Site Council (SSC) and English Learner Advisory Committee (ELAC)—to ensure that all actions are centered on student need and institutional equity.

The 2026-27 School Wide Plan is intentionally aligned with the district's LCAP Goal 1.8, prioritizing supplemental site support for instruction and academic intervention beyond baseline district services. To maximize impact, the school has transitioned to a flexible hourly intervention model (STLA), deploying certificated and classified staff to provide high-dosage, small-group support in literacy, mathematics, and ELD. This model specifically targets the "Stretch Growth" of our unduplicated student populations, including English Learners, socioeconomically disadvantaged students, and students with disabilities.

Through a continuous cycle of action, reflection, and data-driven inquiry, the School Site Council reviews this plan annually. This process allows Montague to adjust the budget and instructional strategies in real-time, ensuring our resources remain responsive to evolving student priorities and the goal of closing persistent achievement gaps.

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

The 2026-27 SPSA was developed through a series of collaborative meetings. Data was presented to the School Site Council (SSC) on March 3, 2026, and March 31, 2026, and to the English Learner Advisory Committee (ELAC) on April 7, 2026. Staff engaged in data-reflection sessions during Professional Learning Communities (PLCs) on February 25, 2026. Student groups were engaged through the California Healthy Kids Survey (CHKS) process November 2025.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

Montague School is not an ATSI/TSI/CSI School. This section is not applicable at this time.

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.

Based on the 2025 California School Dashboard, Montague Elementary has identified Mathematics, English Language Arts (ELA), and Suspension Rates as areas requiring significant improvement, as all three indicators are currently in the Orange performance category. In Mathematics, the school experienced a 15.5-point decline, leaving the student population 53.6 points below standard. In ELA, despite a slight 1.3-point increase, the school remains 29 points below standard. To address these areas, the school is reallocating Resource 0003 Targeted funds to implement a high-dosage Hourly STLA (Supplemental Teaching and Learning Assistant) model. This replaces the previous single-TOSA structure with a distributed team of certificated and classified staff to provide intensive, small-group intervention in UFLI Phonics and Advantage Math (AVMR) during the school day.

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.

A significant performance gap exists for the Hispanic student group in Mathematics, which is currently 75.2 points below standard, compared to the "All Student" average of 53.6 points. Additionally, while the "All Student" group for Chronic Absenteeism is in the Yellow category (15.4%), Students with Disabilities (SWD) are in the Orange category with a rate of 25.5%. To bridge these gaps, our SPSA strategies specifically prioritize these subgroups for STLA hourly tutoring clinics and bilingual attendance outreach. We are also utilizing Prop 28 Arts funding to increase engagement and "Meaningful Participation" for these groups, as local survey data suggests a strong correlation between school connectedness and academic persistence.

Other Needs

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

Local data from the 2025-26 i-Ready Mid-Year Diagnostic highlights a "bubble" of students sitting just below proficiency, with 38% of students in Math and 29% in ELA performing one grade level below standard. Furthermore, the 2025-26 CHKS data reveals a critical need in school climate, specifically regarding Meaningful Participation, which scored only 25% High. To address these local needs, the school is funding Data-Driven PLC cycles (Object 1922) to allow teachers to conduct monthly inquiry cycles on student growth. We are also integrating Arts and Music enrichment to reverse the decline in Academic Motivation (66%), ensuring that students have diverse avenues to demonstrate mastery and feel a sense of agency within their learning environment.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.35%	1.18%	0.41%	1	3	1
African American	2.08%	4.33%	4.12%	6	11	10
Asian	23.96%	22.83%	22.22%	69	58	54
Filipino	13.89%	14.17%	13.58%	40	36	33
Hispanic/Latino	38.54%	42.52%	41.15%	111	108	100
Pacific Islander	0.35%	0.79%	0.41%	1	2	1
White	13.54%	7.48%	10.70%	39	19	26
Multiple/No Response	7.29%	6.69%	7.00%	21	17	17
Total Enrollment				288	254	243

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		31	40
Kindergarten	43	42	28
Grade 1	48	32	33
Grade 2	43	37	30
Grade3	33	39	41
Grade 4	37	36	34
Grade 5	47	37	37
Total Enrollment	288	254	243

Conclusions based on this data:

1. Montague's total enrollment has continued a downward trend, dropping from 298 in 2021-22 to 254 in the 2024-25 school year.
2. While the school remains diverse, the Hispanic/Latino student group has increased to 42.5% of the population, up from 38.5% in the previous cycle.
3. Approximately 41.3% of students are identified as Socioeconomically Disadvantaged (percentage of students qualifying for free & reduced lunch), maintaining a significant need for targeted academic support.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	106	81	74	34.6%	36.8%	30.5%
Fluent English Proficient (FEP)	29	26	24	13.6%	10.1%	9.9%
Reclassified Fluent English Proficient (RFEP)	12	14		7.0%	4.20%	

Conclusions based on this data:

1. The percentage of English Learners (EL) remains high at 31.9% in 2024-25, though this is a slight decrease from the 36.8% peak in 2023-24.
2. While the percentage of English Learners has decreased slightly to 31.9%, the actual number of EL students has dropped from 106 in 2023-24 to 81 in 2024-25, indicating that the decline in the EL population is outpacing the school's general enrollment decline.
3. Despite the lower enrollment numbers, the 2025 Dashboard indicates that English Learner Progress has shifted to the Orange category, suggesting that a significant portion of the remaining EL population is struggling to make the expected annual gains toward English proficiency.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32	31	38	30	30	34	30	30	34	93.8	96.8	89.5
Grade 4	49	38	36	45	38	36	45	38	36	91.8	100	100
Grade 5	39	37	38	38	37	38	38	37	37	97.4	100	100
All Grades	120	106	112	113	105	108	113	105	107	94.2	99.1	96.4

