The Single Plan for Student Achievement

School: John J. Montgomery Elementary

CDS Code: 43-69435-6095988

District: Evergreen Elementary School District

Principal: Guillermo Ramos

Revision Date: 11/10/2015

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on Nov. 17, 2015.

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School Vision and Mission

John J. Montgomery Elementary's Vision and Mission Statements

We are known for having high expectations for student achievement, delineated goals and objectives, clear expectations for student behavior, visible collaboration among staff, and multiple opportunities for parent and community involvement.

Two-way communication is a powerful link in our Home/School partnership. In addition to traditional means of staying connected with our diverse community, we rely on our technological resources for communication after hours. Let us know how you wish to become a part of the Montgomery School community.

School Mission Statement
We, the staff of John J. Montgomery School, are committed to the process of educating the whole child - academically, socially, physically and emotionally. We value the individual and cultural differences that each child brings to our campus. We incorporate a rich diversity of learning experiences within each school day to meet the unique needs of each child. Our goal is to provide tools for each student to use toward reaching his/her maximum potential. Our motto: The Sky's the Limit! embodies this goal. Our school promotes the joy of learning as a lifelong process.

School Vision Statement
Montgomery School relies on the commitment of our entire school community to develop and periodically build on a shared vision, affirming that all students are empowered to be successful learners and confident problem solvers. We have collaborated to create a partnership in which everyone sees himself or herself as accountable for maximizing each student's potential. Our vision stays current because staff and parents have developed a bond through participation in: Pre-Kindergarten Readiness Workshop; Kindergarten Orientation; Parent/teachers Association (PTA), Family Involvement Night; Family Literacy, Mathematics; Young Authors Fair; Science Fair; Saturday workshops; analysis of State Frameworks and Evergreen School District Standards of Achievement; and the development of a comprehensive, schoolwide Title 1 plan. Community meetings, parent conferences, and written surveys are conducted in the three dominant languages of our school community. The outcome of this partnership is a student-centered, accountability plan with four specific goals:

Goal #1: All students will have equal access to a rigorous curriculum with high expectations necessary for successful transition from one grade to the next.

Goal #2: All students will demonstrate positive character qualities (Mega Skills) and social skills (conflict resolution), and respect for cultural diversity.

Goal #3: All students will be responsible for their learning and behavior within a safe school community.

Goal #4: All students will have opportunities to develop both technical and critical thinking skills to make them productive participants in the technological community of the 21st Century.

Our school vision is communicated directly through the Panther Folder, school and classroom newsletters, PTA meetings, parent/teacher conferences, community newspaper called The Evergreen Times, and this web page.

School Profile

Community & School Profile

Evergreen School District, located in the City of San Jose, is comprised of fifteen elementary schools and three middle schools. Once a small farming city, San Jose became a magnet for suburban newcomers between the 1960s and the 1990s, and is now the third largest city in California. The city is located in Silicon Valley, at the southern end of the San Francisco Bay Area, and is home to more

than 973,000 residents.

Montgomery Elementary School is located on the western side of the district's borders. In the 2014-15 school year, the school served 620 students in grades pre K-6 on a traditional calendar schedule. The chart displays school enrollment broken down by ethnicity.

The school provides a family-oriented, nurturing, and safe place for students to learn, grow, and develop intellectually. Teachers, staff, and administrators continue to act on the principle that students come first.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During Spring 2016, School Site Council will review the Comprehensive School Safety Plan at John J. Montgomery School. Several surveys are available online (Dec 2015-February 2016) to gather input from community, teachers, and students. The data will be analyzed by stakeholders in Feb and March to complete our Comprehensive School Safety Plan.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal Observation and Evaluation and assessment of the performance of each certificated employee are made on a continuing basis as follows:
• At least once a year for temporary personnel
• At least once a year for probationary personnel
• At least once every other year for personnel with permanent status

Informal classroom observations and monitoring of instruction are conducted routinely throughout the school year by the school administrator.

