School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
John J. Montgomery Elementary	43-69435-6095988	5/21/2026	6/18/2026

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

☒ Schoolwide Program

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

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Plan Description

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

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

☑ Schoolwide Program

Each year, Montgomery conducts a comprehensive needs assessment to inform and refine its School Plan for Student Achievement (SPSA). This process is a collaborative effort, incorporating input from all staff members, students, and parents through the School Site Council (SSC). Utilizing a data-driven approach, Montgomery's leadership teams develop an SPSA that identifies and implements evidence-based strategies aimed at improving academic, behavioral, and social-emotional outcomes while addressing chronic absenteeism, particularly among Students with Disabilities.

Aligned with the district's Local Control and Accountability Plan (LCAP) goals, Montgomery's SPSA follows a continuous improvement model to ensure ongoing implementation, monitoring, and evaluation. Data indicates that Students with Disabilities at Montgomery are not making sufficient academic progress, largely due to chronic absenteeism. To address this challenge, the school employs a diagnostic assessment tool three times per year to evaluate student progress. Based on these assessments, individualized student growth goals are established, including personalized online instruction plans tailored to meet each learner's unique needs.

Furthermore, Montgomery has expanded the SEAL (Sobrato Early Academic Language) model across all grade levels, embedding rich, precise, and academic language development throughout the curriculum. To enhance support for Students with Disabilities, the school has established a Multi-Tiered System of Supports (MTSS) team dedicated to accurately identifying and addressing student needs. Additionally, the principal is committed to expanding instructional training and professional development opportunities for SPED educators. The Instructional Leadership Team will continuously assess the effectiveness of the re-engagement plan and make necessary adjustments to mitigate chronic absenteeism among Students with Disabilities, ensuring that all students receive the support and resources needed for success.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The meaningful involvement of parents, students, staff, and other stakeholders is essential to the development of the SPSA and the budget planning process. In California, these stakeholders are collectively referred to as educational partners. Schools are required to share the SPSA with site-level advisory groups—including the English Learner Advisory Committee (ELAC), School Site Council, PBIS Team meetings, Principal Teas, and student advisory groups and actively seek their input in shaping the plan.

At John J. Montgomery, educational partner engagement is an ongoing and collaborative process. The development, review, and refinement of the SPSA occur annually through a series of structured meetings, ensuring transparency and inclusivity. Feedback and progress monitoring occur during combined School Site Council (SSC)/ELAC meetings (including updates from the District English Learner Advisory Committee - DELAC), Instructional Leadership Team meetings, PBIS Team meetings, and faculty meetings. These meetings provide opportunities for stakeholders to review action items, offer insights, and contribute to revisions of SPSA goals and strategies.

This structured and inclusive approach ensures that Montgomery's SPSA remains responsive to all students' needs and aligned with its educational partners' shared vision.

Resource Inequities

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

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

Montgomery Elementary School is not identified for Additional Targeted Support and Improvement (ATSI) or Comprehensive Support and Improvement (CSI) for the current school year.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

After reviewing the 23-24 California Dashboard, Montgomery Elementary School has identified the following needs:
Academic Performance Overview:

English Language Arts (ELA):
Overall, students are performing in the Yellow category, indicating performance 22.4 points below the standard, but have shown improvement with an increase of 9.3 points.

Mathematics:
Overall performance in Mathematics is in the Orange category, with scores 49.8 points below the standard, reflecting a 3.9 point decrease.

Significant student groups in the Orange category include:
English Learners
Hispanic students
Socioeconomically disadvantaged.

Chronic Absenteeism:
The overall chronic absenteeism rate is in the Yellow category, with 11.8% of students chronically absent, though this rate has declined by 8.2%.

Groups in the Orange category for chronic absenteeism include:
Students with Disabilities (21.4% chronically absent, though this rate has declined 24%)

Focus Areas for Improvement:
Support for English Learners, Hispanic students, and Socioeconomically Disadvantaged: These groups consistently appear in the Orange performance levels across both ELA and Math assessments, indicating a need for targeted instructional support including ELL Academy, RTI, Leveled Literature, and before and after school interventions.

Chronic Absenteeism Reduction: Addressing the high rates of chronic absenteeism among Students with Disabilities to improve overall academic outcomes.

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.

Academic Performance:
The 2024-2025 California School Dashboard indicates that no student groups are performing two or more performance levels below the overall "All Students" performance in academics. This suggests that while there are achievement gaps, they are not significantly wider for any particular student group when compared to the general student population.

Engagement - Chronic Absenteeism:
However, the data highlights a critical need for improvement in student engagement, particularly in reducing chronic absenteeism among Students with Disabilities:
The overall chronic absenteeism rate is in the Yellow category, with 11.8% of students chronically absent(a 8.2% decline). While the rate for Students with Disabilities is in the Orange category, with 21.4%, this represents a 24%% decline from the previous year, but still remains an area of concern.

Focus Areas for Improvement:

Targeted Support for At-Risk Groups: Implement targeted interventions and support systems for Students with Disabilities to address the underlying causes of chronic absenteeism.

Other Needs

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

Science Performance Overview:
The 2024-2025 California School Dashboard indicates that All Students in the Science assessment category have an overall performance of Orange, with a total of 70 students assessed, which is a decline of 2.9 points.

Key Student Group Performance Data:
One student groups has been identified with performance gaps in Science:

- English Learners, outperformed other student groups showing a 3.2 point increase with an overall green performance.
- Asian students decreased in their CAST performance by 5.2 points.
- English Only Students decreased their CAST score by 9.5 points (28 students).
- Socioeconomically Disadvantaged Students decreased in their CAST performance by 2.7 points, scoring an overall orange performance level.
- Hispanic Students: maintained their performance of 39 points (37 students).

Focus Areas for Improvement:

- Targeted Instructional Support: Provide additional instructional resources and tailored support for Asian, Socioeconomically Disadvantaged Students, and English only students to close the performance gap in Science.
- Professional Development: Equip teachers with the training needed to effectively support diverse learners, including strategies for differentiated instruction, and focusing on priority science standards.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0%	0%	%	0	0	
African American	1.15%	0.79%	0.63%	6	4	3
Asian	37.28%	37.50%	34.58%	195	189	166
Filipino	5.74%	6.55%	6.04%	30	33	29
Hispanic/Latino	50.29%	48.21%	51.46%	263	243	247
Pacific Islander	0%	0.40%	0.21%	0	2	1
White	2.10%	1.98%	1.46%	11	10	7
Multiple/No Response	3.44%	4.17%	4.79%	18	21	23
			Total Enrollment	523	504	480

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		41	47
Kindergarten	52	43	39
Grade 1	68	50	53
Grade 2	59	65	51
Grade3	77	61	64
Grade 4	72	80	63
Grade 5	88	75	82
Grade 6	84	89	81
Total Enrollment	523	504	480

Conclusions based on this data:

1. Overall enrollment is declining across the three years. Total enrollment decreased from 534 (2022–23) to 523 (2023–24) to 504 (2024–25), indicating a steady downward trend. Current attendance is 510, which suggests a slight stabilization compared to projected enrollment but still reflects an overall decline. This trend indicates a need for continued monitoring of enrollment patterns and consideration of impacts on staffing, funding, and program offerings.

2. Primary grade enrollment shows fluctuation, with notable shifts in early grades. Kindergarten enrollment dropped significantly from 93 (2022–23) to 43 (2024–25), while Transitional Kindergarten appears in 2024–25 with 41 students, suggesting a shift toward earlier enrollment in TK. Upper elementary grades (Grades 4–6) remain relatively stable, indicating stronger retention in later grades compared to early entry points.

3. The student population remains predominantly Hispanic/Latino and Asian, with slight demographic shifts. Hispanic/Latino students continue to represent the largest subgroup (~48–50%), followed by Asian students (~37–38%). There is a slight decline in African American and White student populations, while students identifying as Two or More Races and Filipino show gradual increases. These trends highlight the importance of culturally responsive practices and targeted supports for the school's primary student groups.

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	186	161	142	38.8%	35.6%	29.6%
Fluent English Proficient (FEP)	86	82	73	13.5%	16.4%	15.2%
Reclassified Fluent English Proficient (RFEP)	40	41	36	5.1%	7.6%	7.50%

Conclusions based on this data:

1. Over the past three years, the percentage of English Learners (ELs) has declined from 38.8% in 2022–23 to 31.9% in 2024–25. This downward trend suggests a decrease in the proportion of students identified as ELs, which may reflect increased reclassification rates, changes in enrollment patterns, or stronger early language acquisition outcomes.
2. The percentage of Reclassified Fluent English Proficient (RFEP) students has steadily increased from 5.1% in 2022–23 to 8.1% in 2024–25. This upward trend indicates that more students are successfully meeting reclassification criteria, suggesting effective English Language Development (ELD) instruction and targeted support.
3. The percentage of Fluent English Proficient (FEP) students has remained relatively stable at approximately 16% over the past two years. This consistency indicates a steady proportion of students entering school with English proficiency, reflecting stable linguistic characteristics among incoming students.

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	71	76	59	70	73	58	70	73	58	98.6	96.1	98.3
Grade 4	77	75	75	77	71	74	77	71	74	100.0	94.7	98.7
Grade 5	81	83	74	81	83	74	81	83	74	100.0	100	100
Grade 6	77	81	83	77	80	82	77	80	82	100.0	98.8	98.8
All Grades	306	315	291	305	307	288	305	307	288	99.7	97.5	99

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	2383.	2403.	2400.	17.14	17.81	15.52	14.29	26.03	25.86	27.14	23.29	20.69	41.43	32.88	37.93
Grade 4	2419.	2427.	2451.	14.29	11.27	16.22	20.78	19.72	24.32	15.58	19.72	22.97	49.35	49.30	36.49
Grade 5	2465.	2465.	2477.	9.88	14.46	17.57	32.10	21.69	24.32	13.58	24.10	14.86	44.44	39.76	43.24
Grade 6	2485.	2512.	2515.	7.79	11.25	18.29	25.97	31.25	32.93	29.87	30.00	23.17	36.36	27.50	25.61
All Grades	N/A	N/A	N/A	12.13	13.68	17.01	23.61	24.76	27.08	21.31	24.43	20.49	42.95	37.13	35.42

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	15.71	13.70	10.34	52.86	60.27	62.07	31.43	26.03	27.59
Grade 4	7.79	9.86	16.22	57.14	61.97	62.16	35.06	28.17	21.62
Grade 5	7.41	9.64	6.76	65.43	65.06	62.16	27.16	25.30	31.08
Grade 6	11.69	18.75	13.41	50.65	60.00	63.41	37.66	21.25	23.17
All Grades	10.49	13.03	11.81	56.72	61.89	62.50	32.79	25.08	25.69

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	11.43	9.59	15.52	50.00	65.75	55.17	38.57	24.66	29.31
Grade 4	14.29	12.68	8.22	48.05	46.48	69.86	37.66	40.85	21.92
Grade 5	19.75	14.46	18.92	40.74	46.99	51.35	39.51	38.55	29.73
Grade 6	6.49	8.75	18.29	50.65	62.50	53.66	42.86	28.75	28.05
All Grades	13.11	11.40	15.33	47.21	55.37	57.49	39.67	33.22	27.18

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	10.00	10.96	10.34	65.71	71.23	68.97	24.29	17.81	20.69
Grade 4	2.60	4.23	9.59	81.82	84.51	72.60	15.58	11.27	17.81
Grade 5	8.64	10.84	6.76	71.60	65.06	75.68	19.75	24.10	17.57
Grade 6	6.49	6.25	7.32	83.12	82.50	75.61	10.39	11.25	17.07
All Grades	6.89	8.14	8.36	75.74	75.57	73.52	17.38	16.29	18.12

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	5.71	13.70	12.07	52.86	65.75	56.90	41.43	20.55	31.03
Grade 4	11.69	8.45	8.22	59.74	66.20	72.60	28.57	25.35	19.18
Grade 5	9.88	12.05	13.51	66.67	63.86	60.81	23.46	24.10	25.68
Grade 6	9.09	15.00	12.20	72.73	68.75	68.29	18.18	16.25	19.51
All Grades	9.18	12.38	11.50	63.28	66.12	65.16	27.54	21.50	23.34

Conclusions based on this data:

1. Over the past three years, overall reading performance has shown moderate improvement, with the percentage of students performing below standard decreasing from 32.79% in 2022–23 to 25.69% in 2024–25. Additionally, the proportion of students performing at or near standard increased from 56.72% to 62.50%. While the percentage of

students exceeding standards has fluctuated slightly, the overall trend indicates gains in foundational reading comprehension, with a continued need to increase the number of students achieving above standard.

2. Student performance in writing has demonstrated steady growth, with the percentage of students performing below standard declining from 39.67% in 2022–23 to 27.18% in 2024–25. At the same time, the percentage of students performing at or near standard increased from 47.21% to 57.49%. Although the percentage of students exceeding standards varies across grade levels, the overall data reflects improved writing proficiency and effectiveness of instructional supports.

3. Performance in Research/Inquiry has remained relatively stable with slight overall improvement. The percentage of students performing below standard decreased from 27.54% in 2022–23 to 23.34% in 2024–25, while students performing at or near standard remained consistently around mid-60%. Although gains in students exceeding standards have been modest, the data suggests that students are maintaining foundational analytical and research skills, with opportunities to strengthen higher-level application and critical thinking.

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	71	76	59	71	74	58	71	74	58	100.0	97.4	98.3
Grade 4	77	75	75	77	75	73	77	75	73	100.0	100	97.3
Grade 5	81	83	74	81	83	74	81	83	74	100.0	100	100
Grade 6	77	81	83	77	80	83	77	80	83	100.0	98.8	100
All Grades	306	315	291	306	312	288	306	312	288	100.0	99	99

* 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	2395.	2413.	2412.	11.27	14.86	10.34	23.94	27.03	25.86	22.54	22.97	32.76	42.25	35.14	31.03
Grade 4	2444.	2436.	2446.	14.29	13.33	12.33	24.68	12.00	23.29	27.27	29.33	24.66	33.77	45.33	39.73
Grade 5	2453.	2460.	2449.	3.70	12.05	9.46	18.52	16.87	8.11	30.86	26.51	33.78	46.91	44.58	48.65
Grade 6	2487.	2503.	2498.	16.88	13.75	19.28	9.09	26.25	13.25	27.27	22.50	28.92	46.75	37.50	38.55
Grade 11															
All Grades	N/A	N/A	N/A	11.44	13.46	13.19	18.95	20.51	17.01	27.12	25.32	29.86	42.48	40.71	39.93

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	18.31	20.27	10.34	39.44	50.00	60.34	42.25	29.73	29.31
Grade 4	19.48	14.67	15.07	42.86	40.00	41.10	37.66	45.33	43.84
Grade 5	6.17	12.05	8.11	39.51	42.17	43.24	54.32	45.78	48.65
Grade 6	18.18	15.00	19.28	31.17	47.50	42.17	50.65	37.50	38.55
Grade 11									
All Grades	15.36	15.38	13.54	38.24	44.87	45.83	46.41	39.74	40.63

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	12.68	16.22	15.52	43.66	47.30	58.62	43.66	36.49	25.86
Grade 4	19.48	17.33	13.70	42.86	40.00	49.32	37.66	42.67	36.99
Grade 5	7.41	13.25	8.11	46.91	46.99	48.65	45.68	39.76	43.24
Grade 6	12.99	10.00	13.25	41.56	51.25	49.40	45.45	38.75	37.35
All Grades	13.07	14.10	12.50	43.79	46.47	51.04	43.14	39.42	36.46

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	18.31	8.11	8.62	53.52	68.92	67.24	28.17	22.97	24.14
Grade 4	14.29	14.67	15.07	55.84	40.00	47.95	29.87	45.33	36.99
Grade 5	3.70	13.25	5.41	70.37	55.42	48.65	25.93	31.33	45.95
Grade 6	11.69	15.00	13.25	57.14	61.25	55.42	31.17	23.75	31.33
All Grades	11.76	12.82	10.76	59.48	56.41	54.17	28.76	30.77	35.07

Conclusions based on this data:

1. In the area of Problem Solving and Modeling/Data Analysis, Grade 3 students demonstrated notable growth in the percentage of students performing at or near standard, increasing from 47.30% in 2023–24 to 58.62% in 2024–25. This growth suggests that continued emphasis on real-world application tasks, use of mathematical tools, and structured problem-solving routines positively supports student achievement in mathematics.
2. Student performance in Communicating Reasoning showed mixed results across grade levels, with Grade 6 increasing students performing above standard from 11.69% (2022–23) to 13.25% (2024–25), while overall all-grade performance above standard declined from 12.82% (2023–24) to 10.76% (2024–25), highlighting the need to strengthen mathematical discourse, justification, and written reasoning across classrooms.
3. Across all grade levels, the percentage of students performing below standard in mathematics remained a significant area of need in 2024–25, particularly in Grade 5 (48.65%) and Grade 4 (39.73%), indicating a continued need for targeted intervention, strategic small-group instruction, and additional opportunities for foundational skill development.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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	1408.4	1412.3	1457.4	1418.1	1425.7	1475.5	1385.6	1380.7	1415.0	36	24	15
1	1431.8	1441.4	1431.4	1446.0	1439.2	1437.3	1417.0	1442.9	1424.9	21	25	15
2	1470.1	1450.2	1495.8	1469.7	1460.4	1499.4	1470.0	1439.6	1491.6	15	21	20
3	1479.8	1469.4	1464.7	1483.4	1466.6	1460.8	1475.9	1471.5	1467.8	24	17	24
4	1485.2	1476.3	1500.1	1490.5	1470.5	1505.9	1479.6	1481.4	1493.8	25	24	18
5	1518.7	1499.3	1504.4	1511.3	1507.2	1498.6	1525.7	1490.8	1509.8	28	28	23
6	1532.7	1538.3	1500.1	1532.0	1536.2	1489.9	1533.0	1539.9	1509.8	24	21	26
All Grades										173	160	141

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	16.67	0.00	26.67	27.78	45.83	53.33	33.33	37.50	20.00	22.22	16.67	0.00	36	24	15
1	4.76	8.00	0.00	28.57	28.00	40.00	33.33	32.00	20.00	33.33	32.00	40.00	21	25	15
2	13.33	0.00	20.00	26.67	42.86	40.00	53.33	33.33	40.00	6.67	23.81	0.00	15	21	20
3	16.67	5.88	4.17	25.00	35.29	25.00	41.67	35.29	41.67	16.67	23.53	29.17	24	17	24
4	16.00	8.33	11.11	24.00	25.00	44.44	24.00	37.50	33.33	36.00	29.17	11.11	25	24	18
5	28.57	21.43	17.39	35.71	21.43	30.43	17.86	28.57	26.09	17.86	28.57	26.09	28	28	23
6	25.00	28.57	15.38	37.50	47.62	34.62	29.17	14.29	3.85	8.33	9.52	46.15	24	21	26
All Grades	17.92	10.63	13.48	29.48	34.38	36.88	31.79	31.25	26.24	20.81	23.75	23.40	173	160	141

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	22.22	8.33	46.67	27.78	50.00	33.33	30.56	25.00	20.00	19.44	16.67	0.00	36	24	15
1	4.76	8.00	6.67	33.33	32.00	46.67	52.38	40.00	20.00	9.52	20.00	26.67	21	25	15
2	20.00	19.05	50.00	26.67	33.33	15.00	46.67	33.33	35.00	6.67	14.29	0.00	15	21	20
3	33.33	23.53	8.33	33.33	41.18	41.67	20.83	11.76	29.17	12.50	23.53	20.83	24	17	24
4	36.00	20.83	33.33	16.00	37.50	38.89	32.00	20.83	22.22	16.00	20.83	5.56	25	24	18
5	46.43	35.71	34.78	28.57	32.14	30.43	7.14	14.29	8.70	17.86	17.86	26.09	28	28	23
6	41.67	52.38	26.92	41.67	33.33	23.08	16.67	4.76	15.38	0.00	9.52	34.62	24	21	26
All Grades	30.06	23.75	29.08	29.48	36.88	31.91	27.75	21.88	21.28	12.72	17.50	17.73	173	160	141

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		0.00	20.00		33.33	13.33		37.50	66.67		29.17	0.00		24	15
1		12.00	6.67		28.00	26.67		28.00	26.67		32.00	40.00		25	15
2		0.00	10.00		28.57	35.00		28.57	45.00		42.86	10.00		21	20
3		0.00	4.17		17.65	4.17		47.06	50.00		35.29	41.67		17	24
4		4.17	5.56		8.33	22.22		33.33	27.78		54.17	44.44		24	18
5		3.57	13.04		14.29	4.35		35.71	52.17		46.43	30.43		28	23
6	8.33	9.52	7.69	29.17	28.57	34.62	37.50	47.62	11.54	25.00	14.29	46.15	24	21	26
All Grades	8.67	4.38	9.22	23.70	22.50	19.86	33.53	36.25	39.01	34.10	36.88	31.91	173	160	141

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	27.78	4.17	33.33	41.67	83.33	66.67	30.56	12.50	0.00	36	24	15
1	23.81	24.00	40.00	71.43	60.00	40.00	4.76	16.00	20.00	21	25	15
2	20.00	23.81	55.00	73.33	66.67	30.00	6.67	9.52	15.00	15	21	20
3	29.17	11.76	12.50	50.00	64.71	58.33	20.83	23.53	29.17	24	17	24
4	36.00	25.00	22.22	40.00	54.17	61.11	24.00	20.83	16.67	25	24	18
5	32.14	14.29	30.43	42.86	64.29	47.83	25.00	21.43	21.74	28	28	23
6	25.00	23.81	19.23	75.00	71.43	50.00	0.00	4.76	30.77	24	21	26
All Grades	28.32	18.13	29.08	53.76	66.25	50.35	17.92	15.63	20.57	173	160	141

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	27.78	25.00	53.33	55.56	54.17	46.67	16.67	20.83	0.00	36	24	15
1	9.52	4.00	0.00	76.19	64.00	66.67	14.29	32.00	33.33	21	25	15
2	20.00	0.00	40.00	73.33	80.95	60.00	6.67	19.05	0.00	15	21	20
3	29.17	35.29	20.83	58.33	41.18	54.17	12.50	23.53	25.00	24	17	24
4	40.00	20.83	44.44	44.00	54.17	50.00	16.00	25.00	5.56	25	24	18
5	57.14	50.00	43.48	28.57	32.14	34.78	14.29	17.86	21.74	28	28	23
6	45.83	61.90	34.62	54.17	28.57	34.62	0.00	9.52	30.77	24	21	26
All Grades	34.10	28.13	34.04	53.76	50.63	48.23	12.14	21.25	17.73	173	160	141

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	8.33	4.17	13.33	75.00	87.50	86.67	16.67	8.33	0.00	36	24	15
1	4.76	24.00	13.33	38.10	40.00	40.00	57.14	36.00	46.67	21	25	15
2	13.33	0.00	15.00	60.00	52.38	70.00	26.67	47.62	15.00	15	21	20
3	8.33	0.00	0.00	33.33	41.18	37.50	58.33	58.82	62.50	24	17	24
4	0.00	0.00	5.56	40.00	37.50	44.44	60.00	62.50	50.00	25	24	18
5	21.43	7.14	13.04	39.29	46.43	47.83	39.29	46.43	39.13	28	28	23
6	8.33	9.52	11.54	45.83	42.86	30.77	45.83	47.62	57.69	24	21	26
All Grades	9.25	6.88	9.93	48.55	50.00	48.94	42.20	43.13	41.13	173	160	141

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	28.57	30.43	26.67	45.71	39.13	66.67	25.71	30.43	6.67	35	23	15
1	4.76	16.00	6.67	57.14	60.00	60.00	38.10	24.00	33.33	21	25	15
2	6.67	9.52	15.00	80.00	61.90	75.00	13.33	28.57	10.00	15	21	20
3	20.83	5.88	8.33	58.33	64.71	66.67	20.83	29.41	25.00	24	17	24
4	4.00	8.33	0.00	56.00	70.83	72.22	40.00	20.83	27.78	25	24	18
5	28.57	7.14	8.70	53.57	46.43	69.57	17.86	46.43	21.74	28	28	23
6	20.83	28.57	11.54	66.67	66.67	61.54	12.50	4.76	26.92	24	21	26
All Grades	18.02	15.09	10.64	57.56	57.86	67.38	24.42	27.04	21.99	172	159	141

Conclusions based on this data:

1. Across all grade levels, the percentage of English Learner students performing at ELPAC Levels 3 and 4 combined increased overall from 47.40% in 2023–24 to 50.06% in 2024–25, demonstrating continued progress in English language proficiency development.
2. Oral Language performance showed positive growth across multiple grade levels, with Kindergarten students increasing Level 4 performance from 8.33% in 2023–24 to 46.67% in 2024–25 and Grade 1 students increasing from 10.00% to 60.00%. These gains suggest that structured speaking opportunities, vocabulary development, and collaborative discourse routines are effectively supporting students' oral language acquisition.
3. Writing domain data indicates that written language development remains an area of need across grade levels. In 2024–25, only 10.64% of students across all grades performed at the Well Developed level, while 21.99% remained at the Beginning level. These results support the continued need for explicit writing instruction, sentence development strategies, and scaffolded opportunities for academic writing across content areas.

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**
504	**61.1%**	**31.9%**	**0.4%**
Total Number of Students enrolled in John J. Montgomery Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	161	31.9%
Foster Youth	2	0.4%
Homeless	13	2.6%
Socioeconomically Disadvantaged	308	61.1%
Students with Disabilities	45	8.9%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.8%
American Indian	0	0.0%
Asian	189	37.5%
Filipino	33	6.5%
Hispanic	243	48.2%
Two or More Races	21	4.2%
Pacific Islander	2	0.4%
White	10	2%

Conclusions based on this data:

1. English Learners comprise 31.9% of Montgomery's student population, highlighting the continued importance of implementing targeted language development supports and instructional strategies to ensure equitable access to academic success.
2. At Montgomery, 61.1% of students are identified as socioeconomically disadvantaged, while 8.9% are students with disabilities, emphasizing the need for comprehensive academic, social-emotional, and intervention supports to meet the diverse needs of all learners.
3. Hispanic students represent 48.2% of Montgomery's student population, followed by Asian students at 37.5% of total enrollment, reflecting the school's diverse community and the importance of culturally responsive teaching practices and inclusive family engagement efforts.

School and Student Performance Data

Overall Performance

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.

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

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The 2025 California School Dashboard indicates that Montgomery demonstrated overall increased performance in English Language Arts (+9 points) and English Learner Progress (+3.4 points), both identified in the Yellow performance category.
2. Montgomery demonstrated strength in school climate and student behavior, earning a Green performance level in Suspension Rate and a yellow performance level in Chronic Absenteeism (an 8.2 point improvement). This reflects

the school's continued commitment to maintaining a positive, supportive, and inclusive learning environment through proactive behavior supports, relationship-building, restorative justice practices, and social-emotional learning initiatives.

3. Mathematics and Science performance were identified in the Orange performance category, indicating that both content areas remain significant priorities for schoolwide improvement efforts. Continued emphasis on standards-based instruction, differentiated intervention, hands-on inquiry and investigation, problem-solving opportunities, academic discourse, and data-driven instructional practices will be necessary to strengthen student achievement and conceptual understanding in both mathematics and science.

School and Student Performance Data

Academic Performance
English Language Arts

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.

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	1	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
22.4 points below standard	29.4 points below standard	Fewer than 11 students - No Data for Privacy
Increased 9.3 points	Increased 8.5 points	3 Students
278 Students	114 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	31.4 points below standard
1 Student	10 Students	Increased 13.1 points
		201 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
70 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Increased 15 points	4 Students	
28 Students		

Asian	Filipino	Hispanic
		
Green	No Performance Color	Yellow
11.3 points above standard	27 points above standard	51.3 points below standard
Increased 11.9 points	Increased 41.1 points	Increased 8.4 points
112 Students	13 Students	133 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
9 Students	0 Students	7 Students

Conclusions based on this data:

1. Our four target student groups—Students with Disabilities, Socioeconomically Disadvantaged students, English Learners, and Hispanic students—demonstrated notable improvement in their English Language Arts performance. Students with Disabilities showed the greatest growth with a 15-point increase, followed by Socioeconomically Disadvantaged students with a 13.1-point gain, English Learners with a 8.5-point gain, and Hispanic students with a 8.4-point improvement.
2. Filipino and Asian students were the highest-performing student groups, achieving performance within the Green category and demonstrating notable growth of 41.1 points for Filipino students and 11.9 points for Asian students.
3. All student groups demonstrated growth in English Language Arts academic performance, with gains ranging from 8.4 points to 41.1 points.

School and Student Performance Data

Academic Performance
Mathematics

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.

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 Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
49.8 points below standard	49.6 points below standard	Fewer than 11 students - No Data for Privacy
Declined 3.9 points	Declined 7.2 points	3 Students
284 Students	121 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	60.5 points below standard
1 Student	10 Students	Declined 3.1 points
		205 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
108 points below standard	Fewer than 11 students - No Data for Privacy	0 Students
Declined 4.4 points	4 Students	
28 Students		

Asian	Filipino	Hispanic
		
Yellow	No Performance Color	Orange
5.9 points below standard	36.1 points below standard	86.7 points below standard
Declined 7.7 points	Declined 13.3 points	Maintained -1.5 points
114 Students	14 Students	136 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
9 Students	0 Students	7 Students

Conclusions based on this data:

1. Overall mathematics performance for all students was identified in the orange performance level, with student performance declining by 3.9 points, indicating a continued need for targeted mathematics intervention and support.
2. English Learners, Hispanic students, and Socioeconomically Disadvantaged students were also identified in the orange performance level, suggesting that these student groups may require additional instructional supports, differentiated interventions, and increased access to grade-level mathematical concepts.
3. Asian students demonstrated the strongest mathematics performance among reported student groups, achieving the yellow performance level, while several student groups did not receive a performance color due to insufficient student numbers, limiting comparative analysis across all student groups.

School and Student Performance Data

Academic Performance
Science

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.

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 Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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	English Learners	Long-Term English Learners
 Orange	 Green	 No Performance Color
44.4 science points	46.5 science points	0 Students
Declined 2.9 points	Increased 3.2 points	
70 Students	33 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
0 Students	Fewer than 11 students - No Data for Privacy	41.9 science points
	2 Students	Declined 2.7 points
		58 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Asian	Filipino	Hispanic
 No Performance Color 51 science points Declined 5.2 points 26 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Orange 39 science points Maintained -0.6 points 37 Students

Two or More Races	Pacific Islander	White
 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students

Conclusions based on this data:

1. Overall science performance for all students was identified in the orange performance level, with student performance declining by 2.9 points, indicating a continued need to strengthen science instruction and student achievement outcomes.
2. English Learners demonstrated the strongest reported science performance, achieving the green performance level with an increase of 3.2 points, suggesting that instructional supports and language development strategies may be positively impacting student achievement in science.
3. Hispanic students and Socioeconomically Disadvantaged students were identified in the Orange performance level, with Hispanic students maintaining performance and Socioeconomically Disadvantaged students declining by 2.7 points. Additionally, many student groups did not receive a performance color due to low student counts, limiting subgroup performance comparisons.

School and Student Performance Data

Academic Performance
English Learner Progress

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.

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
	
Yellow	No Performance Color
42.1 making progress.	making progress.
Number Students: 121 Students	Number Students: 3 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
22.4%	33.6%	3.4%	40.5%

Conclusions based on this data:

1. English Learner Progress was identified in the yellow performance level, with 42.1% of English Learners making progress toward English language proficiency, indicating overall growth in language acquisition among English Learner students.
2. A total of 40.5% of English Learners progressed at least one ELPI level, demonstrating that many students are making measurable gains in English language development and moving toward proficiency.
3. While student growth was evident, 33.6% of English Learners maintained ELPI levels 1, 2L, 2H, 3L, or 3H, and 22.4% decreased at least one ELPI level, indicating a continued need for targeted language development supports and interventions to accelerate progress for students who are not yet advancing consistently.

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.

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

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



Red

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	**English Learners**	**Long-Term English Learners**
 Yellow	 Green	 No Performance Color
11.8% Chronically Absent	9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 8.2	Declined 6.8	3 Students
525 Students	167 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Yellow
Fewer than 11 students - No Data for Privacy	28.6% Chronically Absent	14.9% Chronically Absent
4 Students	Declined 27.4	Declined 5.4
	21 Students	335 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
21.4% Chronically Absent	Fewer than 11 students - No Data for Privacy	0 Students
Declined 24	6 Students	
56 Students		

Asian	Filipino	Hispanic
 Green	 Green	 Yellow
5.1% Chronically Absent	6.3% Chronically Absent	16.5% Chronically Absent
Declined 5.3	Declined 15.6	Declined 10.4
197 Students	32 Students	254 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
13% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 9.2	3 Students	10 Students
23 Students		

Conclusions based on this data:

1. The school reduced its overall chronic absenteeism rate from 20% to 11.8%, demonstrating a 8.2% improvement toward attendance goals.
2. Despite significant overall improvement, with a 24% reduction in chronic absenteeism, Students with Disabilities continue to experience disproportionately high absenteeism rates at 21.4%.
3. Our Homeless student population demonstrated significant improvement in attendance, with chronic absenteeism decreasing by 27.4 percentage points, from 56% to 28.6%. This substantial reduction met the targeted improvement goal and reflects the positive impact of targeted attendance supports and interventions.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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.