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2433.	2413.	2390.	23.33	26.67	23.53	30.00	16.67	17.65	26.67	30.00	17.65	20.00	26.67	41.18
Grade 4	2451.	2453.	2462.	24.44	21.05	19.44	17.78	28.95	33.33	26.67	18.42	22.22	31.11	31.58	25.00
Grade 5	2498.	2504.	2474.	21.05	21.62	16.22	28.95	32.43	24.32	15.79	21.62	24.32	34.21	24.32	35.14
All Grades	N/A	N/A	N/A	23.01	22.86	19.63	24.78	26.67	25.23	23.01	22.86	21.50	29.20	27.62	33.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.67	16.67	20.59	63.33	63.33	55.88	20.00	20.00	23.53
Grade 4	15.56	15.79	16.67	66.67	68.42	66.67	17.78	15.79	16.67
Grade 5	23.68	27.03	13.51	60.53	51.35	64.86	15.79	21.62	21.62
All Grades	18.58	20.00	16.82	63.72	60.95	62.62	17.70	19.05	20.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.00	10.00	17.65	70.00	63.33	50.00	20.00	26.67	32.35
Grade 4	11.11	16.22	13.89	60.00	64.86	52.78	28.89	18.92	33.33
Grade 5	18.42	18.92	13.51	57.89	51.35	56.76	23.68	29.73	29.73
All Grades	13.27	15.38	14.95	61.95	59.62	53.27	24.78	25.00	31.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.33	3.33	5.88	76.67	83.33	52.94	0.00	13.33	41.18
Grade 4	8.89	2.63	13.89	80.00	68.42	75.00	11.11	28.95	11.11
Grade 5	13.16	13.51	16.22	63.16	70.27	59.46	23.68	16.22	24.32
All Grades	14.16	6.67	12.15	73.45	73.33	62.62	12.39	20.00	25.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.33	23.33	2.94	63.33	53.33	67.65	23.33	23.33	29.41
Grade 4	13.33	10.53	16.67	71.11	68.42	72.22	15.56	21.05	11.11
Grade 5	23.68	18.92	13.51	57.89	62.16	64.86	18.42	18.92	21.62
All Grades	16.81	17.14	11.21	64.60	61.90	68.22	18.58	20.95	20.56

Conclusions based on this data:

- Overall student achievement in ELA has declined, with the percentage of students meeting or exceeding standards dropping from 49.53% in 2023-24 to 44.86% in 2024-25. This downward trend is further reflected in the 2025 Dashboard, where ELA performance is now in the Orange category, sitting 27.9 points below standard after a decline of 24.3 points.
- Performance gaps remain for key student groups; specifically, English Learners (56.9 points below), Hispanic students (68.7 points below), and Socioeconomically Disadvantaged students (66.7 points below) are all in the Orange category. These groups all saw declines (ranging from 31.3 to 39.2 points) compared to the previous year.
- While overall achievement fell, Grade 4 showed a notable increase in the percentage of students meeting or exceeding standards, rising to 52.77%. Additionally, Reading remains a relative area of stability, with 62.62% of all students performing at or near standard, even as other domains like Writing saw a higher percentage of students falling below standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	32	31	38	32	31	38	32	31	38	100.0	100	100
Grade 4	49	38	36	47	38	36	47	38	36	95.9	100	100
Grade 5	39	37	38	39	37	38	39	37	38	100.0	100	100
All Grades	120	106	112	118	106	112	118	106	112	98.3	100	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2430.	2427.	2402.	18.75	16.13	18.42	25.00	32.26	18.42	28.13	25.81	21.05	28.13	25.81	42.11
Grade 4	2455.	2450.	2475.	17.02	15.79	19.44	21.28	23.68	27.78	31.91	23.68	25.00	29.79	36.84	27.78
Grade 5	2492.	2512.	2477.	25.64	32.43	10.53	15.38	10.81	15.79	20.51	29.73	39.47	38.46	27.03	34.21
All Grades	N/A	N/A	N/A	20.34	21.70	16.07	20.34	21.70	20.54	27.12	26.42	28.57	32.20	30.19	34.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.75	22.58	23.68	53.13	54.84	28.95	28.13	22.58	47.37
Grade 4	14.89	21.05	30.56	46.81	39.47	41.67	38.30	39.47	27.78
Grade 5	25.64	21.62	13.16	38.46	48.65	52.63	35.90	29.73	34.21
All Grades	19.49	21.70	22.32	45.76	47.17	41.07	34.75	31.13	36.61

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	31.25	22.58	18.42	43.75	51.61	50.00	25.00	25.81	31.58
Grade 4	19.15	10.53	13.89	46.81	52.63	61.11	34.04	36.84	25.00
Grade 5	15.38	27.03	10.53	53.85	43.24	52.63	30.77	29.73	36.84
All Grades	21.19	19.81	14.29	48.31	49.06	54.46	30.51	31.13	31.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.75	19.35	15.79	65.63	51.61	55.26	15.63	29.03	28.95
Grade 4	21.28	21.05	13.89	55.32	52.63	69.44	23.40	26.32	16.67
Grade 5	15.38	21.62	7.89	46.15	56.76	68.42	38.46	21.62	23.68
All Grades	18.64	20.75	12.50	55.08	53.77	64.29	26.27	25.47	23.21

Conclusions based on this data:

1. Overall student achievement in Mathematics declined, with the percentage of students meeting or exceeding standards falling to 36.61% in 2024-25 from 43.4% in 2023-24. The 2025 Dashboard lists Montague's overall Mathematics status as Orange, positioned 32.6 points below standard following a decline of 15.5 points.
2. Achievement gaps persist for several student groups; English Learners (39.8 points below), Socioeconomically Disadvantaged students (55.6 points below), and Hispanic students (75.2 points below) are all in the Orange performance category. Hispanic students moved 25.3 points further from the standard compared to the prior year.
3. Performance results differed by grade level; the Grade 5 proficiency rate decreased from 43.24% to 26.32%, while Grade 4 proficiency increased to 47.22%. In the domain of Communicating Reasoning, 64.29% of students across all grades performed at or near standard.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1403.1	1381.5	1427.1	1419.7	1398.1	1430.3	1363.6	1342.8	1419.5	36	37	16
1	1427.9	1469.8	1448.3	1431.4	1482.1	1448.2	1423.8	1457.1	1448.1	14	19	13
2	*	1472.4	1479.7	*	1459.4	1471.7	*	1484.8	1487.1	8	17	14
3	*	*	1454.7	*	*	1455.2	*	*	1454.1	9	9	15
4	1478.6	*	1493.7	1477.1	*	1490.0	1479.5	*	1496.6	15	10	12
5	1538.9	1540.7	*	1549.5	1533.4	*	1527.6	1547.8	*	14	11	9
All Grades										96	103	79