DSLT committee participates in classroom observations once a year in the Spring

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

    The use of state and local assessments at Evergreen School District are used to modify and improve student achievement that is directly aligned with the state standards and provides information that, when integrated and examined as a whole, creates a full picture of student achievement and school improvement. All teachers administer reading tests on a regular basis for accurate placement of students in flexible guided reading groups and to drive reading instruction. Teachers continuously administer Accelerated Reader tests, which provide an independent reading level and progress for each child. Kindergarten teachers through sixth grade administer reading fluency tests at the end of every trimester. In addition, each grade level has their own assessment pieces they complete at their grade level for math and LA. For example, kindergarten teachers use the "Evergreen School District Kindergarten Assessment" which evaluates a student's ability to identify upper and lower case letters, the letter sounds, high frequency words, blending, geometric shapes, number recognition and sorting three times in a year. Teachers in grades one, two and three use the BPST and spelling inventories to evaluate the children.   They give the math diagnostic tests that are part of the adopted math series. The thoughtful use of assessment data to improve instruction has had a positive effect for students at Montgomery Elementary School.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

    Evergreen School District has a monitoring system which includes curriculum embedded assessments available as part of the math and language arts adopted programs. Teachers create plans and activities based on the new Common Core State Standards. Teachers engage students in differentiated reading and writing activities and monitor/assess progress using Success Criteria; Grade Level Common Reading Comprehension, fluency, spelling and vocabulary assessments.
    Teachers have access to math unit assessments and self developed pacing guides to inform their instruction and differentiate based on student needs. Evergreen School District students are given a pre, mid and post unit assessment to identify learning needs and growth in mathematics.   These curriculum-embedded assessments are based on the adopted reading/language arts and mathematics programs. The purpose of these assessments is to provide timely data to teachers and principals to make decisions that will improve instruction and student achievement and provide intervention as needed.

<u>Staffing and Professional Development</u>

3. Status of meeting requirements for highly qualified staff (ESEA)

    To maintain Evergreen School District's position as a high performing district, we must continue to develop and support a worldclass educational system. Doing so includes ensuring that there is an adequate supply of highly qualified and effective teachers, paraprofessionals, and administrators who are prepared to meet the challenges of teaching California's growing and diverse student population.

    These efforts, in accordance with No Child Left Behind (NCLB), have resulted in significant improvements in the preparation, authorization, and assignment of teachers throughout the district. NCLB Teacher Quality requires that teachers:
    1. Have at least a bachelor's degree from an accredited institution of higher education.
    2. Hold full state certification.
    3. Demonstrate subject-matter competence for each NCLB core academic subject they teach.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials, training on SBE-adopted instructional materials) (EPC)

    Evergreen Elementary School District certifies that all classrooms have highly qualified teachers credentialed for their assignment, as documented on the annual CBEDS report. Some examples of the staff developmental teachers go through on a yearly basis are:
    a. the use of data to analyze and to inform classroom and school wide practices.
    b. participate in grade level team meetings to discuss and use student achievement results to determine student progress, the effective use of research-based practices, and to plan deliver and adjust
    instruction.
    c. participate in ELL professional development to highlight instructional practices to support ELL in the learning of the academic content standards.
    d. use of technology tools provided with adopted curriculum to enhance curriculum knowledge and implementation.
    e. training for teachers to use common, ongoing, formative assessments to collaborate about the progress of students and to adjust instruction to support struggling learners.
    f. classroom coaching tied directly to the skillful implementation of all components of the adopted program.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development at John J. Montgomery is directly aligned to the Common Core State Standards. The goals for professional development and collaboration is to continue engaging staff in strategies that support the following:
*Implementation of rigorous activities that are standards based in LA and Math
*Data driven decision-making
*Professional needs of the instructional staff.
*New teachers participate in the BTSA program as is required by the California state mandate.
The Montgomery staff embraces the importance of professional development and grade level collaboration to support the primary means to expand their skills as educators and implementation of the CCSS. As a result of their commitment to being knowledgeable and well-trained professionals, Montgomery teachers participate in a formal professional development program.