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 Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	3	1

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	English Learners	Long-Term English Learners
 Green	 Green	 No Performance Color
1.5% suspended at least one day	1.8% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 0.5%	Declined 1.8%	3 Students
532 Students	170 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	9.5% suspended at least one day	2.4% suspended at least one day
4 Students	Increased 5.5%	Declined 0.3%
	21 Students	340 Students

Students with Disabilities	African American	American Indian
 Red	 No Performance Color	 No Performance Color
10.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	0 Students
Increased 10.3%	6 Students	
58 Students		

Asian	Filipino	Hispanic
 Yellow	 Blue	 Green
1.5% suspended at least one day	0% suspended at least one day	1.9% suspended at least one day
Maintained 0%	Declined 3.1%	Declined 0.6%
199 Students	32 Students	259 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Maintained 0%	3 Students	10 Students
23 Students		

Conclusions based on this data:

1. Overall suspension rates remained low for all students, which achieved a green performance level with 1.5% of students suspended at least one day and a 0.5% decline from the previous year. Several student groups, including English Learners, Hispanic students, and Socioeconomically Disadvantaged students, also demonstrated positive outcomes by maintaining green performance levels and decreasing suspension rates, reflecting the effectiveness of schoolwide behavior supports, restorative practices, and proactive student interventions.
2. Filipino students demonstrated exemplary behavioral outcomes, earning a blue performance level with 0% of students suspended at least one day and a 3.1% decline in suspension rates. Asian students maintained relatively low suspension rates at 1.5%, remaining within the yellow performance level with stable outcomes. These results indicate that positive school climate initiatives and student support systems continue to foster safe and supportive learning environments for many student groups.
3. Students with Disabilities were identified in the red performance category, with 10.3% of students suspended at least one day and a 10.3% increase from the previous reporting period, indicating an area of concern. Additionally, the Homeless student group showed elevated suspension rates at 9.5%, reflecting a 5.5% increase. These findings highlight the need for targeted behavioral interventions, increased social-emotional and counseling supports, restorative practices.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard utilizes suspension rates to indicate school conditions and climate; Montgomery Elementary School is rated in the orange performance rate. While suspensions at Montgomery are very low, the dashboard indicates a need to focus on students with disabilities and homeless students.

Students in grades 3-6 are assessed in Math and Language Arts on the CAASPP. At Montgomery Elementary School, all students scored 29% proficient (a 4% decline in performance rate) in Math and 42% proficient (a 4% improvement) in Language Arts. Proficiency gaps existed for Hispanic/Latino and ELL students.

Students designated as English Learners (ELs) take the ELPAC each year to measure their progress towards English fluency. 42.1% of ELLs at Montgomery Elementary School are making progress towards English language proficiency, putting Montgomery Elementary School in the yellow (or middle performance) category. At Montgomery Elementary School, 9.4% of ELLs scored 4 on the summative ELPAC, making them eligible for reclassification as Fluent English Proficient (FEP).

The California Science Test (CAST) measures progress toward Science standards for 5th graders. At Montgomery Elementary School, all students scored 16.22% proficient (a decline of 12.7%). Proficiency gaps existed for our Hispanic Students.

Locally, the Evergreen School District uses i-Ready Diagnostic assessments in kindergarten through eighth grade to monitor student progress toward grade-level proficiency. In March of 2026, 51% of all students were “Early on” or “Mid or Above” grade level proficiency in Reading. The report indicated the need for support for our English Learners and Hispanic/Latino students. In March of 2026, 40% of all students were “Early on” or “Mid or Above” grade level proficiency in Math. The report indicated the need for support for our English Learners and Hispanic/Latino Students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Conditions and Climate	The overall student suspension rate is in the Green performance level, with 1.5% of students suspended for at least one day. Students identified as Asian fall within the Yellow (middle) performance level, while Hispanic/Latino, English Learners, and Socioeconomically Disadvantaged students all fall within the Green (high) performance level. Notably, 0% of Filipino students were suspended, placing this group in the Blue (highest) performance level—a 3.1% improvement from the previous year. However, 10.3% of Students with Disabilities were suspended for at least one day, placing them in the Red (lowest) performance level.	The overall suspension rate will be maintained with rates for identified groups decreasing by 2%.
CAASPP ELA	English Learners, Hispanic Students, and Students with Disabilities achieved English proficiency at lower rates than all students. 25.56% of English Learners were proficient, a gap of 16.7%. 28.47% of Hispanic students were proficient, a gap of 13.86% 6.67% of Students With Disabilities were proficient, a gap of 35.56%	The proficiency gap of all student groups will decrease by 3%.
CAASPP Math	English Learners, Hispanic Students, and Students with Disabilities achieved Math proficiency at lower rates than all students. 14.29% of English Learners were proficient, a gap of 14.71%. 15.38% of Hispanic students were proficient, a gap of 13.2%. 10% of Students With Disabilities were proficient, a gap of 19%	The proficiency gap of all student groups will decrease by 4%.
CAST	Hispanic Students and English Learners achieved Science proficiency at lower rates than all students. 5.26% of Hispanic students were proficient, a gap of 10.96%. 0% of English Learners were proficient, a gap of 16.22%.	The proficiency gap of all student groups will decrease by 3%.
CA Dashboard English Learner Progress	9.4% of English Learners scored a 4 on the ELPAC and are eligible to be reclassified as Fluent English Proficient. 42.1% of English Learners are making progress toward English language proficiency.	10% of eligible students will be reclassified as Fluent English Proficient. and/or 45% of English Learners will make progress towards proficiency.

iReady Reading T3 Diagnostic	English Learners and Hispanic Students achieved proficiency at lower rates than all students. 38% of English Learners were proficient, a gap of 13%. 37% of Hispanic students were proficient, a gap of 14%.	The proficiency gap of all student groups will decrease by 3%.
iReady Math T3 Diagnostic	English Learners and Hispanic Students achieved proficiency at lower rates than all students. 30% of English Learners were proficient, a gap of 10%. 25% of Hispanic students were proficient, a gap of 15%.	The proficiency gap of all student groups will decrease by 3%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Strategy 1.1 Professional Development Professional development will be made available to teachers through different means, including but not limited to: staff meetings, Site Thursdays, District Site Thursdays, collaboration, coaching, observation of other classrooms, and on-site facilitation with consultants. Types of PD may include, but are not limited to: strategies for English Learners, Reading and phonics instruction, Math Standards and Practice, Social-emotional learning, and de-escalation strategies.	All students	5,152 General Fund 1000-1999: Certificated Personnel Salaries SEAL Planning, PD Subs 27,720 Supplemental Fund 1000-1999: Certificated Personnel Salaries Leveled Lit. 6,065 Supplemental Fund 3000-3999: Employee Benefits Benefits
1.2	Strategy 1.2 Intervention and Instructional Support Provide students identified below grade level on iReady Reading and/or Math with Tier 2 interventions and supports.	EL students. Students below grade level Students with behavior that impedes learning.	 250 Title III 4000-4999: Books And Supplies SEAL 15,136 Supplemental Fund 1000-1999: Certificated Personnel Salaries Intervention 2,269 Supplemental Fund 3000-3999: Employee Benefits Certificated 756 Title III

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries ELL Intervention 603 Title III 3000-3999: Employee Benefits ELL Intervention Benefits 708 Title III 4000-4999: Books And Supplies Office Supplies SEAL
1.3	Strategy 1.3 Digital Content Students will have access to digital content that supports learning in Language Arts, Math, and Science.	All Students ELs Students below grade level Students with behavior that impedes learning.	2,395 Title I 5000-5999: Services And Other Operating Expenditures Generation Genius
1.4	Strategy 1.4 Facility Maintenance Provide materials and services that keep the building and grounds maintained in a safe and welcoming condition.	All Students	900 General Fund 5000-5999: Services And Other Operating Expenditures Filtered Water 3,000 General Fund 2000-2999: Classified Personnel Salaries Hourly Noon Duties 1,380 General Fund 3000-3999: Employee Benefits Classified Benefits
1.10			
1.18			

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.

Successful Implementation Strategy 1.1 Professional Development:
The implementation of SEAL teacher planning days, travel for conferences, and leveled literacy intervention was successful in supporting the articulated goals. Several teachers participated in high-quality professional development, including conferences focused on math instruction, the Innovative Schools Conference, and targeted trainings on i-Ready and Reflex/Frax, enhancing instructional practices across content areas. Additionally, the leveled literacy intervention effectively supported upper-grade students by strengthening reading fluency, comprehension, and overall literacy skills. These activities contributed to improved instructional strategies and targeted student support, demonstrating the positive impact of the planned initiatives.

Successful Implementation Strategy 1.2 Intervention and Instructional Support:

- Montgomery Elementary School demonstrated progress toward its academic goals, with improvements in proficiency rates in English Language Arts. On the CAASPP, students in grades 3–6 showed a 4% increase in ELA proficiency (42%).

- For English Learners (ELs), ELPAC results indicate that 42.1% of students made progress toward English proficiency, reflecting a 3.3% increase and placing the school in the Yellow (Moderate Performance) category. Additionally, 9.4% of ELs achieved a Level 4 on the ELPAC, qualifying for reclassification as Fluent English Proficient (FEP).

- Science scores on the CAST for 5th grade declined by 12.7%, showing a need for strengthening standards-aligned science instruction, increased hands-on inquiry-based learning opportunities, and targeted intervention supports to address identified gaps in scientific understanding.

- i-Ready diagnostic results indicate that 51% of students are at or approaching grade level in Reading, compared to 40% in Math, demonstrating stronger relative performance in literacy while highlighting a significant need for improvement in mathematics. These findings suggest a need to strengthen Tier 1 instruction in both content areas, with particular emphasis on foundational math skills, targeted small-group interventions, and ongoing progress monitoring to accelerate student growth toward grade-level proficiency.

- Overall, while the implemented strategies have led to measurable improvements, proficiency gaps indicate a need for strengthened and more focused interventions, particularly for ELs, Hispanic/Latino students, and Students With Disabilities.

Successful Implementation Strategy 1.3 Digital Content:
The implementation of digital content tools—Reflex, Frax, Standards Plus, and Raz-Kids—was successful in supporting academic growth across multiple subject areas. Reflex significantly improved math fact fluency, with students collectively gaining 20.2K fluency facts and solving a total of 946K facts, strengthening foundational skills in addition, subtraction, multiplication, and division. Frax, introduced in late October to support fraction concepts, showed early promise with students completing 895 problems, particularly among upper-grade learners. Standards Plus effectively reinforced math instruction and supported student readiness and skill development through standards-aligned practice. Raz-Kids provided meaningful support in reading comprehension and literacy growth through individualized, leveled reading practice. Overall, these digital resources enriched classroom instruction and provided targeted, skill-based support that contributed to student academic progress.

Successful Implementation Strategy 1.4 Facility Maintenance:
Strategy 1.4 focused on maintaining a safe, clean, and welcoming school environment to support student well-being and learning. Noon duties were effectively implemented to support student supervision and safety during lunch as well as during before- and after-school arrival and dismissal times. In addition, custodial supplies and services ensured that classrooms, restrooms, and common areas remained clean, well-maintained, and conducive to learning. Collectively, these efforts supported a positive school climate and reinforced a healthy and safe campus environment for students and staff.

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

Expenditure Difference – Strategy 1.1 Professional Development:
Under Strategy 1.1, $7,200 was originally budgeted towards SEAL planning day substitutes. However, the district funded this costs and funds were redirected to copy machine maintenance and overage costs.
Under Strategy 1.4- $7,000 was originally budgeted toward noon duty hourly wages. However, the district funded this cost and funds were redirected to purchase two pop-up lunch tables for daily lunch use.

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.

Building on the implementation and impact of strategies 1.1 Professional Development, 1.2 Intervention and Instructional Support, 1.3 Digital Content, and 1.4 Facility Maintenance, the school will continue refining and strengthening supports to address the academic needs of key student groups, including English Language Learners (ELL), Hispanic students, and Students with Disabilities. Through ongoing analysis of student performance data, classroom assessments, and instructional practices, the school will continue to expand targeted supports, interventions, and instructional resources to improve equitable access and outcomes for all learners. As new opportunities arise, we will explore additional ways to provide targeted academic support to further enhance outcomes for these student groups. Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

The California School Dashboard identifies chronic absenteeism as a key indicator of student engagement. In the 2024-25 academic year, Montgomery Elementary School was rated at the Yellow performance level, with 11.8% of students classified as chronically absent—reflecting a 8.2% improvement from the previous year. Despite this progress, the Dashboard highlights the need to focus on our Students with Disabilities, Hispanic/Latino, and Socioeconomically Disadvantaged student groups, who continue to exhibit higher rates of absenteeism.
According to the California School Dashboard Chronic Absenteeism Report, 11.8% of students were chronically absent (a 8.2% improvement).

The suspension rate indicates the amount of engagement students have at school. Montgomery Elementary School is rated green (or high performance level) on the California School Dashboard. While suspensions at Montgomery Elementary School are very low, the dashboard indicates a decrease in student suspensions by 0.5% and a need to focus on Students with Disabilities.

According to the PowerSchool Incident Management Report, 93 referrals were made to the office were made between August 2025 and May 2026. Other means of correction (OMC) were used as a consequence in 95% of those incidents. The report indicated a need to focus on Hispanic and Vietnamese students.

In the fall, Evergreen School District administers the EESD Safety Survey to staff, the community, and students in grades 3-8. The results indicate that 89.3% of staff, 80.6% of students, and 62.6% of the community are familiar or very familiar with school-wide rules.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Engagement	The overall student chronic absenteeism rate is at a medium performance level (Yellow), with 11.8% of students chronically absent. Among identified groups, 21.4% of Students with Disabilities were chronically absent, placing them in the low performance (Orange) category. Additionally, 16.5% of Hispanic/Latino, and 14.9% of Socioeconomically Disadvantaged students were chronically absent, placing them in the medium (Yellow) performance category.	The overall rate of students who are chronically absent will decrease by 1%, with rates for identified student groups decreasing by 3%.
CA Dashboard Conditions and Climate	The overall student suspension rate is at a high performance level (green), with 1.5% of students suspended at least once. Students with Disabilities had a suspension rate of 10.3%, making them a target group. Notably, Filipino students reported zero suspensions, placing them in the very high performance (blue) category.	The overall suspension rate will remain the same or decrease, with suspension rates for identified student groups decreasing by 3%.
PowerSchool Chronic Absenteeism Report	From August 2025 to May 2026, 5.4% of all students were identified as chronically absent according to PowerSchool data. White and Black students are experiencing chronic absenteeism at higher rates: 5% of White students and 10.7% of Black students.	The percentage of students who are chronically absent will remain at or below 5% from August 2026 to April 2027. Chronic absenteeism among White students will decrease to 3% (a reduction of 2%), and among Black students to 7.7% (a reduction of 3%).
PowerSchool Incident Management	From August 2025 to May 2026, 95% of all office referrals resulted in OMC (Other Means of Correction). Disproportionate office referrals were observed among the following group: 59% Hispanic students.	The proportion of office referrals for Hispanic students will decrease to 50% (a reduction of 9%).
EESD Safety Survey	In fall 2025, 89.3% of staff reported being familiar or very familiar with the school-wide rules. 80.6% of students and 62.6% of community members reported being familiar or very familiar with the school-wide rules.	By fall 2026, 91% of staff will be familiar or very familiar with the school-wide rules. 82% of students and 65% of community members will report being familiar or very familiar with the school-wide rules.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategy 2.1 PBIS Staff will continue to implement a strong system of Positive Behavior and Supports. Activities include regular recognition of positive behavior, regular	All students	1,500 Supplemental Fund 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	review of data, supporting students in Tier 2, staff development to improve strategies for supporting students.This may include, but is not limited to: positive asset building lessons and activities, Social Emotional Lessons, Project Cornerstone lessons, rewards system, and assemblies.		General Supplies PBIS 400 General Fund 1000-1999: Certificated Personnel Salaries Committees 200 General Fund 2000-2999: Classified Personnel Salaries Committees 2,250 Supplemental Fund 5800: Professional/Consulting Services And Operating Expenditures Assemblies
2.2	Strategy 2.2 Family Engagement In order to foster collaboration with family and community, provide a variety of opportunities for caretaker engagement. Activities may include, but are not limited to: hosting Family Nights in conjunction with PTA, Open House, Back to School Night, School Beautification Days, Spirit Days, Community Service opportunities, volunteer opportunities, attendance workshops, and parent nights.	All students	1,400 Supplemental Fund 4000-4999: Books And Supplies General Supplies Community Events
2.3	Strategy 2.3 Family Communication Support regular family communication through the use of online and printed resources. Resources may include, but are not limited to: PBIS Handbooks, Homework Folders, Friday Folders, Homework Planners, ParentSquare messaging, email lists, translation services, home visits, SST handbook, 504 handbook.	All students	2,064 Title III 2000-2999: Classified Personnel Salaries Community Liasion 1,246 Title III 3000-3999: Employee Benefits Community Liaison Benefits 2,215 Title I 4000-4999: Books And Supplies School Planners 700 Title III 2000-2999: Classified Personnel Salaries Translation
2.4	Strategy 2.4 Enrichment Opportunities The staff will engage students in regular leadership opportunities around the campus. Opportunities	All students	1,800 Supplemental Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	may include, but are not limited to: Student Council, Expect Respect, peer mentors, and social skills lessons. Students will have the opportunity to participate in a variety of enrichment activities outside of school hours. Activities may include, but are not limited to: Artisans Club, collaborations with local high school groups, and teacher led clubs.		5000-5999: Services And Other Operating Expenditures Field Trips 6,983 General Fund 1000-1999: Certificated Personnel Salaries SEAT Hours 2,742 General Fund 1000-1999: Certificated Personnel Salaries Benefits

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.