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	10.81	18.75	34.29	27.03	31.25	48.57	24.32	25.00	17.14	37.84	25.00	35	37	16
1	0.00	21.05	0.00	50.00	42.11	46.15	35.71	21.05	38.46	14.29	15.79	15.38	14	19	13
2	*	0.00	7.14	*	70.59	50.00	*	17.65	35.71	*	11.76	7.14	*	17	14
3	*	*	13.33	*	*	33.33	*	*	20.00	*	*	33.33	*	*	15
4	6.67	*	16.67	46.67	*	33.33	13.33	*	25.00	33.33	*	25.00	15	*	12
5	42.86	18.18	*	28.57	54.55	*	14.29	18.18	*	14.29	9.09	*	14	11	*
All Grades	7.37	13.59	13.92	41.05	39.81	35.44	31.58	23.30	29.11	20.00	23.30	21.52	95	103	79

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.57	8.11	12.50	40.00	40.54	43.75	37.14	21.62	31.25	14.29	29.73	12.50	35	37	16
1	0.00	31.58	0.00	57.14	36.84	61.54	28.57	26.32	38.46	14.29	5.26	0.00	14	19	13
2	*	29.41	14.29	*	47.06	50.00	*	5.88	28.57	*	17.65	7.14	*	17	14
3	*	*	40.00	*	*	20.00	*	*	6.67	*	*	33.33	*	*	15
4	40.00	*	33.33	33.33	*	33.33	6.67	*	16.67	20.00	*	16.67	15	*	12
5	50.00	54.55	*	35.71	27.27	*	7.14	18.18	*	7.14	0.00	*	14	11	*
All Grades	21.05	24.27	22.78	42.11	39.81	39.24	23.16	19.42	22.78	13.68	16.50	15.19	95	103	79

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		10.81	18.75		13.51	25.00		32.43	31.25		43.24	25.00		37	16
1		10.53	0.00		47.37	38.46		26.32	46.15		15.79	15.38		19	13
2		0.00	7.14		58.82	42.86		29.41	42.86		11.76	7.14		17	14
3		*	0.00		*	33.33		*	26.67		*	40.00		*	15
4		*	0.00		*	25.00		*	33.33		*	41.67		*	12
5		9.09	*		45.45	*		36.36	*		9.09	*		11	*
All Grades	1.05	7.77	6.33	22.11	33.98	32.91	45.26	29.13	32.91	31.58	29.13	27.85	95	103	79

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	17.14	10.81	25.00	74.29	64.86	68.75	8.57	24.32	6.25	35	37	16
1	50.00	57.89	30.77	35.71	36.84	53.85	14.29	5.26	15.38	14	19	13
2	*	41.18	21.43	*	41.18	64.29	*	17.65	14.29	*	17	14
3	*	*	40.00	*	*	26.67	*	*	33.33	*	*	15
4	20.00	*	25.00	66.67	*	58.33	13.33	*	16.67	15	*	12
5	50.00	36.36	*	35.71	63.64	*	14.29	0.00	*	14	11	*
All Grades	26.32	33.01	27.85	63.16	52.43	54.43	10.53	14.56	17.72	95	103	79

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.29	13.51	12.50	54.29	51.35	62.50	31.43	35.14	25.00	35	37	16
1	0.00	21.05	0.00	78.57	68.42	92.31	21.43	10.53	7.69	14	19	13
2	*	17.65	14.29	*	64.71	78.57	*	17.65	7.14	*	17	14
3	*	*	46.67	*	*	20.00	*	*	33.33	*	*	15
4	46.67	*	50.00	33.33	*	25.00	20.00	*	25.00	15	*	12
5	78.57	72.73	*	14.29	9.09	*	7.14	18.18	*	14	11	*
All Grades	28.42	25.24	27.85	50.53	51.46	53.16	21.05	23.30	18.99	95	103	79

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.86	5.41	18.75	80.00	45.95	56.25	17.14	48.65	25.00	35	37	16
1	14.29	31.58	23.08	57.14	47.37	30.77	28.57	21.05	46.15	14	19	13
2	*	0.00	7.14	*	88.24	78.57	*	11.76	14.29	*	17	14
3	*	*	6.67	*	*	40.00	*	*	53.33	*	*	15
4	6.67	*	8.33	46.67	*	41.67	46.67	*	50.00	15	*	12
5	7.14	18.18	*	57.14	72.73	*	35.71	9.09	*	14	11	*
All Grades	6.32	9.71	13.92	63.16	59.22	48.10	30.53	31.07	37.97	95	103	79

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.71	18.92	43.75	52.94	40.54	31.25	32.35	40.54	25.00	34	37	16
1	0.00	0.00	7.69	78.57	94.74	76.92	21.43	5.26	15.38	14	19	13
2	*	23.53	21.43	*	64.71	78.57	*	11.76	0.00	*	17	14
3	*	*	6.67	*	*	60.00	*	*	33.33	*	*	15
4	33.33	*	0.00	33.33	*	75.00	33.33	*	25.00	15	*	12
5	28.57	27.27	*	64.29	72.73	*	7.14	0.00	*	14	11	*
All Grades	15.96	18.45	16.46	60.64	61.17	63.29	23.40	20.39	20.25	94	103	79

Conclusions based on this data:

1. The percentage of students achieving Level 4 (Well Developed) in Overall Language increased from 7.37% in the 2023-24 school year to 13.92% in the 2024-25 school year across all grade levels.
2. The percentage of students performing at Level 3 decreased from 39.81% in 2023-24 to 35.44% in 2024-25. Combined with Level 4 data, 49.36% of English Learners are currently performing at the Level 3 or 4 range.

3. Although there is an increase in students performing at level 4 the overall students performing at levels 3 and 4 is relatively consistent since 2022-23 (48.42) with only a .94% increase in 2024-25 (49.36)

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
254	41.3%	31.9%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	31.9%
Foster Youth	0	0.0%
Homeless	2	0.8%
Socioeconomically Disadvantaged	105	41.3%
Students with Disabilities	40	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	4.3%
American Indian	3	1.2%
Asian	58	22.8%
Filipino	36	14.2%
Hispanic	108	42.5%
Two or More Races	17	6.7%
Pacific Islander	2	0.8%
White	19	7.5%

Conclusions based on this data:

1. Montague Elementary School's total enrollment decreased from 288 students in the 2023-24 school year to 254 students in 2024-25.

2. The student population for the 2024-25 school year consists of 41.3% Socioeconomically Disadvantaged students, 31.9% English Learners, and 15.7% Students with Disabilities.
3. The Hispanic student group represents 42.5% of the total enrollment, followed by Asian students at 22.8% and White students at 7.5%.