Teachers attend two full days of staff development at the beginning of each year. Training focuses on using data to drive instruction, developing teachers pedagogical repertoire, and increasing content knowledge. In addition, teachers participate in grade level professional development and grade level collaboration staff development workshops at every faculty meeting, District Workshop and Curriculum days which equate to 3-4 site in-services per month and five district in-services a year. Many of the teachers at Montgomery have become lead teachers in the Step-Up-to-Writing process and they train other teachers throughout the district. In addition, the grade level leads have met with the principal to co-construct the focus and goals of staff development for the 2015-16 school year. The following suggest next steps in PD:
1. Mighty Minutes topics to differentiate instruction for ELs
2. Teacher Clarity - Learning Intentions and Success Criteria
3. Reading Foundational and Reading Comprehension Monitoring System - Kinder in Jan 2016 and 1st grade in March 2016
4. Implementation of Common Core Standards
5. One PBL/Performance task per grade level
6. Technology implementation - instructional and student use
7. Math Implementation - pacing, assessment, data decision-making and lesson planning
6. Fazing out of Visual Teaching Strategies coaching and support and moving towards self-sufficiency

New teachers receive additional training and support. They attend a week of training prior to school opening. The training is standards-based and focuses on a balanced literacy program, which includes shared reading, guided reading, and independent reading; a comprehensive math program, which includes both skill building and critical thinking; standards in social studies, science, physical education, and English language acquisition; classroom management philosophy and strategies; effective instructional strategies; and critical assessment. At the end of the week, the new teachers meet their support provider who is a more experienced teacher on the school staff. The support provider and new teacher meet a minimum of one hour each week to discuss lesson planning, model lessons, and peer observations and feedback. The new teacher program is based on The Standards for Quality and Effectiveness of Beginning Teacher Support and Assessment (BTSA).

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

    During the course of the year, planning conferences are held with each teacher. During this meeting, the teacher and the principal discuss professional goals as well as implementation of agreed/mandated programs/strategies. Learning objectives and success criteria and how it aligns to the daily instructional day is discussed and agreed. The monitoring of those goals is evaluated formally three times per year and informally throughout the year. Teachers are observed informally and formally per the teacher contract.
    Teachers participate in district wide staff development programs as well. The staff has embraced the Step Up to Writing Program and Writer's Workshop school-wide as strategies for writing achievement in previous years to support all students and are now increasing their strategies bank by incorporating the new strategies learned in current staff development days. We have connected with staff from Core Collaborative to receive training in Teacher Clarity strategies and teachers also receive training in the new math curricula from district coaches. The 50% school coach provides an assortment of coaching to staff in the following-PBL, math pacing and assessment, in class management support and ELA and facilitates grade level collaboration. The principal also coaches and facilitates staff in the following in-services: Teacher Clarity, analyzing and data decision-making, grade level collaboration and one on one support.

    During the school year, teachers and specialists participate in training to assist struggling students using a variety of interventions supported by the School Improvement Plan or District Support such as DELLCO and Leadership. Teacher facilitators bring their training back to the staff. Teachers implement the strategies to ensure that all students achieve State standards and benchmarks. In the area of Mathematics a group of teacher leaders received specialized training in the Mathematics series and California Mathematics standards. These teachers met regularly with teachers by grade level to coach and provide support for the implementation of the mathematics program. Other related instructional assistance and support for teachers is in the field of technology. Teachers

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

    PLC and teacher collaboration is essential and has been embraced by the district and Montgomery. Research based strategies found in the works of DuFour, Marzano and John Hattie are central in identifying best practices and next steps. It is our firm belief that in order for students to succeed, we must work together as a team and not in isolation. At Montgomery, grade level collaboration occurs at least three times monthly during Faculty Meetings, Curriculum and District Workshop Days. In Math, some grade levels use unit assessments to pre and post assess. The results are used to analyze progress, to make instructional decisions and facilitated in a way to have students create their own learning goals. Grade level teams constantly interact with CCSS to unpack the standards and to create learning targets and student success criteria. Because of the instilled belief that we work together, teachers at Montgomery, are committed and dedicated to the continuous improvement process for student learning and achievement.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