Successful Implementation – Strategy 2.1 PBIS:
Allocated funds under Strategy 2.1 were implemented as intended and successfully supported the school's PBIS efforts. This included purchasing supplies and student rewards that reinforced positive behavior, funding for PBIS/Culture Team meeting hours, and schoolwide assemblies designed to promote character development and strengthen peer interactions. These efforts created a more inclusive, respectful, and positive school environment.

Successful Implementation Strategy 2.2 Family Engagement:

- Chronic absenteeism rates improved schoolwide by 8.2%, reflecting significant progress in overall student attendance. Additionally, previously identified target groups, including Hispanic students, Students with Disabilities, and Filipino students, successfully met and exceeded their 3% improvement goals by reducing chronic absenteeism rates by 10.4%, 24%, and 15.6%, respectively.

- Overall student suspensions decreased by 0.5%, reflecting continued improvement in schoolwide behavioral outcomes. English Learners, Hispanic/Latino students, Socioeconomically Disadvantaged students, and Filipino students all demonstrated positive trends by reducing suspension rates between 0.3% and 3.1%. Notably, English Learners exceeded the targeted suspension reduction goal by achieving a 1.8% decrease, surpassing the original objective of a 1% reduction.

- Both students, staff, and community members reported slightly decreased levels of familiarity with school-wide rules; however, overall percentages remained high, indicating that the majority of stakeholders continue to demonstrate a strong understanding of school expectations and behavioral procedures.

Successful Implementation Strategy 2.3 Family Communication:
The implementation of Strategy 2.3 was successful in enhancing communication with families across the school community. Translation services were provided in multiple languages to ensure inclusive access during key family engagement events, including parent-teacher conferences, IEPs, SSTs, 504 meetings, behavioral and health-related calls, and other school meetings. These efforts strengthened family partnerships and ensured that all families, regardless of language background, were able to participate meaningfully in their child's education.

Successful Implementation Strategy 2.4 Enrichment Opportunities:
Strategy 2.4 was effectively implemented to expand student access to enrichment experiences that support academic, social, and emotional development. SEAT hours were used to support various student-centered events and field trips,

broadening students' learning beyond the classroom. Programs such as Little Heroes cooperative play promoted social skill development, while enrichment offerings like choir provided creative engagement opportunities. These experiences contributed to a well-rounded educational experience for students across grade levels.

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

All budgeted expenditures were implemented as intended to support the strategies and activities outlined in the SPSA. Resources were allocated and utilized in alignment with the plan to address identified student needs, and no major differences were noted between the intended implementation and actual expenditures.

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

Building on the successful implementation of strategies 2.1 PBIS, 2.2 Family Engagement, 2.3 Family Communication, and 2.4 Enrichment Opportunities, we will continue our implementation plan with a renewed focus on targeted student groups identified through analysis of attendance and discipline data. Hispanic/Latino students and Socioeconomically Disadvantaged students were identified as disproportionately chronically absent, while Students with Disabilities reported higher suspension rates, identifying these groups as priorities for additional support and intervention. We have allocated additional funding for contracted intervention services to support student academic needs. As new opportunities arise, we will seek additional ways to provide targeted academic support to further improve outcomes for these groups.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Montgomery Elementary School scored yellow (or medium performance) in English Language Arts because its students scored 22.4 points below standard (a 9.3 point improvement from the previous year). Montgomery Elementary School scored orange or low performance level in Language Arts because its students scored 49.8 points below standard (a 3.9 point decline from the previous year).

The California Science Test (CAST) measures progress toward Science standards for 5th-8th graders. At Montgomery Elementary School, all students scored 16.2% proficient (a 12.7% decline).

Locally, the Evergreen School District uses iReady Diagnostic assessments in Kindergarten through 8th grade to monitor student progress toward grade-level proficiency. In March 2026, 51% of all students were “early on” or “Mid or above” grade-level proficiency in Reading, and 40% were " early on” or “Mid or above” grade-level proficiency in Math.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Results	42% of all students are proficient.	46% of all students will be proficient.
CAASPP Math Results	29% of all students are proficient.	32% of all students will be proficient.
CAST Results	16.2% of all students are proficient.	21.2% of all students will be proficient.
iReady Reading T3 Diagnostic	51% of all students are proficient.	54% of all students will be proficient.
iReady Math T3 Diagnostic	40% of all students are proficient.	43% of all students will be proficient.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Strategy 3.1 Effective Learning Environments	All students	2,350 General Fund

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In order for students to access learning, staff will provide students with general operational supplies and services. This may include, but is not limited to, classroom budgets, department budgets, copier maintenance and supplies, and overtime for staff to complete projects outside their working hours.		4000-4999: Books And Supplies Classroom Budgets Specialists/PD 9,200 Supplemental Fund 4000-4999: Books And Supplies Classroom Supplies 1,000 Supplemental Fund 4000-4999: Books And Supplies STEAM/PD 7,361 General Fund 4000-4999: Books And Supplies General Office Supplies 8,092 General Fund 5000-5999: Services And Other Operating Expenditures Copier Costs 584 Title III 4000-4999: Books And Supplies General Supplies SEAL 2,500 General Fund 5000-5999: Services And Other Operating Expenditures Copier Maintenance 700 General Fund 2000-2999: Classified Personnel Salaries Clerical OT
3.2	Strategy 3.2 Academic Progress Monitoring Staff will regularly engage in academic progress monitoring. The processes and protocols followed for monitoring may include, but are not limited to: professional learning communities, Data Walks, Equity Walks, Instructional Rounds, release time for collaboration.	All students	540 Title III 1000-1999: Certificated Personnel Salaries 3 IEP Release Days 119 Title III 3000-3999: Employee Benefits Benefits
3.8			

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.

Successful Implementation Strategy 3.1 Effective Learning Environments:
The implementation of strategies and activities designed to support student academic achievement demonstrated positive progress at Montgomery Elementary School. According to the California School Dashboard, the school achieved a Yellow performance level in English Language Arts, with students improving by 9.3 points. In Mathematics, students experienced a 3.9-point decline, resulting in an Orange performance level, while Science outcomes, measured by the CAST, reflected a 12.7% decline.

At the local level, i-Ready diagnostic data from March 2026 highlighted both areas of progress and continued need. In Reading, 51% of students performed at Mid or Above Grade Level, or Early On Grade Level. In Mathematics, 40% of students met this benchmark, indicating a continued need for targeted instruction and intervention. Overall, the implemented strategies and activities were carried out with fidelity and contributed to academic growth in English Language Arts.

Continued refinement of instructional practices and focused intervention, particularly in Mathematics, will remain essential to closing achievement gaps and sustaining academic growth. Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and more consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to require support in foundational math skills, reading comprehension, academic writing, and the application of grade-level concepts. During the upcoming school year, the school will prioritize essential standards and strengthen instructional practices to improve student achievement for all learners.

Successful Implementation Strategy 3.2 Academic Progress Monitoring
At Montgomery, we continue to strengthen our commitment to improving student achievement through intentional, collaborative practices. Staff consistently engaged in structured processes to assess and respond to student learning needs. Regular academic progress monitoring was implemented using established protocols, including Professional Learning Communities (PLCs), data and inquiry cycles, SEAL curriculum planning days, and grade-level collaboration meetings. These systems allowed for the timely identification of student needs, guided targeted instructional adjustments, and supported academic growth across content areas. Additionally, i-Ready data was reviewed three times throughout the school year to inform small group instruction and address specific learning gaps.

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

All budgeted expenditures were implemented as intended to support the strategies and activities outlined in the SPSA. Resources were allocated and utilized in alignment with the plan to address identified student needs, and no major differences were noted between the intended implementation and actual expenditures.

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

Building on the successful implementation of Strategy 3.1: Effective Learning Environments and Strategy 3.2: Academic Progress Monitoring, we will continue strengthening efforts to support student achievement across all content areas. Staff consistently engaged in structured, collaborative processes to assess and respond to student learning needs through professional learning communities (PLCs), data and inquiry cycles, SEAL curriculum planning days, and grade-level collaboration. These practices supported the timely identification of student needs, informed instructional adjustments, and contributed to moderate academic progress in English Language Arts.

While positive growth was observed in ELA, student performance data indicates a continued need for improvement in Mathematics and Science. Moving forward, the school will continue refining instructional practices and expanding opportunities for academic progress monitoring to better support achievement across all student groups and content areas. Analysis of student achievement data and classroom assessments indicates a need for stronger alignment and

consistent instruction of essential standards in both Mathematics and English Language Arts. Students continue to need support with foundational math skills, reading comprehension, academic writing, and applying grade level concepts. During the upcoming school year, the school will focus on prioritizing essential standards and strengthening instruction to improve student achievement for all learners.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$122,280.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$4,610.00
Title III	$7,570.00

Subtotal of additional federal funds included for this school: $12,180.00

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

State or Local Programs	Allocation ($)
General Fund	$41,760.00
Supplemental Fund	$68,340.00

Subtotal of state or local funds included for this school: $110,100.00

Total of federal, state, and/or local funds for this school: $122,280.00

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
Title I	4,610	0.00
Supplemental Fund	68,340	0.00
Title III	7,570.00	0.00
General Fund	41,760	0.00

Expenditures by Funding Source

Funding Source	Amount
General Fund	41,760.00
Supplemental Fund	68,340.00
Title I	4,610.00
Title III	7,570.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	58,673.00
2000-2999: Classified Personnel Salaries	7,420.00
3000-3999: Employee Benefits	11,682.00
4000-4999: Books And Supplies	26,568.00
5000-5999: Services And Other Operating Expenditures	15,687.00
5800: Professional/Consulting Services And Operating Expenditures	2,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	General Fund	15,277.00
2000-2999: Classified Personnel Salaries	General Fund	3,900.00
3000-3999: Employee Benefits	General Fund	1,380.00
4000-4999: Books And Supplies	General Fund	9,711.00

5000-5999: Services And Other Operating Expenditures	General Fund	11,492.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	42,856.00
3000-3999: Employee Benefits	Supplemental Fund	8,334.00
4000-4999: Books And Supplies	Supplemental Fund	13,100.00
5000-5999: Services And Other Operating Expenditures	Supplemental Fund	1,800.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental Fund	2,250.00
4000-4999: Books And Supplies	Title I	2,215.00
5000-5999: Services And Other Operating Expenditures	Title I	2,395.00
1000-1999: Certificated Personnel Salaries	Title III	540.00
2000-2999: Classified Personnel Salaries	Title III	3,520.00
3000-3999: Employee Benefits	Title III	1,968.00
4000-4999: Books And Supplies	Title III	1,542.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	66,334.00
Goal 2	23,500.00
Goal 3	32,446.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Marianna Dekker	Classroom Teacher
Tori Richmond	Classroom Teacher
Jaime Hammond	Principal
Jocelyn Sepulveda	Other School Staff
Yoko Kanno	Classroom Teacher
Eileen Lam	Parent or Community Member
Purvinder Kaur	Parent or Community Member
Jessica Martinez	Parent or Community Member
Sara Brooks	Parent or Community Member
Yolanda Villaseñor	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/2026.

Attested:

Principal, Jaime Hammond on May 21, 2026

SSC Chairperson, Jessica Martinez on May 21, 2026

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

GENERAL BUDGET/UNRESTRICTED LOTTERY

FY 2026-27

SCHOOL:	MONTGOMERY	SITE #	010	ALLOCATION:	$ 41,760.00

3 digits - 0##

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	010-1100-0	1120	00-1170	1000	010	400
SEAT School Enrichment*(required $55.86 x 125 hours)*	010-1100-0	1120	00-1170	1000	010	**6,983**
Substitute Teachers (*paid by site*)	010-1100-0	1150	00-1170	1000	010	5,152
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081	
*Other**	010-1100-0		00-1170		010	
21.88% Benefits	010-1100-0	3xx1	00-1170		010	2,742
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-1100-0	2190	00-1170	1000	010	200
Hourly M&O / Custodian	010-1100-0	2224	00-1170	8100	010	
Hourly Clerical	010-1100-0	2460	00-1170	2700	010	500
Hourly Health Aide	010-1100-0	2950	00-1170	3140	010	200
Hourly Noon Duty	010-1100-0	2950	00-1170	3900	010	3,000
*Other**	010-1100-0		00-1170		010	
35.38% Benefits	010-1100-0	3xx2	00-1170		010	1,380
Supplies (for POs & reimbursements)						
Books	010-1100-0	**4200**	**00-1170**	**1000**	**010**	
Classroom Supplies	010-1100-0	**4310**	**00-1170**	**1000**	**010**	2,350
Office Supplies	010-1100-0	**4351**	**00-1170**	**2700**	**010**	7,361
Equipment $500 -4,999 *(function depends on use*)*	010-1100-0	4400	00-1170		010	
*Other**	010-1100-0		00-1170		010	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-1100-0	5210	00-1170	1000	010	
Conference Registration Fees	010-1100-0	5220	00-1170	1000	010	
Mileage Reimbursement	010-1100-0	5299	00-1170	1000	010	
Maintenance Repair	010-1100-0	5610	00-1170	8100	010	
Computer Repair	010-1100-0	5611	00-1170	1000	010	
Copier Maintenance *(required = Purchasing PO)*	010-1100-0	5615	00-1170	1000	**010**	2,500
Consultant/Contractors	010-1100-0	**5815**	**00-1170**	**1000**	**010**	900
web subscriptions and software	010-1100-0	**5826**	**00-1170**	**1000**	**010**	
Field Trip	010-1100-0	5840	00-1170	1000	010	
*Other**	010-1100-0		00-1170		010	8,093
*Other**	010-1100-0		00-1170			

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

TOTAL BUDGET **41,760**

should match Allocation

variance: (0)

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

TITLE III BUDGET
FY 2026-27

SCHOOL:	MONTGOMERY	SITE #	010		ALLOCATION:	$ 7,570.00
			3 digits - 0##			

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-4203-0-	1120	00-1551	1000	010	
Hourly Teacher	060-4203-0-	1120	00-1551	1000	010	
Substitute Teachers (*paid by site)*	060-4203-0-	1150	00-1551	1000	010	540
Subs for absences are charged to the District:	060-4203-0-	1150	00-1298	1000	081	
*Other**	060-4203-0-		00-1551		010	
21.88% Benefits	060-4203-0-	3xx1	00-1551			722
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-4203-0-	2190	00-1551	1000	010	
Hourly M&O / Custodian	060-4203-0-	2224	00-1551	8100	010	
Hourly Clerical	060-4203-0-	2460	00-1551	2700	010	2,820
Hourly Health Aide	060-4203-0-	2950	00-1551	3140	010	
Hourly Noon Duty	060-4203-0-	2950	00-1551	3900	010	
*Other**	060-4203-0-		00-1551		010	700
35.38% Benefits	060-4203-0-	3xx2	00-1551			1,246
Supplies (for POs & reimbursements)						
Books	**060-4203-0-**	**4200**	**00-1551**	**1000**	**010**	250
Classroom Supplies	**060-4203-0-**	**4310**	**00-1551**	**1000**	**010**	584
Office Supplies	**060-4203-0-**	**4351**	**00-1551**	**2700**	**010**	708
Parts/Supplies M.O.T.	**060-4203-0-**	**4365**	**00-1551**	**8100**	**010**	
Equipment $500 -4,999 *(function depends on use*)*	060-4203-0-	4400	00-1551		010	
*Other**	060-4203-0-		00-1551		010	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-4203-0-	5210	00-1551	1000	010	
Conference Registration Fees	060-4203-0-	5220	00-1551	1000	010	
Mileage Reimbursement	060-4203-0-	5299	00-1551	1000	010	
Maintenance Repair	060-4203-0-	5610	00-1551	8100	010	
Computer Repair	060-4203-0-	5611	00-1551	1000	010	
Copier Maintenance	060-4203-0-	5615	00-1551	1000	**010**	
Consultant/Contractors	**060-4203-0-**	**5815**	**00-1551**	**1000**	**010**	
Software, Subscriptions & Licenses	**060-4203-0-**	**5826**	**00-1551**	**1000**	**010**	
Field Trip	060-4203-0-	5840	00-1551	1000	010	
*Other**	060-4203-0-		00-1551		010	
*Other**	060-4203-0-		00-1551			