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.”



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- The 2025 Dashboard shows that Montague Elementary School has no state indicators in the Blue (Highest) or Green (High) performance categories.
- Two indicators, Chronic Absenteeism and Science, are in the Yellow (Medium) performance category.

3. Four indicators—English Language Arts, Mathematics, English Learner Progress, and Suspension Rate—are in the Orange (Low) performance category.

School and Student Performance Data

Academic Performance English Language Arts

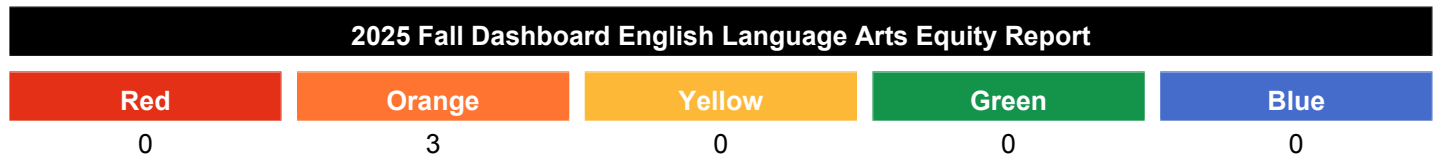
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 27.9 points below standard Declined 24.3 points 100 Students	English Learners  Orange 56.9 points below standard Declined 32.8 points 36 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 66.7 points below standard Declined 31.3 points 47 Students

Students with Disabilities  No Performance Color 108.4 points below standard Declined 64.8 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 48.6 points above standard Increased 10.1 points 15 Students	Filipino  No Performance Color 20.6 points below standard Maintained 1.6 points 20 Students	Hispanic  Orange 68.7 points below standard Declined 39.2 points 43 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Montague Elementary School's overall performance in English Language Arts is in the Orange category, with the student population averaging 27.9 points below standard.
2. The school experienced a decline of 24.3 points in ELA performance compared to the previous assessment cycle.
3. Performance for English Learners (56.9 points below), Hispanic students (68.7 points below), and Socioeconomically Disadvantaged students (66.7 points below) all fell within the Orange category, with each group showing a decline of at least 31.3 points.

School and Student Performance Data

Academic Performance Mathematics

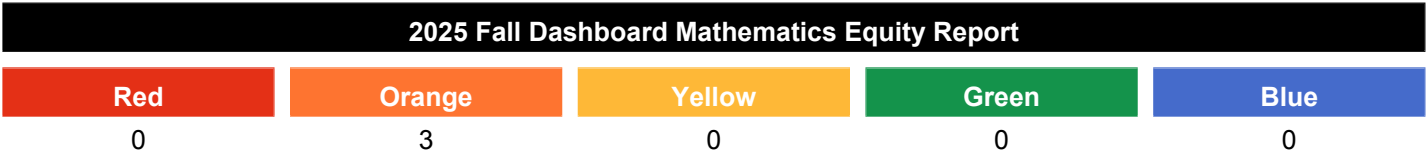
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 32.6 points below standard Declined 15.5 points 103 Students	English Learners  Orange 39.8 points below standard Declined 12.2 points 39 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Orange 55.6 points below standard Declined 10.5 points 49 Students

Students with Disabilities  No Performance Color 119.1 points below standard Declined 55.1 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 48.1 points above standard Maintained 1.5 points 15 Students	Filipino  No Performance Color 28.3 points below standard Increased 7.4 points 20 Students	Hispanic  Orange 75.2 points below standard Declined 25.3 points 46 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. Montague Elementary School's overall performance in Mathematics is in the Orange category, with a status of 32.6 points below the standard.
2. The school's overall Mathematics score declined by 15.5 points compared to the previous assessment year.
3. Three student groups—English Learners (39.8 points below), Hispanic students (75.2 points below), and Socioeconomically Disadvantaged students (55.6 points below)—are in the Orange performance category. Hispanic students experienced a 25.3-point decline from the prior year.

School and Student Performance Data

Academic Performance Science

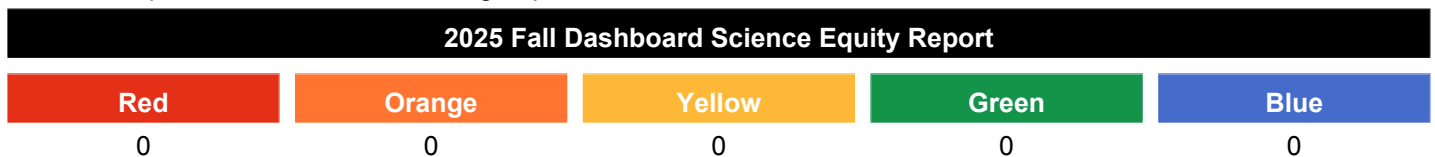
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 49.4 science points Declined 9 points 34 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged No Performance Color 41.7 science points Declined 8.1 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Hispanic  No Performance Color 47.6 science points Declined 6 points 14 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Montague Elementary School's overall performance in Science is in the Yellow category, with students scoring 49.4 points above the standard.
2. The school's Science scores showed a decline of 9.0 points compared to the previous assessment year.
3. The Science results are based on the performance of 34 students who took the California Science Test (CAST) or the California Alternate Assessment for Science.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
46.3 making progress.	making progress.
Number Students: 54 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.

2025 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
17%	37.7%	0%	45.3%

Conclusions based on this data:

- While nearly half of our English Learners (48.3%) are meeting annual progress targets on the ELPI, a granular analysis of ELPAC domain scores reveals a performance gap between oral and written language. Specifically, only 1.05% of students achieved 'Well Developed' status in Writing, compared to higher proficiency in Listening and Speaking. This indicates that while students are attaining social language fluency, they lack the specialized academic vocabulary structures required for grade-level written production.
- The 'Orange' performance status on the Dashboard is a direct result of a lack of Tier 3 scaffolds for our Newcomer population and a previous instructional focus that prioritized reading comprehension over active writing production. Staff data-reflection sessions identified that our current baseline ELA materials do not provide sufficient linguistic frames or 'Visual Thinking' strategies necessary for English Learners to translate their thinking into formal academic English.
- To improve these outcomes, the 2026-27 SPSA pivots to a multidisciplinary approach. We are integrating writing scaffolds into small-group support lessons for newcomers. Additionally, the shift to an Hourly STLA intervention model allows for daily, small-group ELD clinics (ratios of 1:5) that provide immediate feedback.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