    All curriculum, instruction, and materials that is delivered by teachers at Evergreen Elementary School District are aligned to content and performance standards. All teachers at John J. Montgomery School are fully implementing their respective district adopted standards-based textbooks and supplementary materials in all curricular areas, including language arts, mathematics, English language development, social studies, and science.
    All teachers meet monthly to discuss successes as well as the implementation of school-wide instructional strategies to be used consistently across content areas and grade levels. All staff members are included in the process of identifying and developing strategies for addressing critical areas of improvement.
    Academic intervention groups, focusing on English Learners, in Language Arts and Math will begin in October. Renaissance (Accelerated Reader) is being promoted in ALL classrooms. AR books are available in the library and classrooms.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The recommended instructional minutes are defined by the Evergreen School District and addressed as the average weekly instructional minutes for reading/language arts and mathematics.

The guidelines for reading language arts are 450 minutes for kindergarten, 750 minutes for grades 1 through 3, and 650 minutes for grades 4 through 6.

The recommended daily instructional minutes for areas of focus include:
- Oral language 10 minutes
- Word study 10 to 20 minutes
- Reading 10 to 20 minutes
- Writing 15 to 20 minutes
- Small group instruction 45 to 60 minutes.

The guidelines for mathematics are 100 minutes for kindergarten, 250 minutes for grades 1 through 3, and 350 minutes for grades 4 through 6.

Adherence to the recommended guidelines are:
- The alignment of daily classroom instruction to content standards
- Complete implementation of the state adopted texts
- Weekly lesson plans
- Grade level planning and collaboration
- Curriculum mapping
- On-going professional development
- Pacing Guides
- Classroom assessments
- School wide assessments

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Pacing schedules have been developed for math by all grade level teams - assessments are embedded within in the pacing. Teachers use the Treasures curriculum for ELA. For ELs, data suggests that students who come from Spanish speaking homes struggle to redesignate while students who speak other languages redesignate at a much faster pace. Grade level leads and admin have come together to work on a common writing block to allow for focused designated and integrated ELD time. The flexibility in the construction of the common writing time will allow for a focused approach from our ELD intervention staff.

For ELs and students not making progress, intervention is implemented. Teachers use a variety of in-classroom intervention strategies such as small group instruction, front-loading, differentiated instruction,GLAD, along with specifically designed intervention resources that align with the adopted materials. Additionally, the school offers extended day classes for students who are at-risk of retention (Title 1 funds) and STRIVE (SES).

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

California Education Code 35186 addresses Evergreen School District's responsibilities regarding textbooks and curricular materials. To comply, there must be sufficient textbooks and instructional materials for each pupil, including English learners. Textbooks and/or instructional materials must be available to students to use in class and to take home. As such, all students receive grade-level textbooks for Language Arts, Social Studies, Science, and Math. These materials directly align with the State Standards and are approved by the State Board of Education. Teachers certify that each child has an approved textbook and reports are prepared and approved by the School Board to ensure that our school and the Evergreen School District are compliant.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Evergreen Elementary School District provides Common Core aligned or California State standards-based instructional materials in core subject areas to all students, as described in California Education Code 35186. All students in grades TK-6 are provided with grade level appropriate instructional materials in core curricular areas: English Language Arts (K-6: Macmillan/McGraw-Hill 2010), Mathematics (K-3: Engage New York 2014; 4-5: Bridges in Mathematics 2nd edition 2014; 6: College Preparatory Math 2014), Science (K: Scott Foresman 2008; 1-5: Macmillan/McGraw-Hill 2008; 6: Holt, Rhinehart, Winston 2008), Social Studies (K: Scott Foresman 2007; K-6: Houghton Mifflin 2007), and TK Units of Study. All instructional materials are approved by the Evergreen School District Board of Trustees and include intervention, extension, and EL support materials, which teachers utilize based on student need. Teachers provide quality instructional programs, and collaborate on and apply research-based strategies and ideas to integrate themes across the curriculum.