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TOTAL BUDGET **7,570**

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

TITLE I BUDGET
FY 2026-27

SCHOOL:	MONTGOMERY	SITE #	010	ALLOCATION:	$ 4,610.00
			3 digits - 0##		

Certificated Salaries (for timesheets)	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Hourly Teacher	060-3010-0-	1120	00-1510	1000		
Hourly Teacher	060-3010-0-	1120	00-1510	1000		
Substitute Teachers (*paid by site)*	060-3010-0-	1150	00-1510	1000		
Subs for absences are charged to the District:	060-3010-0-	1150	00-1298	1000	081	
*Other**	060-3010-0-		00-1510			
21.71% Benefits	060-3010-0-	3xx1	00-1510			-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-3010-0-	2190	00-1510	1000		
Hourly M&O / Custodian	060-3010-0-	2224	00-1510	8100		
Hourly Clerical	060-3010-0-	2460	00-1510	2700		
Hourly Health Aide	060-3010-0-	2950	00-1510	3140		
Hourly Noon Duty	060-3010-0-	2950	00-1510	3900		
*Other**	060-3010-0-		00-1510			
36.61% Benefits	060-3010-0-	3xx2	00-1510			
Supplies (for POs & reimbursements)						
Books	**060-3010-0-**	**4200**	**00-1510**	**1000**		2,195
Classroom Supplies	**060-3010-0-**	**4310**	**00-1510**	**1000**		
Office Supplies	**060-3010-0-**	**4351**	**00-1510**	**2700**		
Equipment $500 -4,999 *(function depends on use*)*	060-3010-0-	4400	00-1510			
*Other**	060-3010-0-		00-1510			
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-3010-0-	5210	00-1510	1000		
Copier Maintenance	060-3010-0-	5615	00-1510	1000		
Consultant/Contractors	**060-3010-0-**	**5815**	**00-1510**	**1000**		
Software, Subscriptions & Licenses	**060-3010-0-**	**5826**	**00-1510**	**1000**		2,395
Field Trip	060-3010-0-	5840	00-1510	1000		
*Other**	060-3010-0-		00-1510			
Parent Engagement - required	060-3010-0-		**00-1511**			
Kinder Boot Camp Supplies	060-3010-0-	1120	**00-1512**	1000		
Kinder Boot Camp Timesheets	060-3010-0-	1120	**00-1512**	1000		
21.7137% Benefits	060-3010-0-	3xx1	**00-1512**			
TOTAL BUDGET						4,610

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should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
27.80%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.11%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
EST. 1860

SUPPLEMENTAL BUDGET
FY 2026-27

pbis

SCHOOL:	MONTGOMERY	SITE #	010	ALLOCATION:	$ 68,340.00
			3 digits - 0##		

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	010-0159-0	1120	00-1590	1000	010	15,136
Hourly Teacher	010-0159-0	1120	00-1590	1000	010	
Substitute Teachers (*paid by site)*	010-0159-0	1150	00-1590	1000	010	27,720
Subs for absences are charged to the District:	010-0159-0	1150	00-1298	1000	081	
*Other**	010-0159-0		00-1590		010	
21.88% Benefits	010-0159-0	3xx1	00-1590		010	8,234
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	010-0159-0	2190	00-1590	1000	010	
Hourly M&O / Custodian	010-0159-0	2224	00-1590	8100	010	
Hourly Clerical	010-0159-0	2460	00-1590	2700	010	
Hourly Health Aide	010-0159-0	2950	00-1590	3140	010	
Hourly Noon Duty	010-0159-0	2950	00-1590	3900	010	
*Other**	010-0159-0		00-1590		010	
35.38% Benefits	010-0159-0	3xx2	00-1590			
Supplies (for POs & reimbursements)						
Books	**010-0159-0**	**4200**	**00-1590**	**1000**	**010**	
Classroom Supplies /Instructional Supplies Classroom	**010-0159-0**	**4310**	**00-1590**	**1000**	**010**	11,700
Office Supplies	**010-0159-0**	**4351**	**00-1590**	**2700**	**010**	1,500
Parts/Supplies M.O.T.	**010-0159-0**	**4365**	**00-1590**	**8100**	**010**	
Equipment $500 -4,999 *(function depends on use*)*	010-0159-0	4400	00-1590		010	
*Other**	010-0159-0		00-1590		010	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	010-0159-0	5210	00-1590	1000	010	
Conference Registration Fees	010-0159-0	5220	00-1590	1000	010	
Mileage Reimbursement	010-0159-0	5299	00-1590	1000	010	
Maintenance Repair	010-0159-0	5610	00-1590	8100	010	
Computer Repair	010-0159-0	5611	00-1590	1000	010	
Copier Maintenance	010-0159-0	5615	00-1590	1000	**010**	
Consultant/Contractors	**010-0159-0**	**5815**	**00-1590**	**1000**	**010**	2,250
Software, Subscriptions & Licenses	**010-0159-0**	**5826**	**00-1590**	**1000**	**010**	
Field Trip	010-0159-0	5840	00-1590	1000	010	1,800
*Other**	010-0159-0		00-1590		010	
*Other**	010-0159-0		00-1590			

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TOTAL BUDGET 68,340

should match Allocation

variance: -

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA
EST. 1860

PROP 28 ART & MUSIC BUDGET
FY 2026-27

SCHOOL:	MONTGOMERY	SITE #	010	ALLOCATION:	$ 16,893.00

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	060-6770-0	1120	00-1110	1000	010	
Substitute Teachers (*paid by site)*	060-6770-0	1150	00-1110	1000	010	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081	
*Other**	060-6770-0		00-1110		010	
21.88% Benefits	060-6770-0	3xx1	00-1110		010	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-6770-0	2190	00-1110	1000	010	
*Other**	060-6770-0		00-1110		010	
35.38% Benefits	060-6770-0	3xx2	00-1110		010	-
Supplies (for POs & reimbursements)						
Books	060-6770-0	4200	00-1110	1000	010	
Classroom Supplies	060-6770-0	4310	00-1110	1000	010	
Equipment $500 -4,999 *(function depends on use*)*	060-6770-0	4400	00-1110		010	
*Other**	060-6770-0		00-1110		010	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-6770-0	5210	00-1110	1000	010	
Conference Registration Fees	060-6770-0	5220	00-1110	1000	010	
Mileage Reimbursement	060-6770-0	5299	00-1110	1000	010	
Consultant/Contractors	060-6770-0	5815	00-1110	1000	010	
Field Trip	060-6770-0	5840	00-1110	1000	010	
*Other**	060-6770-0		00-1110		010	
*Other**	060-6770-0		00-1110			

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TOTAL BUDGET -

should match Allocation

variance: 16,893

Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

EVERGREEN SCHOOL DISTRICT
SAN JOSE, CALIFORNIA

DONATION BUDGET
FY 2026-27

SCHOOL: *MONTGOMERY* **SITE #** **010** **ALLOCATION:** $ -

	FND-RESC-Y-	OBJECT	SO-GOAL	FUNC	SITE	AMOUNT
Certificated Salaries (for timesheets)						
Hourly Teacher	060-9101-0	1120	00-1715	1000	010	
Substitute Teachers (*paid by site)*	060-9101-0	1150	00-1715	1000	010	
Subs for absences are charged to the District:	010-1100-0	1150	00-1298	1000	081	
*Other**	060-9101-0		00-1715		010	
21.88% Benefits	060-9101-0	3xx1	00-1715		010	-
Classified Salaries (for timesheets)						
Hourly Classroom Aide / Paraprofessional	060-9101-0	2190	00-1715	1000	010	
*Other**	060-9101-0		00-1715		010	
35.38% Benefits	060-9101-0	3xx2	00-1715		010	-
Supplies (for POs & reimbursements)						
Books	060-9101-0	4200	00-1715	1000	010	
Classroom Supplies	060-9101-0	4310	00-1715	1000	010	
Office Supplies	060-9101-0	**4351**	00-1715	**2700**	**010**	
Equipment $500 -4,999 *(function depends on use*)*	060-9101-0	4400	00-1715		010	
*Other**	060-9101-0		00-1715		010	
Other Services & Operating Costs (for POs & reimbursements)						
Travel/Conference	060-9101-0	5210	00-1715	1000	010	
Conference Registration Fees	060-9101-0	5220	00-1715	1000	010	
Mileage Reimbursement	060-9101-0	5299	00-1715	1000	010	
Consultant/Contractors	060-9101-0	5815	00-1715	1000	010	
Field Trip	060-9101-0	5840	00-1715	1000	010	
*Other**	060-9101-0		00-1715		010	
*Other**	060-9101-0		00-1715			

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

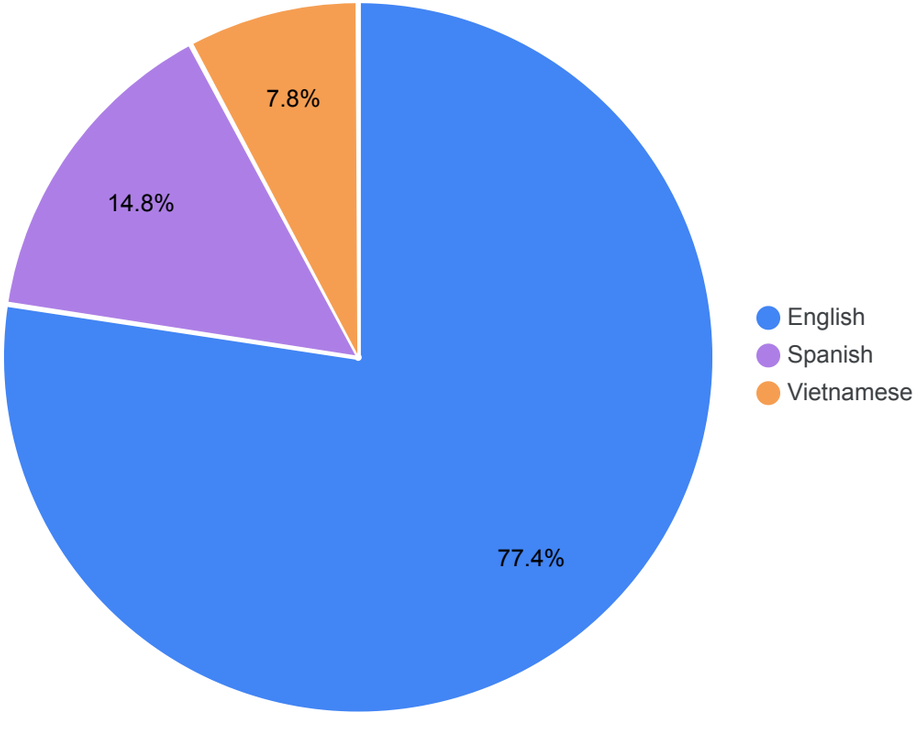
TOTAL BUDGET -

should match Allocation

variance: -

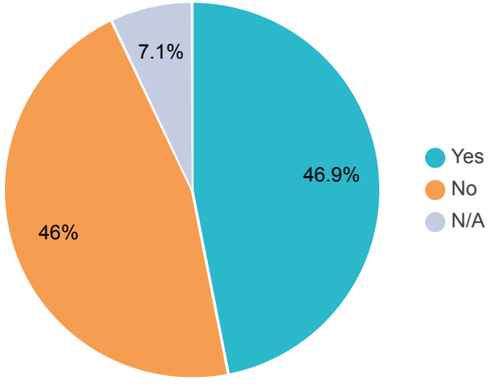
Statutory Benefits Calculation		
19.10%	STRS (Certificated only)	3101
26.40%	PERS (Classfied only)	3202
6.20%	OASDI (CL)	331X
1.45%	Medicare (CE & CL)	332X
0.05%	State Unemployment (CE & CL)	350X
1.275%	Workers Comp (CE & CL)	360X

Montgomery Elementary: Language

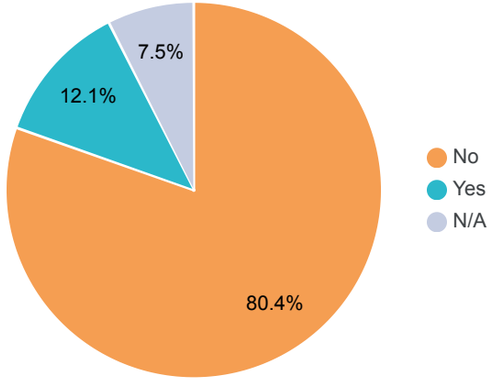


Montgomery Elementary: Are you the Parent/Guardian of:

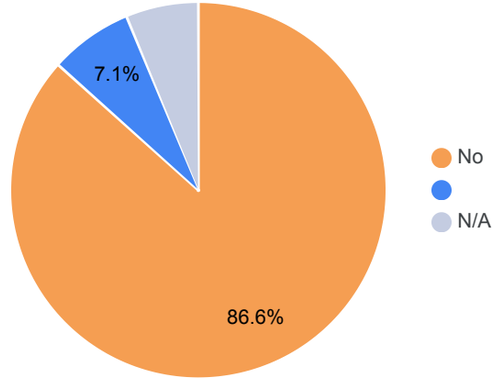
English Learner



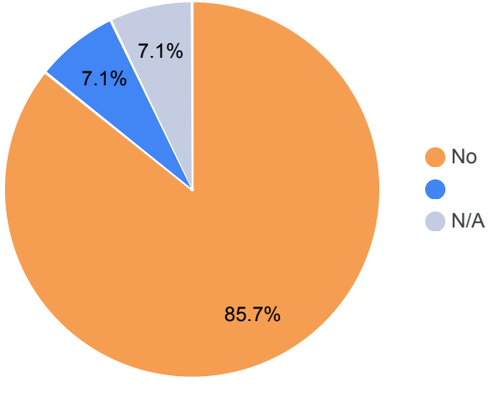
Receiving special education services



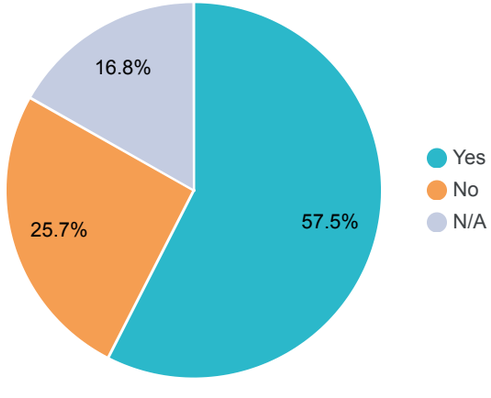
Foster youth



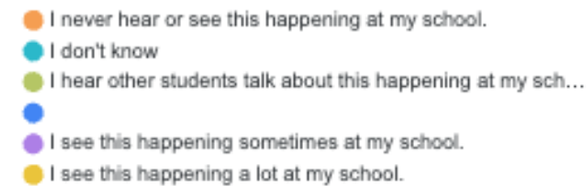
Migrant education program



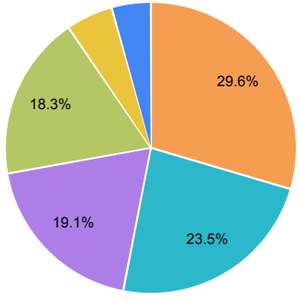
Free or reduced lunch



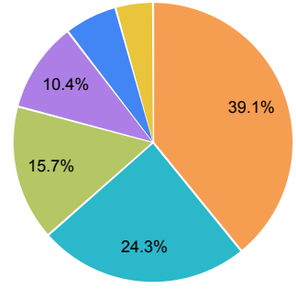
Montgomery Elementary: How much do you find the following to be a problem at your child's school?