15.6% Chronically Absent

Declined 6.7

294 Students

English Learners



Green

9.9% Chronically Absent

Declined 8.1

101 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Socioeconomically Disadvantaged



Yellow

17.1% Chronically Absent

Declined 11

129 Students

Students with Disabilities  Orange 25.5% Chronically Absent Declined 6.5 51 Students	African American  No Performance Color 7.7% Chronically Absent 0 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 13.9% Chronically Absent Declined 9 79 Students	Filipino  Yellow 18.4% Chronically Absent Declined 8.9 38 Students	Hispanic  Yellow 18.8% Chronically Absent Declined 3.1 117 Students
Two or More Races  No Performance Color 11.8% Chronically Absent Increased 2.2 17 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 8% Chronically Absent Declined 18.2 25 Students

Conclusions based on this data:

1. The overall Chronic Absenteeism rate for the 2024-25 school year is 15.6%, which placed the school in the Yellow performance category.
2. This data represents a decline of 7 percentage points from the previous year.
3. While most student groups are in the Yellow category, Students with Disabilities remain in the Orange category with a 25.5% chronic absenteeism rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

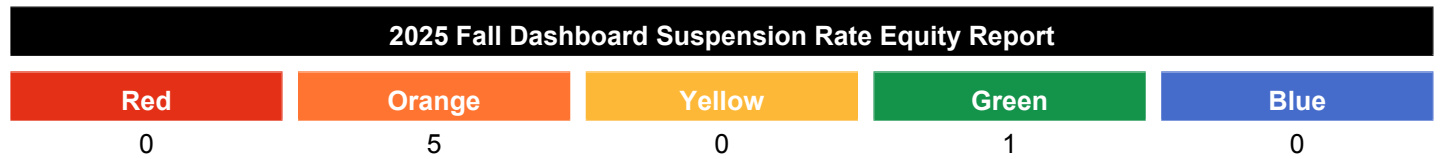
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.9% suspended at least one day Increased 0.4% 315 Students	English Learners  Orange 2.7% suspended at least one day Increased 2.7% 111 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  Green 1.5% suspended at least one day Declined 1.3% 134 Students

Students with Disabilities  Orange 5.8% suspended at least one day Increased 5.8% 52 Students	African American  No Performance Color 0% suspended at least one day 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 1.1% suspended at least one day Increased 1.1% 90 Students	Filipino  Orange 2.6% suspended at least one day Increased 2.6% 39 Students	Hispanic  Orange 3.3% suspended at least one day Increased 0.9% 123 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  No Performance Color 0% suspended at least one day Declined 2.3% 27 Students

Conclusions based on this data:

1. The overall Suspension Rate is 1.9%, which places the school in the Orange performance category.
2. This rate reflects an increase of 0.4 percentage points from the prior year.
3. Student groups with higher suspension rates in the Orange category include Students with Disabilities (5.8%) and Hispanic (3.3%) students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

Montague will increase the percentage of students achieving at or above grade-level standards in mathematics and science, specifically narrowing the gap for historically underserved student groups (English Learners, Socioeconomically Disadvantaged, Foster youth & Homeless Youth, Students with Disabilities and Specific Racial/Ethnic Subgroups), as measured by CAASPP, CAST, and i-Ready Diagnostics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District LCAP Goal 1: Academic Achievement and Graduation for All Students.

Specific Focus: This goal directly aligns with LCAP Action 1.8, which mandates supplemental site-based intervention for unduplicated students. By utilizing targeted funds for hourly certificated and classified interventionists (STLA model), Montague provides the "high-dosage" math support and "data cycles of inquiry" specified in the district's plan to narrow achievement gaps for Hispanic and Socioeconomically Disadvantaged student groups.

State Priorities: 1 (Basic Services), 2 (Implementation of State Standards), 4 (Student Achievement), 5 (Student Engagement), and 8 (Other 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.

Dashboard Status: Mathematics performance is in the Orange category, sitting 32.6 points below standard after a decline of 15.5 points.

Equity Gap: A significant gap persists for Hispanic students, who are 75.2 points below standard.

Root Cause (POP): Problem of Practice data indicates a need for consistent, high-dosage Tier 2 interventions and a focus on "Communicating Reasoning" to bridge the gap between procedural knowledge and conceptual application.

Science Baseline: While Science is in the Yellow category, it saw a 9-point decline, indicating a need to stabilize the integration of GLEAMS and/or "Science is Elementary" programs.

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 Mathematics overall. 2022-23: 38.04% of students meeting or exceeding standard on the CAASPP for Mathematics overall. 2023-24: 46.59% of students meeting or exceeding standard on the CAASPP for Mathematics overall. 2022-23: 24% of Latino/a/x students meeting or exceeding standards for Mathematics . 2023-24: 35.85% of Latino/a/x students meeting or exceeding standards for Mathematics 2024-25: 36.61% of students met or exceeded standards. Dashboard status is Orange at 32.6 points below standard.	25/26 CAASPP Data Goals Increase to 45% meeting/exceeding standards to align with the district's 65% three-year goal. We expect an increase in the percentage of students making progress year after year.
CAASPP Math (Hispanic Subgroup)	75.2 points below standard (Dashboard: Orange).	Reduce distance to standard by 20 points to reverse the recent 25.3-point decline.
i-Ready Math (K-5)	Baseline (24-25 Final & 25-26 Mid-Year) 18% scored Mid or Above Grade Level (Final 24-25); 40% scored at grade level overall (Mid-Year 25-26). 72% made progress to Typical Growth (24-25); 80% median progress toward Typical Growth (Mid-Year 25-26).	Increase the percentage of students achieving Mid or Above Grade Level on the i-Ready Math diagnostic to 25%. Increase the percentage of students demonstrating Typical Growth on the i-Ready Math diagnostic by 5 percentage points annually (Target: 77% or higher).
CA Science Test (CAST) 5th grade only	2025 26.32% of students in 5th grade meeting/exceeding science standards on CAASPP CAST for science. 4.9 points below standard (Dashboard: Yellow). 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.	Achieve a status of "At Standard" or higher by reversing the 9-point decline. Increase the percentage of students meeting or exceeding the standard on the CA Science Test (CAST) from 26% 35%. Demonstrate a year-over-year increase in the percentage of students meeting the standard on the CAST by 2-5%.
STEAM Experiences	25/26 Continue to find opportunities for enrichment activities including Science is Elementary in upper grades. All 3rd-5th grade students participating in the	We expect an increase of students meeting standards overall by 2-5%.