All instructional materials go through a rigorous selection process. Instructional materials selection in core curriculum areas is a three-tier process. The first tier involves the review and study of research, frameworks, and approved materials by the state of California. During the second tier, teachers and administrators identify two to three programs to pilot. Materials must reflect current research, the culture of our community, and the needs of our students. The third tier begins the piloting process and training. Teachers in primary and upper grades volunteer to pilot the various materials. Feedback is strongly encouraged from all stakeholders (students, parents, teachers, support staff, and community). For every curriculum selection, all piloted instructional materials are available for review in the Teacher Center. Parent input is strongly encouraged.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Classroom teachers and eight certificated specialists provide Integrated Support services to our students. Specialists include a Resource Specialist and nine part time specialists including a Nurse, Psychologist, Marriage and Family Therapist Interns, Speech/Language Pathologist, English Language Development teacher, Media Clerk, Occupational Therapist, and Adaptive Physical Education teacher. John J. Montgomery School is prepared to respond to the needs of individual or groups of students, by providing assistance and facilitating the delivery of an array of services in a coordinated and timely fashion. Support services include but are not limited to counseling, occupational therapy, physical therapy, speech therapy, adaptive physical education, Resource Program, Special Day Class, tutoring, health screening, and psychological services. John J. Montgomery classroom teachers use a variety of research based pedagogical approaches in the classroom. These approaches include: guided reading, centers, differentiated math and reading groups, Words Their Way spelling, shared reading, Step Up to Writing, 6 Traits, Writer's and Reader's Workshop, STEM/STEAM strategies, Project Base Learning and SEAL Program (Sobroto Early Academic Language) and modified lessons to help under performing students achieve. Likewise audiobooks, visual aides, manipulatives, collaborative learning, parent volunteers, and computer software including Accelerated Reader and Online Math Intervention help support under performing students to meet state standards. The John J. Montgomery staff believes that it is our job as educators to help bring out the academic potential of every student.

14. Research-based educational practices to raise student achievement

The mission of John J. Montgomery School is to strive to provide greater student success and to ensure this success for all of our diverse student population in the 21st Century using Marzano's book, What Works in Classrooms as a guide. John J. Montgomery School is dedicated to having high expectations for every student. We provide after school enrichment classes such as Chess Club, Math Olympiad, and Extended Day Support. Using the research of Carol Ann Tomlinson, we implement differentiated instructional strategies and techniques such as, adjusting questions, compacting curriculum, tiered assignments peer teaching, reading buddies and learning centers in our classrooms. Marzano's third School Factor is "parent and community involvement." Our PTA sponsors Family Literacy Night, Family Math Night, and Science Night. They volunteer in classrooms and at school events. As members of our School Site Council, our parents are full partners in the decisions that affect student academic success, as well as the school climate. Finally, through school-wide rules and procedures and spirit days we provide a positive school climate. We offer our students a safe and nurturing environment in which they can excel.

Professional Learning Communities(PLCs) have been implemented and are guided by a clear and compelling vision of what the school must become to help all students learn. Sites utilize results-oriented goals to mark their progress and members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions and extend and enrich learning when students have already mastered the intended outcomes. Teams in a PLC engage in collective inquiry into best practices in both teaching and learning. Instruction Coaches are available at each site to help transform learning. The coach supports the teachers in developing his or her expertise then develops meaningful attainable action plans. The action plans should enhance the structure of organizations and their attainment of the specified school goals.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