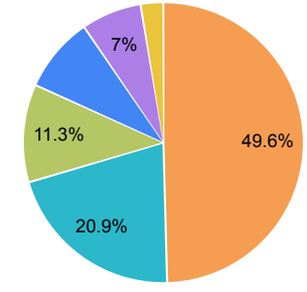
Bullying



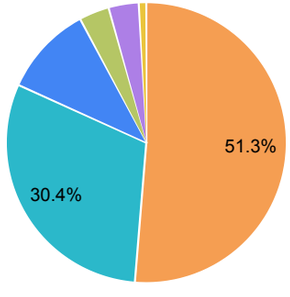
Harassment, and intimidation



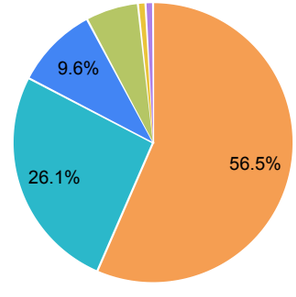
Fights and Assault



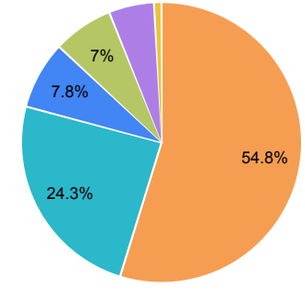
Student interest in gangs



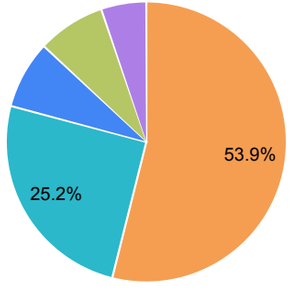
Illegal weapons



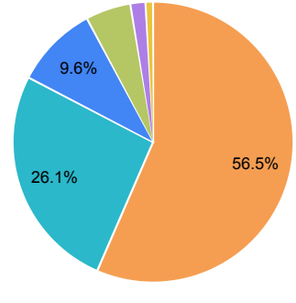
Graffiti and vandalism



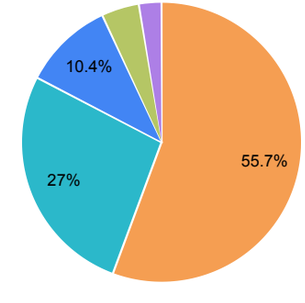
People trespassing on campus



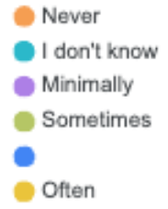
Drug use



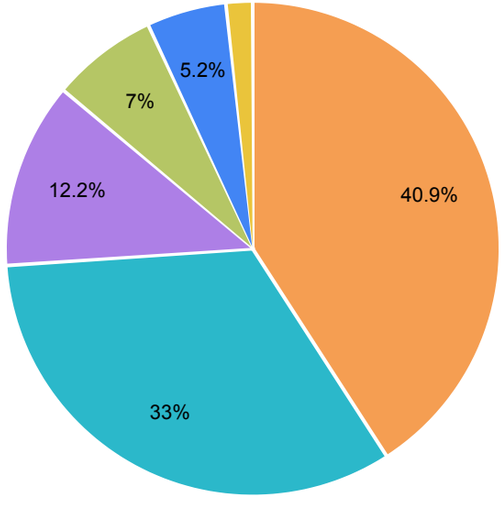
Alcohol use



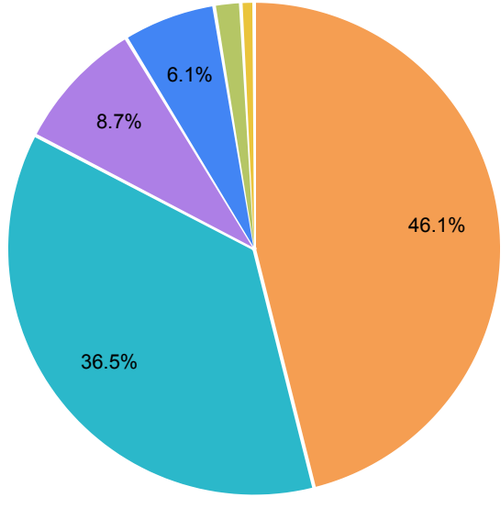
Montgomery Elementary: Students at my child's school get put down because of their___.



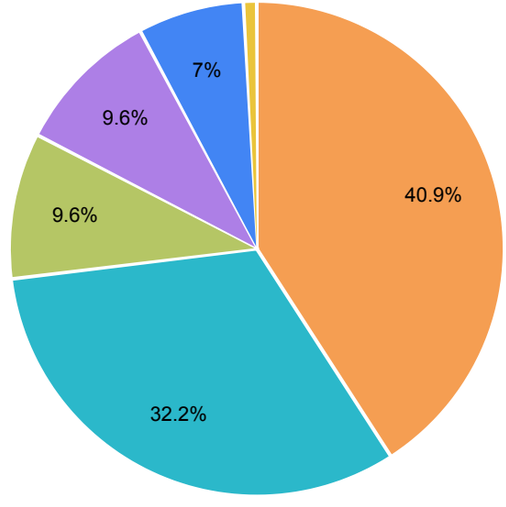
Race



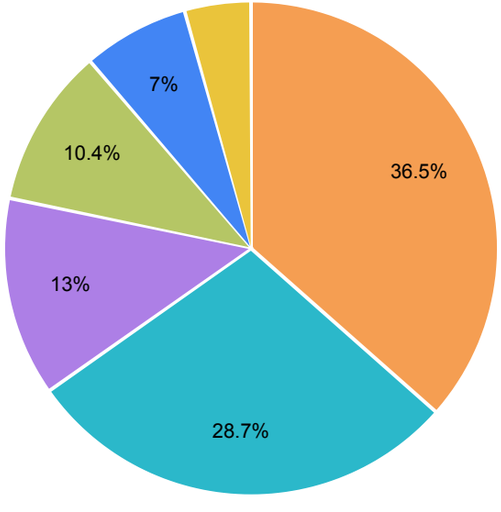
Gender or gender identification



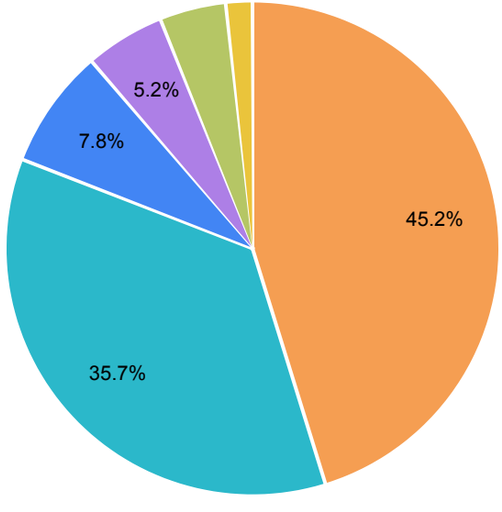
Learning difficulties



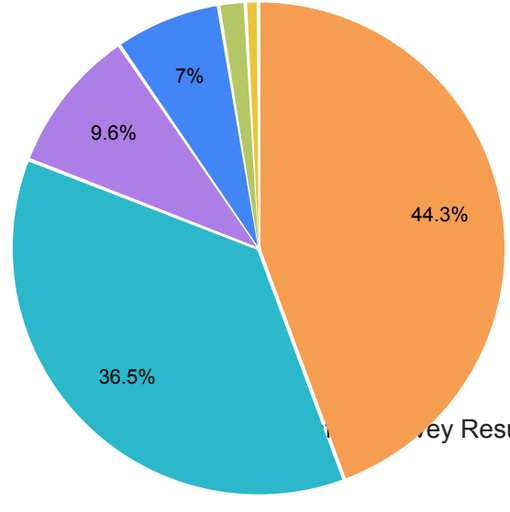
Clothing or physical appearance



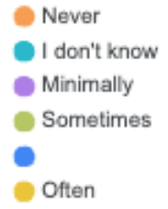
Religion or cultural practices



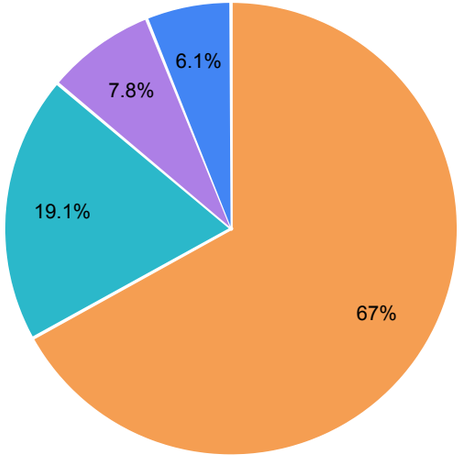
Sexual orientation



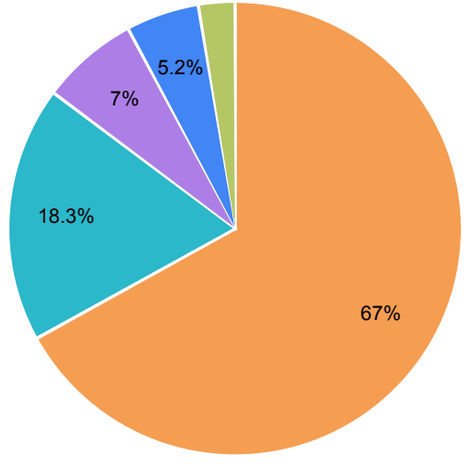
Montgomery Elementary: How often do you hear ADULTS at your child's school make fun of differences such as ___?



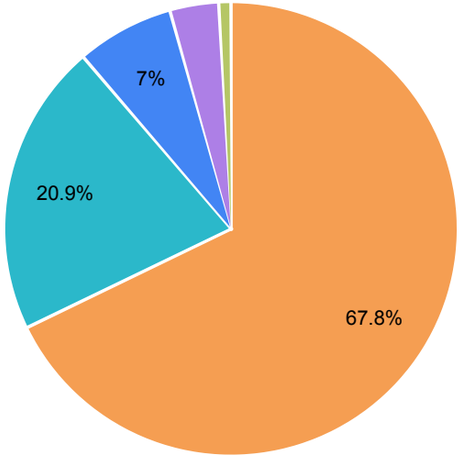
Race



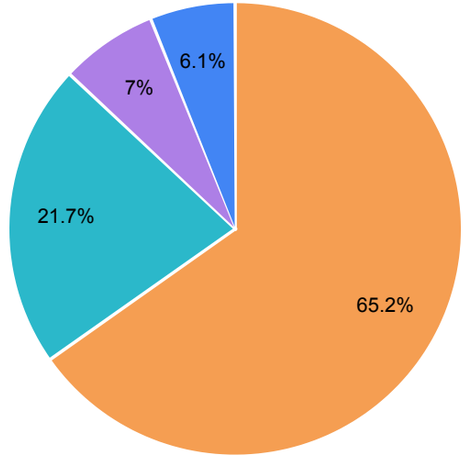
Learning difficulties



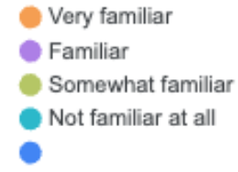
Religion or Cultural Practices



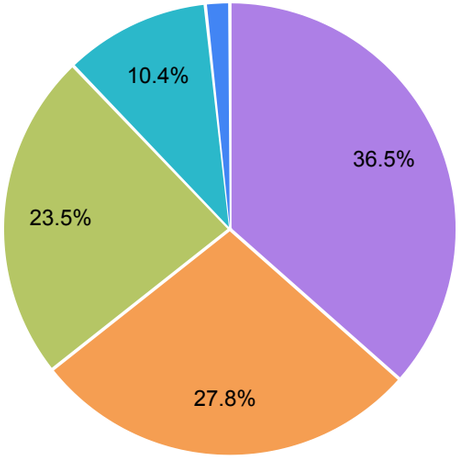
Sexual orientation



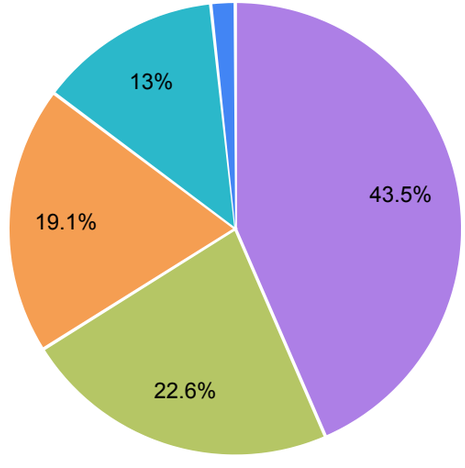
Montgomery Elementary: How familiar are you with the following at your child's school?