	district music program and playing an instrument. All K-1st grade participate in chorus opportunities. All students have exposure to multicultural and inclusion school wide assemblies. Re-institute 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 included another Family Math Night Festival.	
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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	Targeted Math Intervention (Hourly STLA): Hire certificated teachers and classified staff for high-dosage hourly tutoring (push-in/after-school). Focus on AVMR strategies for students sitting "Two Levels Below" in i-Ready.	Hispanic & High-Need Students	27,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Support for struggling students for all goals. 18,000 Targeted Allocation 2000-2999: Classified Personnel Salaries Support for struggling students for all goals. 6,000 Targeted Allocation 3000-3999: Employee Benefits 9,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly Non-Instructional
1.2	STEAM & Arts Integration (GLEAMS): Utilize the GLEAMS rotation (specifically the Engineering and Art cycles) to teach geometric and algebraic concepts through sculpture and design. This hands-on immersion addresses the 25% "Meaningful Participation" need and increases conceptual math reasoning. Materials and equipment for Mathematics, Computer Science Immersion, 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.	All students	1,477 Targeted Allocation 4000-4999: Books And Supplies Engineering kits, art supplies for math integration, gardening tools for measurement labs. 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 -

	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 materials to upgrade and improve instruction and the school's physical environment: document cameras, laptops, printers, peripherals, projector bulbs, cartridges, and other technology or consumables.		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. None Specified 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 None Specified 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 the 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.	Academically Struggling Student	Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Teachers, Certificated hourly-non instructional, collaboration - FUNDING in Goal 1 Activity 1

	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, 504s, Student Study Team meetings, parent/teacher conferences, PBIS meetings, 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.		Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly support for student achievement and targeted instruction & 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	Donations 5000-5999: Services And Other Operating Expenditures Assemblies, field trips, contracted services and supplies for steam and or garden activities. Math festival materials, printing of home-connection flyers, and translation services.
1.7			

Annual Review

SPSA Year Reviewed: 2025-26

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.

In 2024-25, our climate efforts successfully stabilized school-wide behavioral expectations, resulting in a low 1.9% suspension rate. However, mid-year 2025-26 survey data shows that general Tier 1 PBIS structures have not yet reached their full potential for student agency, with Meaningful Participation at only 25%. The data suggests that while our school is safe, our Students with Disabilities (SWD) subgroup (27.5% chronic absenteeism) requires a more individualized 'sense of belonging' and active engagement 'hook' to drive daily attendance.

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

There were no major budget variances (>20%) for Goal 3. However, based on the decline in student motivation scores (66%), we made a strategic implementation shift to prioritize student-led agency over passive assemblies. This shift in focus ensures that site discretionary funds are being used for high-impact engagement activities that students have identified as meaningful to their campus experience."

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 'Active Agency' Pivot: For 2026-27, we are evolving from passive climate strategies to active student participation. We are leveraging Prop 28 Arts and Intramural Sports as the primary 'hooks' to improve attendance, specifically for our SWD subgroup. Additionally, we are adding targeted hourly bilingual outreach to bridge the communication gap with families of chronically absent students, ensuring that every family feels a direct, personal connection to the school community.

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 the percentage of students achieving at or above grade-level standards in Reading and ELA, with a primary focus on narrowing the achievement gap for historically underserved student groups, including Hispanic and socioeconomically disadvantaged students. To support our English Learners, we will accelerate the language acquisition process to increase the percentage of students making annual progress toward English proficiency and qualifying for reclassification. This will be achieved through a data-driven instructional program that aligns internal assessments, such as Fountas & Pinnell and i-Ready, to ensure precise, high-dosage interventions for students currently performing below grade-level standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District LCAP Goal 1: Academic Achievement and Graduation for All Students.

Specific Focus: Aligns with LCAP Action 1.8 regarding literacy intervention and ELD support. This goal prioritizes the purchase of supplemental, culturally relevant materials (Newcomer curriculum) and provides compensated time for staff to calibrate F&P assessments. These actions fulfill the LCAP requirement for deep data analysis and supplemental instruction for English Learners and students below grade level.

State Priorities: 2 (Implementation of State Standards), 4 (Student Achievement), 7 (Course Access), and 8 (Other 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.

Analysis of 2024-25 CAASPP results and the 2025 Dashboard indicates a need to sustain and accelerate growth in literacy and language acquisition. Key areas of focus include:

Addressing Achievement Gaps: While 44.86% of students met or exceeded standards in ELA overall, 33.64% remain in the "Standard Not Met" category, primarily in the Hispanic and Socioeconomically Disadvantaged subgroups.

Dashboard Declines: Addressing the decline on the Dashboard which placed the school in the Orange category, despite the proficiency rate being higher than in previous cycles.

Strengthening English Learner Progress: Improving progress for English Learners, as only 48.3% of EL students met annual progress targets on the 2025 Dashboard.

Focusing on Written Language: Targeting the specific domain of Writing, where ELPAC data shows only 1.05% of students reaching "Well Developed" proficiency.

Data Calibration and Alignment: Addressing discrepancies between internal data measures (such as i-Ready and Fountas & Pinnell). There is a need to provide staff training for better alignment and calibration, specifically in the consistent administration and scoring of F&P assessments to ensure accurate progress monitoring.

Instructional Support: Continuing to provide professional development in UFLI Phonics, Units of Study, and Designated ELD strategies to support the 55.14% of students who are not yet meeting grade-level standards.

Newcomer Literacy Support: Analysis of ELPAC and local data shows a specific need for evidence-based, supplemental curriculum tailored to Newcomers (Levels 1 and 2) to bridge foundational gaps in English literacy.