High quality academic assessments assist in diagnosis, teaching, and learning in the classroom in ways that best enable under achieving students to meet State student achievement academic standards and do well in focal curriculum. Standards-aligned instructional materials and strategies include the district purchasing of materials on the State-adopted list for grades K-8 to support all students including those under-achieving. Teachers regularly examine student work samples to ensure that students are mastering grade level standards. The school and district offer extended day learning academics within the school year with set standards based curriculum and designed number of hours of attendance. Evergreen School District and John J. Montgomery School has designed staff development and professional collaboration aligned with standards-based instructional materials to assist under-achieving students. The district and the schools have active parent leadership groups including the District Advisory Council, Parent Advisory Council, School Site Council, English Language Learner Parent Advisory Council, Title 1 Parent Advisory Council where the involvement of parents focuses on ways to assist students and monitor program effectiveness. Additional services listed below assist student academic needs.
• 	Student Study teams provide coaching to classroom teachers and monitoring of individual student success.
• 	John J. Montgomery's School psychologist works directly with students and families most at risk of not achieving academic proficiency.
• 	John J. Montgomery School posts weekly newsletters on the school's website to inform parents of current events.

Parent University
SEAL
Counselors
MFT Interns

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council (SSC), under the leadership of the principal, serves as a team through which the school improvement process moves forward. Our team is represented by 5 parents or community members (elected by parents of students who attend our school), 3 teachers, and one classified member. The team works to develop a school plan that has measurable objectives. These objectives are based on the school budget and seek to improve the needs of the total school population. The SSC oversees, monitors, and reviews the site plan. The team also approves any revisions to the plan when necessary. Ultimately, the SSC will recommend our plan to the Evergreen School Board of Trustees for approval.

The English Learner Advisory Committee (ELAC) is comprised of school staff including the principal and members of the parent community. The percent of parents on the committee is reflective of the percent of English Learners at the school. The ELAC committee helps develop and implement the plan for English Learners. They also must understand the needs of those children in our school and ensure the plan addresses those needs. The principal along with other staff members clarifies the issues confronting our English Learners, explains testing, and assists our EL community in understanding the laws and regulations surrounding our EL population. The school also has at least one representative who participates at the district level in DELAC, the District English Learners Advisory committee. There, the representative has the opportunity to have his/her voice heard regarding effectiveness of the program, questions about implementation across the district, testing requirements, or any concerns or questions parents may have. It is important to note that all participants be provided materials in their primary language whenever possible.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Supplemental funds are used to provide services and support to assist under performing students in meeting the standards during the regular instructional day, before and after school. The State Board of Education approved supplemental materials are purchased to support regular education students as well as English Language Learners (ELL), Socio-economically disadvantaged students, and foster youth. Additional instructional time is provided in the areas of Language Arts and Math through extended day classes, which are held either prior to or following the regular school day.

18. Fiscal support (EPC)

The school's general and supplemental funds are coordinated, prioritized, and allocated to align with the full implementation of the Essential Program Components in Reading Language Arts, English Language Development, Mathematics, and the Single Plan for Student Achievement (SPSA). John J. Montgomery School uses the monies that are allocated by the state to assure that the educational needs of all students are being met through a balanced academic program. The School Site Council helps in development of the SPSA to ensure that the money is being used for all academic programs at the school.

Description of Barriers and Related School Goals

This year addresses the first five years of implementation of Common Core and there may be a few unanticipated challenges.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

					Overall Achievement				
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	86	85	98.8	85	**2389.3**	13	8	40	39
Grade 4	96	95	99.0	94	**2445.6**	18	22	25	34
Grade 5	99	98	99.0	98	**2469.7**	7	37	18	38
Grade 6	110	109	99.1	107	**2516.5**	16	28	28	26
All Grades	391	387	99.0	384		13	25	28	34

	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
Grade Level	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	7	36	56	12	53	35	8	71	21	11	49	40
Grade 4	12	51	37	16	45	38	18	54	28	27	45	29
Grade 5	12	42	46	17	44	39	14	57	29	20	57	22
Grade 6	13	45	42	26	49	25	10	69	21	26	57	17
All Grades	11	44	45	18	47	34	13	63	24	21	52	26

Conclusions based on this data:

1. Based on the 2015 CAASPP results, 38% of 3rd-6th grade students met or exceeded standards while 62% did not meet standards. 44% of fifth and sixth grade students met or exceeded the standards in English Language Arts/Literacy.