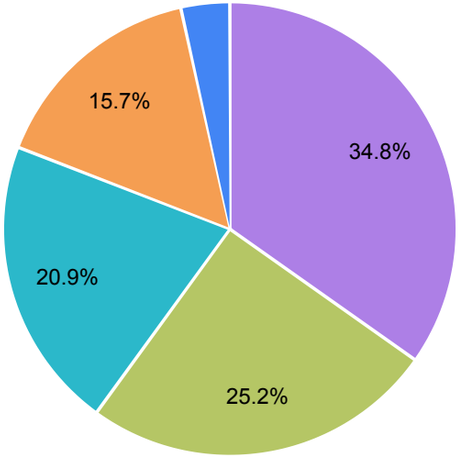
Classroom rules and consequences



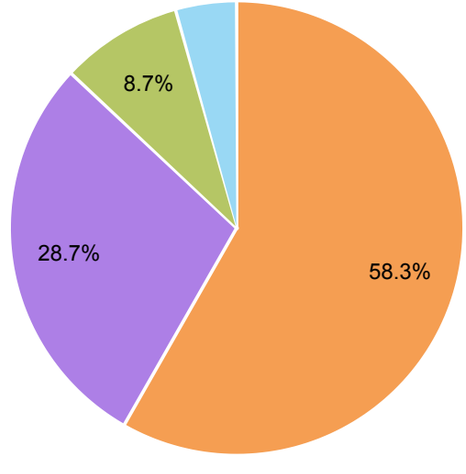
School-wide rules and consequences



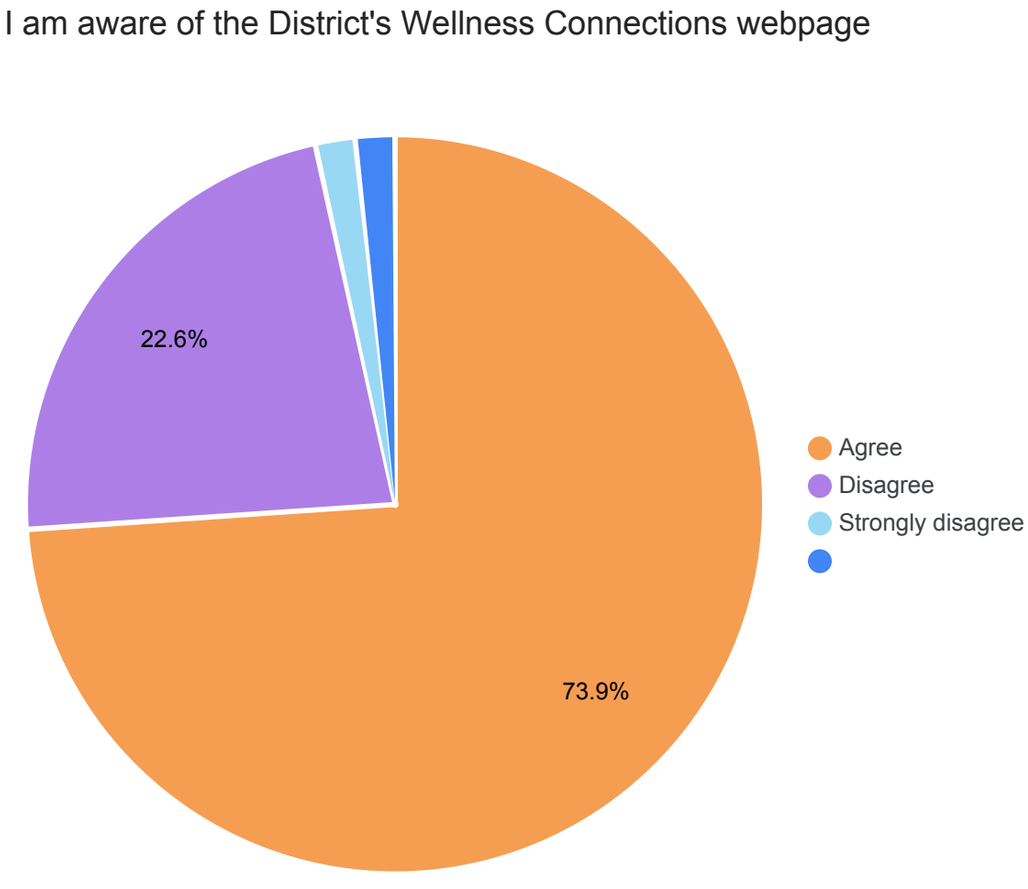
Cyberbullying rules and consequences



Rules and expectations of the school are clear and well known to me

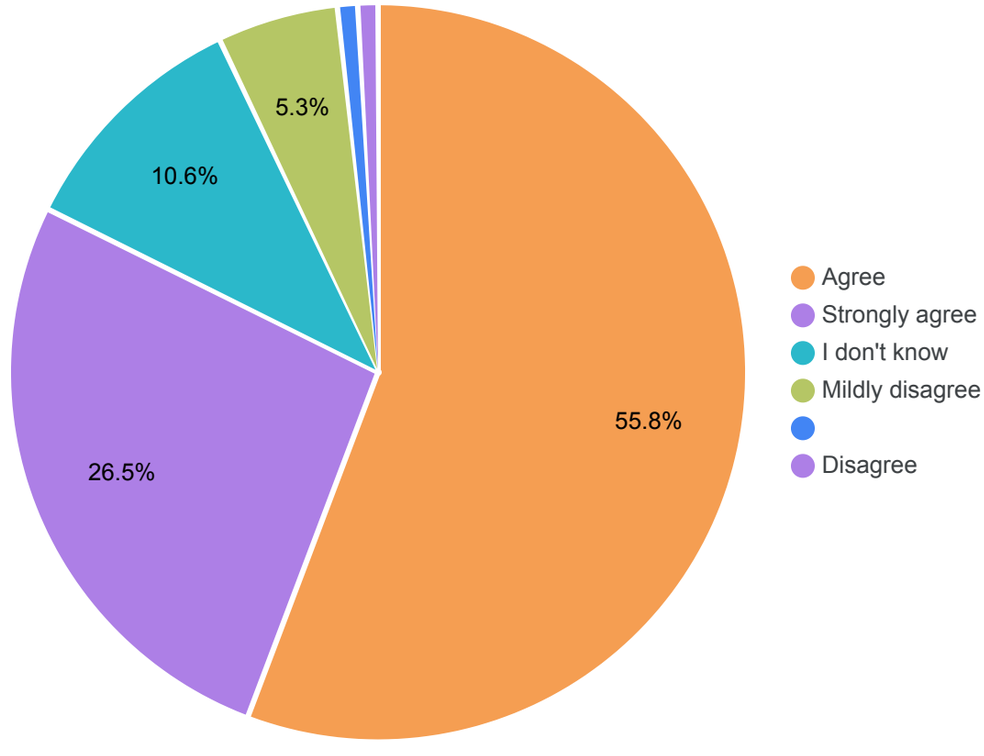


Montgomery Elementary

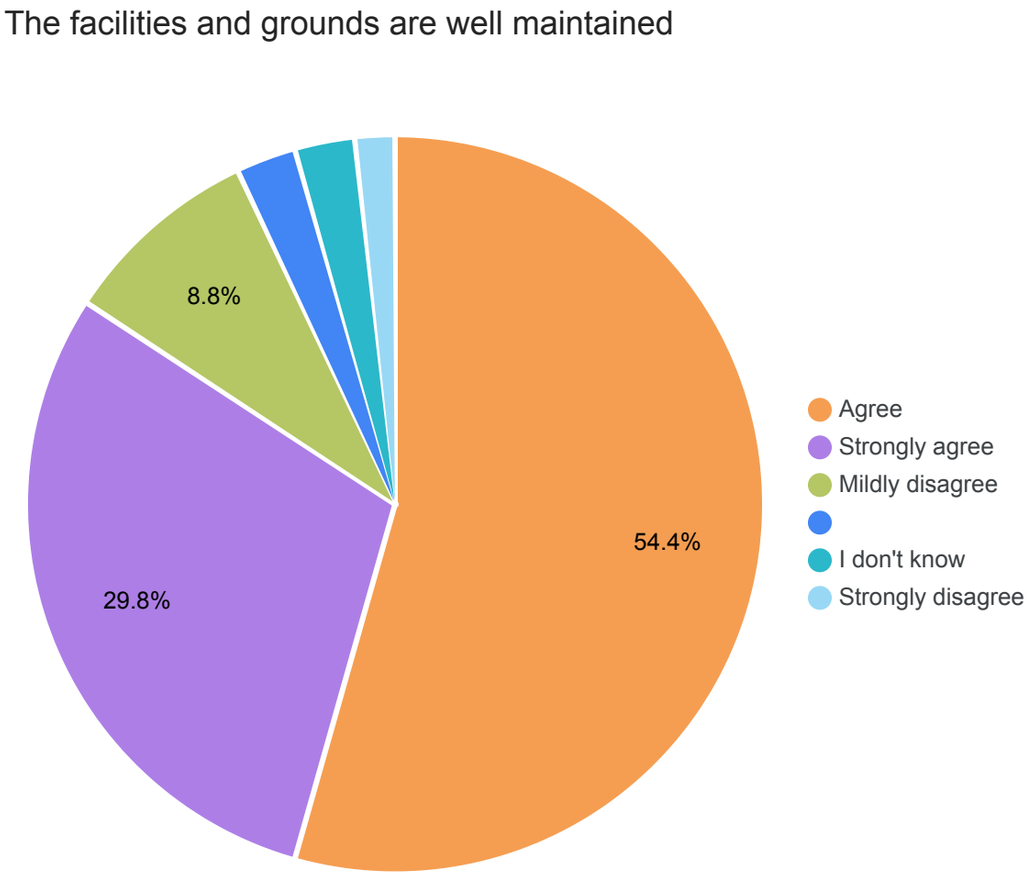


Montgomery Elementary

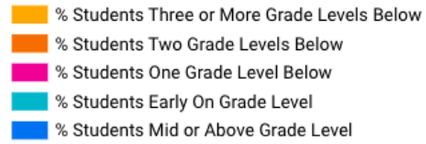
The school has a way to recognize positive behavior among students



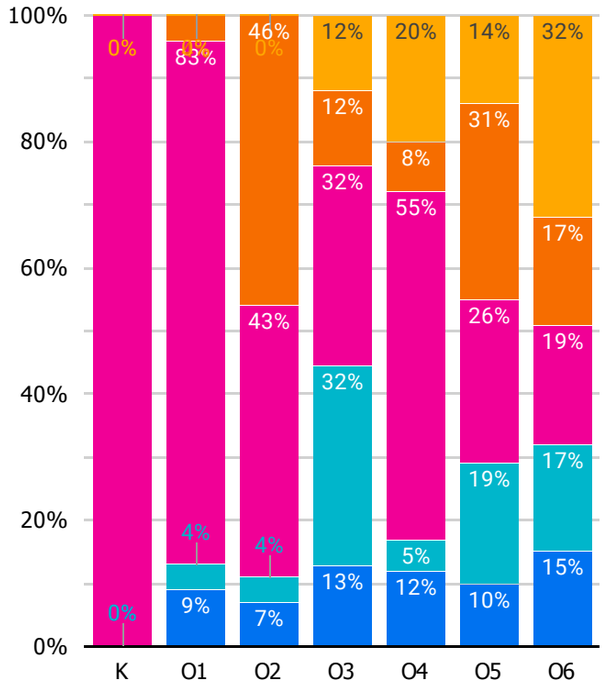
Montgomery Elementary



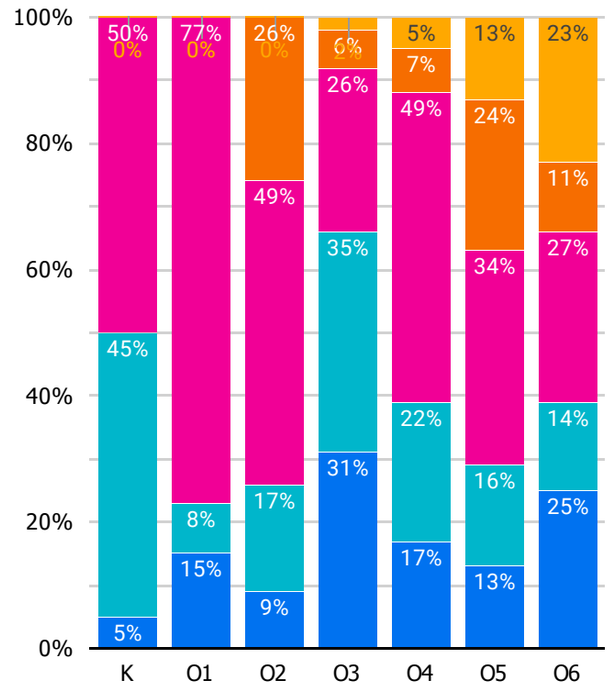
Montgomery English Language Arts Data 2025 - 2026



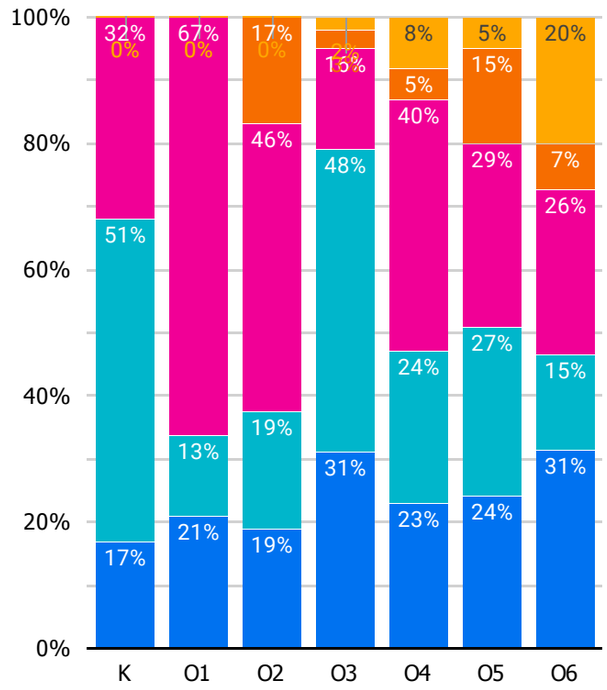
Fall ELA



Winter ELA



Spring ELA

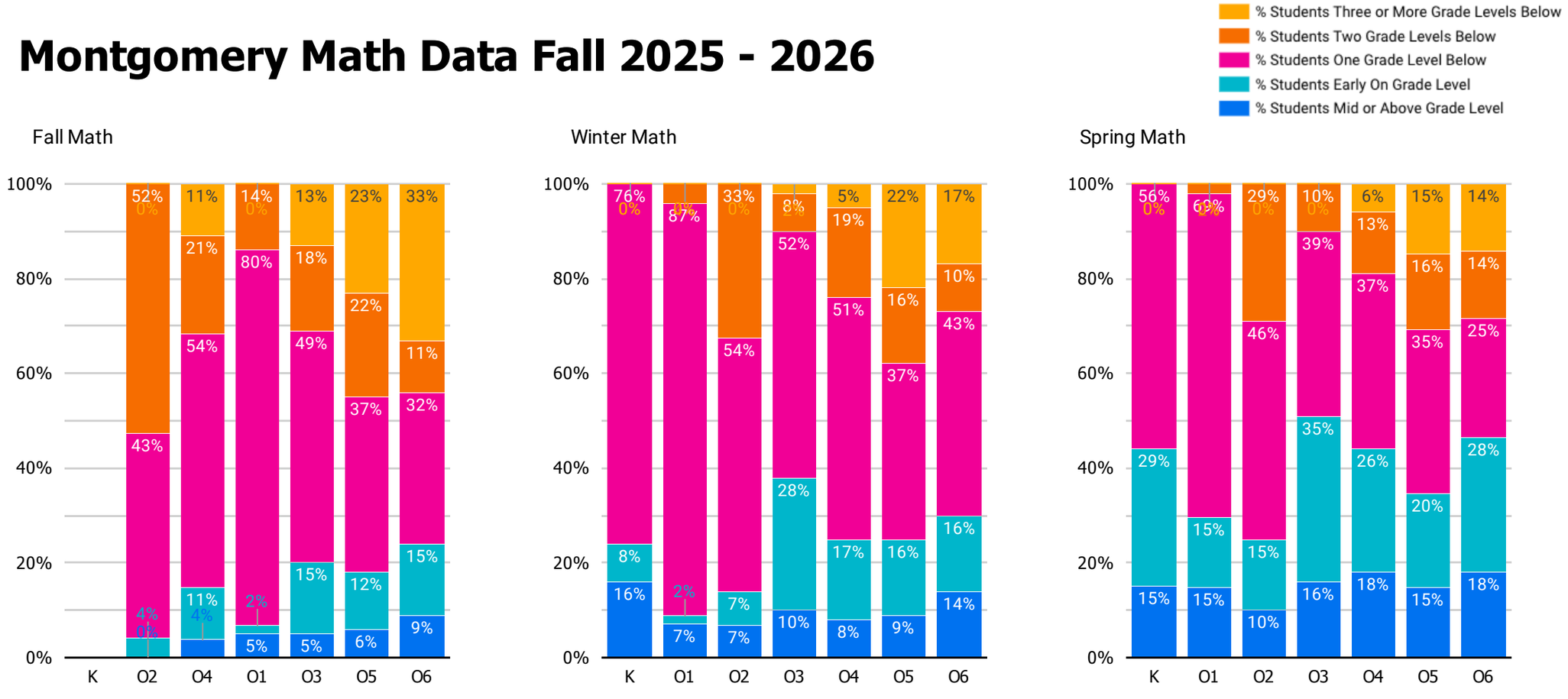


Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	0	0	1	0	0
O1	4	2	38	2	0
O2	3	2	20	21	0
O3	8	19	19	7	7
O4	7	3	33	5	12
O5	8	15	20	24	11
O6	12	14	15	14	26

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	2	18	20	0	0
O1	7	4	37	0	0
O2	4	8	23	12	0
O3	19	22	16	4	1
O4	10	13	29	4	3
O5	10	13	27	19	10
O6	21	12	23	9	19

Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	7	21	13	0	0
O1	10	6	32	0	0
O2	9	9	22	8	0
O3	19	30	10	2	1
O4	14	15	25	3	5
O5	20	23	24	13	4
O6	26	13	22	6	17

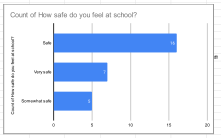
Montgomery Math Data Fall 2025 - 2026

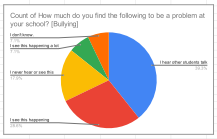


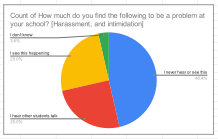
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	null	null	null	null	null
O1	2	1	35	6	0
O2	0	2	20	24	0
O3	3	9	30	11	8
O4	2	6	31	12	6
O5	5	9	29	17	18
O6	7	12	26	9	27

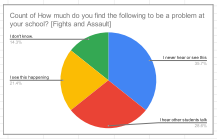
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	6	3	28	0	0
O1	3	1	40	2	0
O2	3	3	25	15	0
O3	6	17	31	5	1
O4	5	10	30	11	3
O5	7	13	29	13	17
O6	12	13	36	8	14

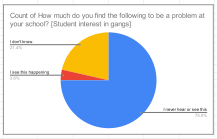
Grade	# Students Mid or Above Grade Level	# Students Early On Grade Level	# Students One Grade Level Below	# Students Two Grade Levels Below	# Students Three or More Grade Levels Below
K	6	12	23	0	0
O1	7	7	33	1	0
O2	5	7	22	14	0
O3	10	22	24	6	0
O4	11	16	23	8	4
O5	12	16	29	13	12
O6	15	23	21	12	12

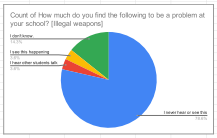

Count of How safe do you feel at school?
Count of How safe do you feel at school?
Safe
Very safe
Somewhat safe
12
3
3
0
5
10
15
20

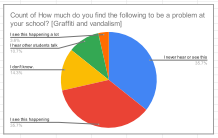

Count of How much do you find the following to be a problem at your school? [Bullying]
I don't know
Less this happening a lot
I never hear or see this
Less this happening
I hear other students talk
I never hear or see this
Less this happening

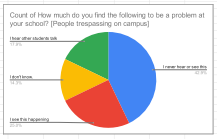

Count of How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I don't know
Less this happening
I hear other students talk
I never hear or see this
I never hear or see this

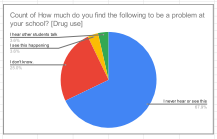

Count of How much do you find the following to be a problem at your school? [Fights and Assault]
I don't know
I love this happening
I never hear or see this
I hear other students talk

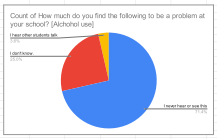

Count of How much do you find the following to be a problem at your school? [Student interest in gangs]
I don't know
Less this happening
I never hear or see this

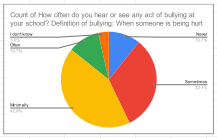

Count of How much do you find the following to be a problem at your school? [Illegal weapons]
I don't know
Less this happening
I hear other students talk
I never hear or see this

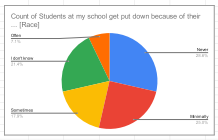

Count of How much do you find the following to be a problem at your school? [Graffiti and vandalism]
Less this happening a lot
I hear other students talk
I don't know
Less this happening
I never hear or see this

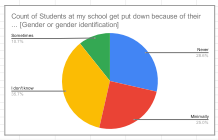

Count of How much do you find the following to be a problem at your school? [People trespassing on campus]
I hear other students talk
I don't know
I love this happening
I never hear or see this

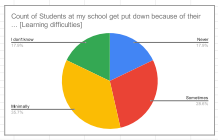

Count of How much do you find the following to be a problem at your school? [Drug use]
I hear other students talk
Less this happening
I don't know
I never hear or see this

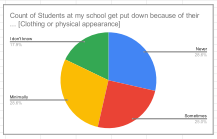

Count of How much do you find the following to be a problem at your school? [Alchohol use]
I hear other students talk
I don't know
I never hear or see this