Technology Access for Language Acquisition: To effectively utilize digital literacy tools and designated ELD software, students require functional hardware (Chromebooks) and audio-peripherals (headphones) that allow for the "Speaking and Listening" practice required by the ELPAC.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	2024-2025 31.9% of students are identified as English Learners. 46.3% of English Learners made progress toward proficiency (Dashboard: Orange). Decrease pf 8.7% (Ellevation) 14/77 (18%) students are at risk of being LTELs (Feb 2026) 17/77 (22%) EL students have IEPs (Feb 2026) (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.	Increase to 55% making progress to reach the Yellow/Green performance category. We expect an increase in the percentage of students making progress annually 2-5% as reported by the State Dashboard data. We expect the number of students at risk of becoming LTELs (Life Time English Learners) to decrease year after year.
CAASPP ELA (Grades 3-5)	24/25 44.86% of students meet or exceed standards overall. Dashboard status is Orange at 27.9 points below standard. 29.79% of Latino/a/x students meeting or exceeding standards. 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	25/26 CAASPP Data Goals 50% or higher. Goal: To reverse the 3-year decline and return to above 2022-23 levels. Goal: A 8%+ increase is needed to close the widening gap between this group and the school average. 15 pts below standard. Goal: Move from Orange to Yellow status by reducing the distance to standard. We expect an increase in the percentage of students making progress year after year.
Local Data: F&P or Phonics Assessments (DIBELs)	Renaissance Data Fall 2025: 68% of student Met or nearly met standards 32% of students still require Tier 2 or Tier 3 literacy intervention across all grade levels April 2023 - Based on Looker Studio data 58% Overall meeting/exceeding	Increase the percentage of students in the "Met" category to 50% or higher, and increase the combined "Met/Nearly Met" total to 75%.

	33% English learner meeting/exceeding 34% Hispanic or Latino meeting/exceeding	
i-Ready Reading Diagnostic (Grades 3-5)	Mid Year 2025-26: 40% of students in 3-5th grade scored at grade level overall (K-2 replaced iReady LA assessment with DIBELs) 80% of students in 3-5th grade are making median typical growth on mid-year iReady, and 35% of students have already met their full-year goal. Final Diagnostic 2024-25: 49% of students performed at grade level on the final diagnostic 39% of students in grades 3-5 performed on grade level on the final diagnostic	Increase the percentage of students Mid or Above Grade Level to 50%. 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%. 90% of students will meet or exceed their Annual Typical Growth target by the final diagnostic.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Foundational Literacy Intervention & Data Calibration (Hourly STLA): Utilize hourly certificated and classified staff to provide intensive, small-group support using UFLI Phonics and Sonday. To ensure data integrity, provide professional development and compensated collaboration time for staff to calibrate the administration of Fountas & Pinnell (F&P) assessments. This alignment will resolve discrepancies between data measures and ensure that the 31% of students currently 2+ levels below grade level are accurately identified and monitored for growth. Staff will continue training in the 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.	Students 2+ Levels Below & Tier 2 Groups	Targeted Allocation 1000-1999: Certificated Personnel Salaries Classified STLA hourly pay for running UFLI and Sonday small groups; Certificated hourly for Tier 3 reading. Subs, release time, collaboration, student support: Funding in Goal 1 Targeted Allocation 2000-2999: Classified Personnel Salaries Student support, collaboration, and training. 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

	Intervention programs run by staff, including outside of instructional times, such as SOAR or school tutoring.		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
2.2	ELD & Narrative Arts Integration: Leverage Prop 28 Arts funding to hire artists-in-residence or provide music/drama workshops. These sessions will focus on "Visual and Performance Storytelling" to improve Writing proficiency—targeting the domain where only 1.05% of students reached "Well Developed" levels on the ELPAC. 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.	English Learners & 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
2.3	Data-Driven Literacy PLCs: Compensate grade-level teams for monthly hourly sessions to analyze i-Ready Reading and F&P data. Teams will collaborate on differentiated "Stretch Growth" plans to move the 29% "bubble" group (one level below) into the "Met" category (Target: 50% proficiency).	All Students	Targeted Allocation 1000-1999: Certificated Personnel Salaries Hourly pay for teachers to conduct F&P testing and i-Ready analysis outside of contract hours. Funding in Goal 1
2.4	Literacy Engagement & Technology Innovation: Continue school-wide events (Literacy Night) and purchase high-interest, diverse texts. Explore and implement evidence-based supplemental curriculum specifically for Newcomer support. Additionally, ensure equitable access to digital literacy platforms through the purchase of headphones and replacement Chromebooks to support the speaking/listening components of ELD and i-Ready.	All Students & Newcomers	Targeted Allocation 4000-4999: Books And Supplies High-interest library books (diverse texts), audio-recording & listening equipment for "Podcasting Writing", EL student support, small group resources etc. Funding in Goal 1
2.6			

Annual Review

SPSA Year Reviewed: 2025-26

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.

In 2024-25, the school successfully stabilized foundational phonics through UFLI. However, an influx of Newcomer students has created a new instructional demand for specialized language acquisition scaffolds. With only 1.05% of ELs reaching 'Well Developed' in writing, it is clear that our students have progressed beyond conversational fluency and now require intensive, multi-layered support to master academic writing—a task that exceeds the reach of our previous single-teacher intervention model.

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

The major difference for the 2025-26 year is a strategic pivot in human capital. We will be transitioning from a full-time, salaried TOSA position to a flexible hourly model (STLA). This change is necessitated by a growing student population requiring direct Tier 3 intervention that exceeds the capacity of a single position. Consequently, there is a budget variance of greater than 20% as funds originally earmarked for a single salary were reallocated to hourly certificated and classified lines to provide the necessary 'dosage' of student support.

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 2026-27 plan introduces a collaborative, multi-disciplinary approach to literacy. By reallocating funds into Newcomer-specific curriculum, we are providing the diverse 'entry points' students need to bridge the gap between oral and written language. This alignment ensures that our most recently arrived students have a dedicated set of tools and small-group support specifically tailored to their current proficiency levels."

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

Montague will improve student-reported positive perceptions of school supports and engagement, focusing on "Caring Adult Relationships" and "Meaningful Participation," while reducing chronic absenteeism and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

District LCAP Goal 2: Safe, Inclusive, and Welcoming Learning Environments.

Specific Focus: While Goal 1.8 covers "engagement," most districts map climate goals to LCAP Goal 2. This school goal aligns with the district's priority to increase student connectedness and decrease chronic absenteeism. By using Prop 28 and Discretionary funds for intramural sports, arts, and student leadership, Montague is fulfilling the mandate to provide inclusive extracurricular opportunities that improve "Meaningful Participation" and "Caring Adult Relationships."

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

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 2025-26 CHKS and the 2025 Dashboard indicate a need for a renewed focus on student voice and social-emotional wellness. Key areas of focus include:

Reversing the Decline in Student Voice: Addressing the significant drop in Meaningful Participation, which fell from 37% in 2024 to 25% in 2026.