   Based on the 2015 CAASPP results, 79% of third grade students did not meet standards in English Language Arts/Literacy.

2. Based on the Clustered Scores, students had the most difficulty with demonstrating understanding of literary and non-fictional texts. Only 11% of 3rd – 6th grade students met this standard and 45% of students (overall) are below the standard. It is evident that students need instruction that is 100% devoted to reading both non-fiction and literary text meanwhile being exposed in strategies where they demonstrate understanding of text in strategies such as reading closely, deconstructing the text using graphic organizers and working independently (in partner and groups) where information is summarized.

3. Based on the 2015 CAASPP clustered writing scores, overall, 18% of students in grades 3 - 6 were near, at or above standard. Students would be better prepared to meet writing standards from instruction that is integrated with reading, as they would practice writing about the text. Students need to be exposed more to informational, narrative and opinion written work.

   Based on the 2015 CAASPP results, a majority of students were at, near, or above standards in reading, writing, listening and research/inquiry.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement								
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	86	85	98.8	85	**2406.2**	7	22	38	33
Grade 4	96	96	100.0	96	**2440.6**	5	17	46	32
Grade 5	99	99	100.0	99	**2453.0**	4	8	32	56
Grade 6	110	110	100.0	110	**2512.1**	16	21	31	32
All Grades	391	390	99.7	390		8	17	36	38

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	14	40	46	13	53	34	9	65	26
Grade 4	9	35	55	11	46	43	13	44	44
Grade 5	8	25	67	6	38	56	4	48	47
Grade 6	25	28	47	15	49	36	20	51	29
All Grades	14	32	54	11	46	42	12	52	37

Conclusions based on this data:

1. Based on the 2015 CAASPP results, 25% of students in grades 3 – 6 met or exceeded standards in mathematics.

   Based on the 2015 CAASPP results, 88% of students in Grade 5 nearly met or did not meet standards in Mathematics.

2. Based on the 2015 CAASPP results, the majority of students were at, near or above standards in problem solving and modeling/data analysis and communicating reasoning. Students need to be better prepared in demonstrating abilities to support their conclusions based on the clustered results, however, the scores are very low overall.

3. Based on the 2015 CAASPP results, 46% of students were at, near or above standards in concepts and procedures.

   Teachers did not have a curriculum to teach the new math skills in 2014-15.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	2	22	2	22	3	33	1	11	1	11	9
1	1	3	6	21	17	59	3	10	2	7	29
2	1	3	10	29	18	51	5	14	1	3	35
3			9	22	18	44	12	29	2	5	41
4	3	9	10	30	12	36	1	3	7	21	33
5	3	12	15	58	4	15	2	8	2	8	26
6	2	8	8	31	9	35	6	23	1	4	26
Total	12	6	60	30	81	41	30	15	16	8	199

The header "2014-15 CELDT (Annual Assessment) Results" spans the top of the table.

Conclusions based on this data:

1. Although many Montgomery EL students Redesignate by their fifth year at school, we found that EL students from Spanish speaking homes do not Regesignate at the same pace as students who speak another language.
2. The majority of EL students are at the Early Advanced and Intermediate strands.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	2014-15 CELDT (All Assessment) Results										
	#	%	#	%	#	%	#	%	#	%	#
K	3	6	3	6	17	34	11	22	16	32	50
1	2	6	6	19	19	59	3	9	2	6	32
2	1	3	10	26	18	47	5	13	4	11	38
3			9	21	18	43	12	29	3	7	42
4	3	9	10	29	12	34	1	3	9	26	35
5	3	11	15	56	4	15	2	7	3	11	27
6	2	7	8	27	10	33	8	27	2	7	30
Total	14	6	61	24	98	39	42	17	39	15	254

Conclusions based on this data:

1. Although many Montgomery EL students Redesignate by their fifth year at school, we found that EL students from Spanish speaking homes do not Regesignate at the same pace as students who speak another language.