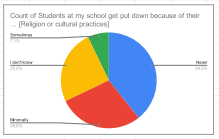

Count of How often do you hear or see any act of bullying at your school? Definition of bullying: When someone is being hurt
I don't know
Often
Never
Sometimes
Minimally

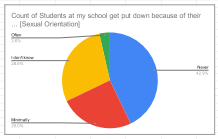

Count of Students at my school get put down because of their ... [Race]
Often
I don't know
Never
Sometimes
Minimally

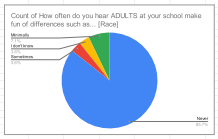

Count of Students at my school get put down because of their ... [Gender or gender identification]
Sometimes
I don't know
Never
Minimally

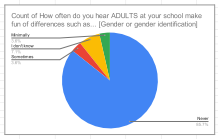

Count of Students at my school get put down because of their ... [Learning difficulties]
I don't know
Never
Minimally
Sometimes

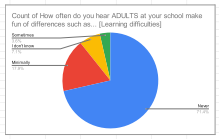

Count of Students at my school get put down because of their ... [Clothing or physical appearance]
I don't know
Never
Minimally
Sometimes

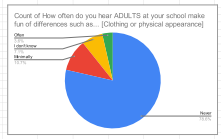

Count of Students at my school get put down because of their ... [Religion or cultural practices]
Sometimes
I don't know
Never
Minimally

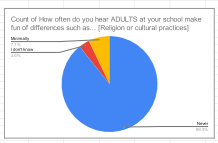

Count of Students at my school get put down because of their ... [Sexual Orientation]
Often
I don't know
Never
Minimally

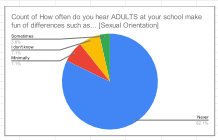

Count of How often do you hear ADULTS at your school make fun of differences such as... [Race]
Minimally
I don't know
Sometimes
Never

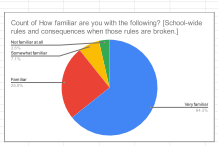

Count of How often do you hear ADULTS at your school make fun of differences such as... [Gender or gender identification]
Minimally
I don't know
Sometimes
Never

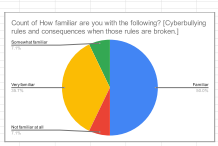

Count of How often do you hear ADULTS at your school make fun of differences such as... [Learning difficulties]
Sometimes
I don't know
Minimally
Never


Count of How often do you hear ADULTS at your school make fun of differences such as... [Clothing or physical appearance]
Often
I don't know
Minimally
Never

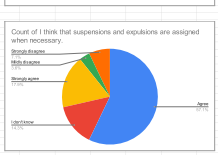

Count of How often do you hear ADULTS at your school make fun of differences such as... [Religion or cultural practices]
Minimally
I don't know
Never

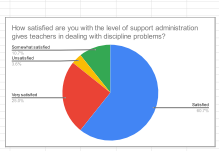

Count of How often do you hear ADULTS at your school make fun of differences such as... [Sexual Orientation]
Sometimes
I don't know
Minimally
Never

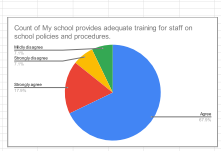

Count of How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]
Not familiar at all
Somewhat familiar
Familiar
Very familiar

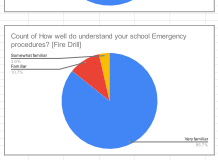

Count of How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]
Somewhat familiar
Very familiar
Familiar
Not familiar at all

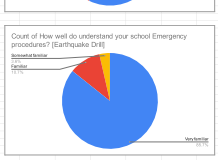

Count of I think Staff enforces rules fairly and appropriately.
Mildly disagree
Strongly agree
Agree

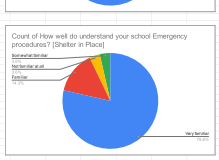

Count of I think that suspensions and expulsions are assigned when necessary.
Strongly disagree
Mildly disagree
Strongly agree
I don't know
Agree

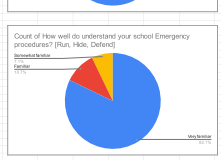

How satisfied are you with the level of support administration gives teachers in dealing with discipline problems?
Somewhat satisfied
Unsatisfied
Very satisfied
Satisfied

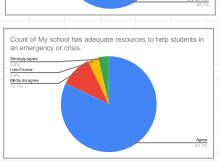

Count of My school provides adequate training for staff on school policies and procedures.
Mildly disagree
Strongly disagree
Strongly agree
Agree

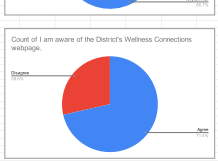

Count of How well do understand your school Emergency procedures? [Fire Drill]
Somewhat familiar
Familiar
Very familiar

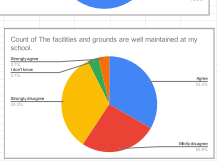

Count of How well do understand your school Emergency procedures? [Earthquake Drill]
Somewhat familiar
Familiar
Very familiar

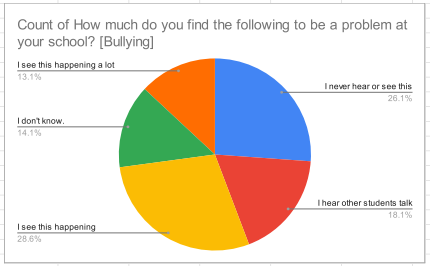

Count of How well do understand your school Emergency procedures? [Shelter in Place]
Somewhat familiar
Not familiar at all
Familiar
Very familiar

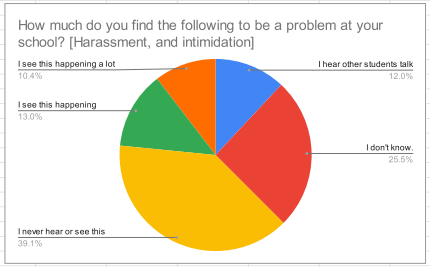

Count of How well do understand your school Emergency procedures? [Run, Hide, Defend]
Somewhat familiar
Familiar
Very familiar

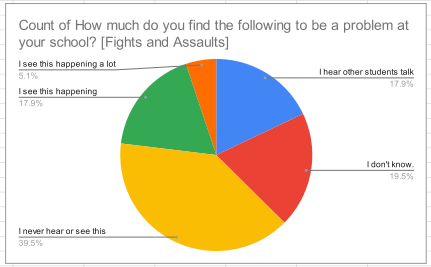

Count of My school has adequate resources to help students in an emergency or crisis.
Strongly agree
I don't know
Mildly disagree
Agree

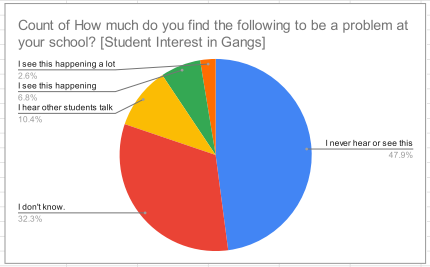

Count of I am aware of the District's Wellness Connections webpage.
Disagree
Agree

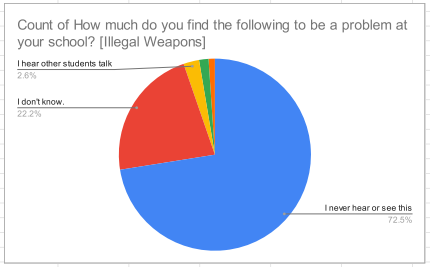

Count of The facilities and grounds are well maintained at my school.
Strongly agree
I don't know
Strongly disagree
Agree
Mildly disagree

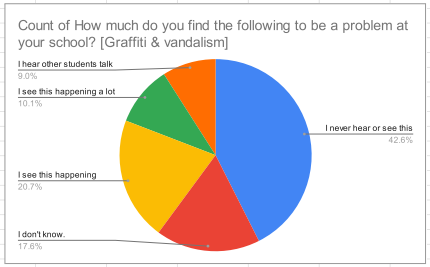

Count of How much do you find the following to be a problem at your school? [Bullying]
I see this happening a lot
13.1%
I never hear or see this
26.1%
I don't know.
14.1%
I hear other students talk
18.1%
I see this happening
28.6%

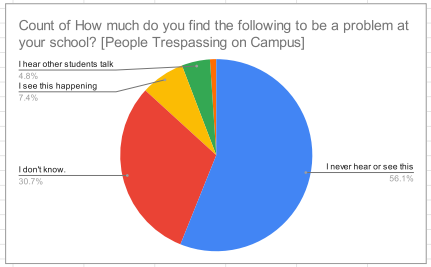

How much do you find the following to be a problem at your school? [Harassment, and intimidation]
I see this happening a lot
10.4%
I hear other students talk
12.0%
I see this happening
13.0%
I don't know.
25.5%
I never hear or see this
39.1%

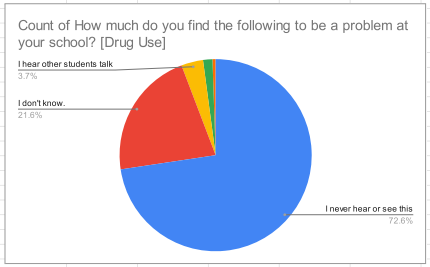

Count of How much do you find the following to be a problem at your school? [Fights and Assaults]
I see this happening a lot
5.1%
I hear other students talk
17.9%
I see this happening
17.9%
I don't know.
19.5%
I never hear or see this
39.5%

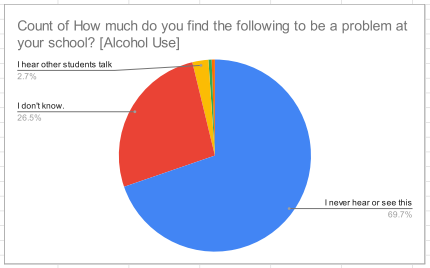

Count of How much do you find the following to be a problem at your school? [Student Interest in Gangs]
I see this happening a lot
2.6%
I see this happening
6.8%
I hear other students talk
10.4%
I never hear or see this
47.9%
I don't know.
32.3%

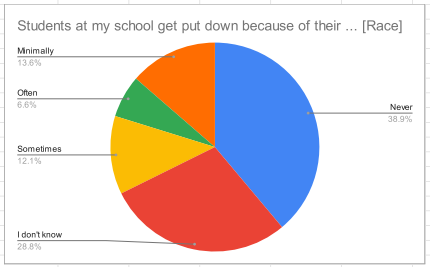

Count of How much do you find the following to be a problem at your school? [Illegal Weapons]
I hear other students talk
2.6%
I don't know.
22.2%
I never hear or see this
72.5%

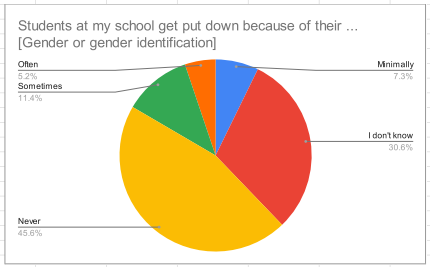

Count of How much do you find the following to be a problem at your school? [Graffiti & vandalism]
I hear other students talk
9.0%
I see this happening a lot
10.1%
I never hear or see this
42.6%
I see this happening
20.7%
I don't know.
17.6%

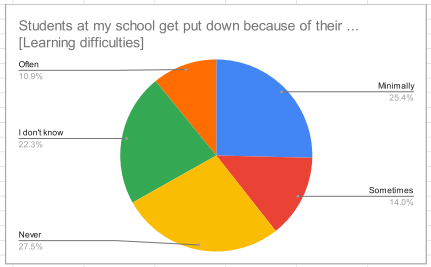

Count of How much do you find the following to be a problem at your school? [People Trespassing on Campus]
I hear other students talk
4.8%
I see this happening
7.4%
I don't know.
30.7%
I never hear or see this
56.1%

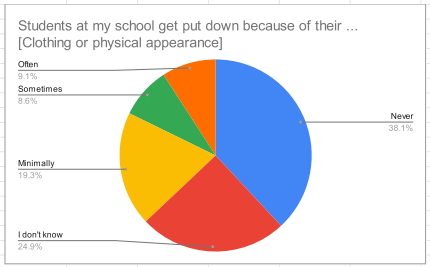

Count of How much do you find the following to be a problem at your school? [Drug Use]
I hear other students talk
3.7%
I don't know.
21.6%
I never hear or see this
72.6%

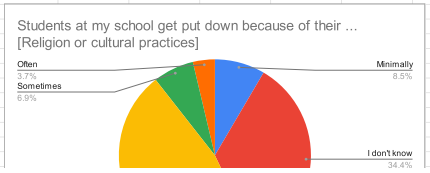

Count of How much do you find the following to be a problem at your school? [Alcohol Use]
I hear other students talk
2.7%
I don't know.
26.5%
I never hear or see this
69.7%

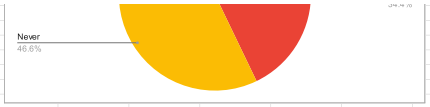

Students at my school get put down because of their ... [Race]
Minimally
13.6%
Often
6.6%
Never
38.9%
Sometimes
12.1%
I don't know
28.8%


Students at my school get put down because of their ... [Gender or gender identification]
Often
5.2%
Minimally
7.3%
Sometimes
11.4%
I don't know
30.6%
Never
45.6%

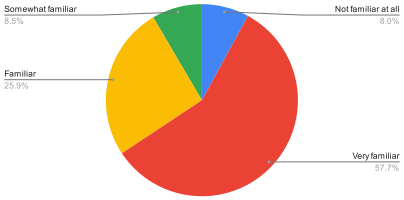

Students at my school get put down because of their ... [Learning difficulties]
Often
10.9%
Minimally
25.4%
I don't know
22.3%
Sometimes
14.0%
Never
27.5%


Students at my school get put down because of their ... [Clothing or physical appearance]
Often
9.1%
Sometimes
8.6%
Never
38.1%
Minimally
19.3%
I don't know
24.9%

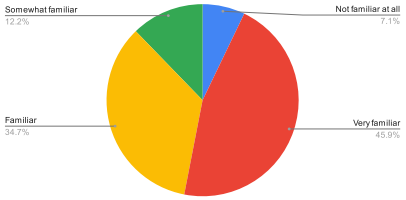

Students at my school get put down because of their ... [Religion or cultural practices]
Often
3.7%
Minimally
8.5%
Sometimes
6.9%
I don't know
34.4%



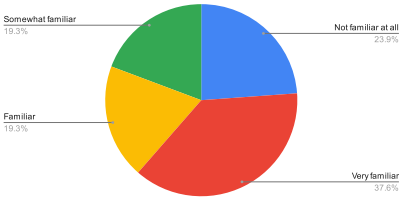
How familiar are you with the following? [Classroom rules and consequences when those rules are broken.]



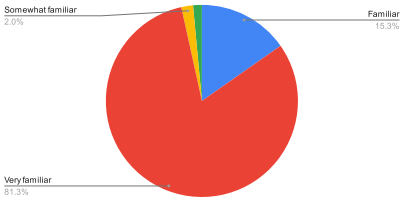
How familiar are you with the following? [School-wide rules and consequences when those rules are broken.]



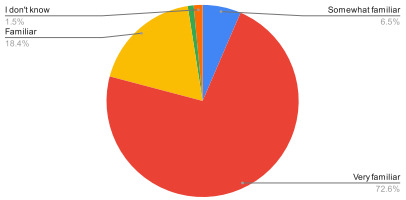
How familiar are you with the following? [Cyberbullying rules and consequences when those rules are broken.]



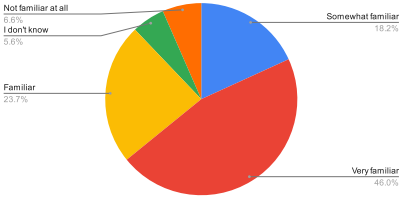
How well do understand your school Emergency procedures? [Fire Drill]



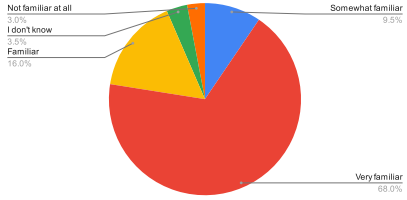
How well do understand your school Emergency procedures? [Earthquake Drill]



How well do understand your school Emergency procedures? [Shelter in Place]



How well do understand your school Emergency procedures? [Run, Hide, Defend]



John J. Montgomery Elementary School
Parent Involvement Policy

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

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

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

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

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

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

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

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

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

- Parents to speak with their child for up to 10 minutes about what the child learned each day
- Parents to email or call the teacher to check on their child's progress

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

Revised 5/2026

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
Yolanda V.	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/2026.

Attested:

Jaime Hammond

Principal, Jaime Hammond on May 21, 2026

SSC Chairperson, Jessica Martinez on May 21, 2026