Extracurricular Engagement: Local data and staff feedback indicate a need for structured, inclusive before/after-school activities—such as intramural sports and leadership clubs—to improve student-reported Meaningful Participation and provide a sense of belonging for student groups with high chronic absenteeism rates.

Strengthening Peer Connections: Addressing the finding that only 54% of students report high levels of Pro-Social Peers, and Caring Relationships dropped from 64% to 57%.

Improving Academic Motivation: Reversing the decline in Academic Motivation, which dropped from 80% to 66% over the last two years.

Reversing Suspension Trends: Reducing the overall Suspension Rate (1.9%), which moved to Orange on the state dashboard due to a 0.4 point increase.

Closing Attendance Gaps: While overall absenteeism improved to 15.4% (Yellow), Students with Disabilities remain in the Orange category at 25.5%.

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)	2026 CHKS Survey 25% students reporting meaningful participation 57% students reporting caring relationships 66% students reporting academic motivation 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	Increase meaningful participation to 35% High by expanding opportunities for student leadership and agency. Increase caring relationships to 65% High through intentional mentorship and PBIS frameworks. Increase academic motivation to 75% High by integrating student-choice activities (GLEAMS). 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)	25/26 Data 13 students were supported by counseling (2 days a week) No social worker this year 64 classroom lessons supporting all grade levels by the wellness coordinator 26 referrals for wellness during the 25/26 school year 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.	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	25/26: Data Zone:	Increase of attendance overall by 1% by June 2027.

	24/25 94% 23/24 94% 22/23 92% 21/22 91%	
Chronic Absenteeism	24/25 15.4% (Yellow) 23/24 - 17.1% 22/23 - 19.1% 21/22 - 19.6% 20/21 - 13.06% 18/19 - 16.7% 17/18 - 20.6%	Decrease chronic absenteeism to 12% or lower overall; reduce SWD (Students with Disabilities) rate by 5% from 25.5% to 20.5%.
Suspension Rates	24/25 1.9% (Orange) 23/24 1.5% 22/23 .3% 21/22 .6%	Decrease suspension rate to 1.5% or lower to move into Green status.
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
3.1	PBIS & MTSS Implementation: Refine school-wide behavior systems and restorative practices to reduce the 1.9% suspension rate (Orange status). Utilize noon-duty staff to facilitate pro-social games and structured recess to improve Caring Adult Relationships (currently 57%). Staff will have ongoing professional development in Positive Behavioral Interventions and Supports (PBIS) and Multi-tiered Systems of Support (MTSS) for school-wide behavior expectations and other recommended professional development on behavior improvement. 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, and 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,	All students, with a focus on students most in need of behavioral support	Targeted Allocation 1000-1999: Certificated Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC and student support. Hourly non-instructional pay for staff to analyze SWISS behavior data and refine Tier 2 social skills groups. Funding in Goal 1 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

	informational signs, posters, Marvelous Mustang Tickets, CICO, The Toolbox Project, and social skills groups.		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 2000-2999: Classified Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC. Hourly classified support to facilitate a Student Leadership Council or student-led Tech Team. Funding in Goal 1
3.2	Meaningful Participation Student Agency & Performance Arts: Leverage Prop 28 Arts funding to establish a school choir or percussion ensemble. This directly addresses the decline in Meaningful Participation (25%) by giving students a public voice and leadership role in school events. Utilize hourly certificated and classified staff to facilitate before/after-school engagement activities, including intramural sports (Football, Volleyball) and Student Leadership/Tech teams. These activities specifically target the 25% "Meaningful Participation" rate and provide "pro-social peer" connections to improve daily attendance. All students will participate in a school-wide weekly assembly that uses a 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 the 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	Targeted Allocation 2000-2999: Classified Personnel Salaries Certificated compensation for trainings, collaboration, support for MTSS/PBIS/SEL/PLC. Hourly classified support to facilitate a Student Leadership Council or student-led Tech Team. Funding in Goal 1
3.3	Engagement & Arts Recess Enrichment & Social-Emotional Support: Partner with contracted services (e.g., Playworks or similar) to provide structured play and conflict resolution. This targets the Pro-Social Peers	All Students & SWD Subgroup	Targeted Allocation 5000-5999: Services And Other Operating Expenditures

	indicator and helps lower chronic absenteeism for the SWD subgroup (25.5%). 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 of students with chronic absenteeism.		ART & Music Assemblies & Workshops. Resources and supplies, including printed materials, support, rewards & incentives, etc Funding in Goal 1 and Prop 28/Arts
3.4	Attendance & Outreach Bilingual Community Outreach: Utilize bilingual classified staff (Translators) to conduct home-school connections and attendance check-ins. This addresses the 15.4% chronic absenteeism rate by fostering stronger family-school partnerships. Parent Education Opportunities (eg, speakers on topics of interest to parents and the community). School and PTA will co-sponsor community events such as Family Educational Nights, Movie Nights, and Community involvement.	English Learners & Families	Targeted Allocation 2000-2999: Classified Personnel Salaries Hourly classified pay for bilingual staff to conduct home-school connections for the SWD subgroup (27.5% absentee rate). Funding in Goal 1
3.5	Safety & Belonging Purchase sensory items to enhance or expand a safe and inclusive school climate conducive to learning, ensuring students' and adults' safety. 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: 2025-26

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	\$61,477.00
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	\$61,477.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$61,477.00

Total of federal, state, and/or local funds for this school: \$61,477.00

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	61,477.0	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	61,477.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	36,000.00
2000-2999: Classified Personnel Salaries	18,000.00
3000-3999: Employee Benefits	6,000.00
4000-4999: Books And Supplies	1,477.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	36,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	18,000.00
3000-3999: Employee Benefits	Targeted Allocation	6,000.00
4000-4999: Books And Supplies	Targeted Allocation	1,477.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,477.00

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
Tierra Tiscareno	Other School Staff
Leslie Stansberry	Classroom Teacher
Heather Kent	Classroom Teacher
Lisa Stuart	Classroom Teacher
Gricelda Jimenez	Parent or Community Member
Nicole Ramos	Parent or Community Member
Jessica Headley	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 4/21/26.

Attested:



Principal, Leanna Goldenberg on 4/21/2026



SSC Chairperson, Jessica Headley on 4/21/26