2. Of the 39 students that Redesignated in Fall 2015, only 14 (35%) were from homes where Spanish is the first language. Of the 51 long-term ELL's, 39 of the students speak Spanish as their first language - we are seeing a trend - EL's with a Spanish speaking background struggle to advance in the reading and writing portions of the CELDT.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	198	200	199
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	198	200	199
Number Met	117	114	112
Percent Met	59.1%	57.0%	56.3%
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	202	45	201	44	198	50
Number Met	52	21	51	21	43	25
Percent Met	25.7%	46.7%	25.4%	47.7%	21.7%	50.0%
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	**No**	**Yes**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	No		--
Mathematics			
Met Participation Rate	Yes		Yes
Met Percent Proficient or Above	Yes		--

Conclusions based on this data:

1. AMAO1 EL student participants did not meet the target

2. AMA0 2 EL student participants over and under 5 years did not meet the target

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	**2013-14**	**2014-15**
Number of Annual Testers	2,593	2508	2,468
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	2,592	2508	2,468
Number Met	1,597	1597	1,488
Percent Met	61.6	63.7	60.3
NCLB Target	57.5	59.0	60.5%
Met Target	**Yes**	**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2012-13		**2013-14**		**2014-15**	
	Years of EL instruction		**Years of EL instruction**		**Years of EL instruction**	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	2,626	652	2446	638	2,389	731
Number Met	825	286	791	293	656	362
Percent Met	31.4	43.9	32.3	45.9	27.5	49.5
NCLB Target	20.1	47.0	22.8	49.0	24.2%	50.9%
Met Target	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	**2013-14**	**2014-15**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	**No**	**No**	

Conclusions based on this data:

1. As a district, ELLs met AMAO #1 target for 2011-12, 2012-13, and 2013-14

2. As a district, our ELLs met AMAO #2 target for 2011-12, 12-13, and 13-14 for those students who had less than 5 years of EL instruction.

3. As a district our ELLs are not meeting the AMAO #3 target. These students need to be targeted for intervention year after year.

School and Student Performance Data

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	2011-12 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	19.4	24.5	34.7

Grade Level	2012-13 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	19.4	27.2	24.3

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
---5---	18.2	29.1	20.0

Planned Improvements in Student Performance

English Language Arts, School Goal #1, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Reading/Language Arts There will be at least a 5% increase in the % of students in grades 3rd-6th who achieve or exceed standards on CAASPP English Language Arts in the Spring 2016 assessment. The increase will be from 39% to 44% . We will monitor kinder - 1st grade students reading comprehension levels and progress based on the Fountas and Pinnell (F&P) assessment tool, while continuing to incorporate the reading Common Core Standards, Success Criteria and leveled reading centers for all Kinder - 1st grade students beginning in February 2016 for Kinder and in March 2016 for 1st grade. ____% of students will grow _____ level(s) as measured by the F&P tool kit after the December 2015 kickoff date (% of students to be determined in February once all students are assessed and results are analyzed). 100% of students in 2nd grade will achieve reading foundational standards by June 2016. 100% of teachers to incorporate Success Criteria daily in reading and/or writing activities by June 2016. Success Criteria to be embedded in a second subject in 2016-17 school year.
Data Used to Form this Goal:
CAASPP Data 2015/2016 Fountas and Pinnell School Site Assessments Foundational reading and district assessments CELDT
Findings from the Analysis of this Data:
39% of students achieved proficiency on CAASPP in 2015 45% of students scored Below Standards in "Demonstrating Understanding of Literacy and Non-Fiction Texts" in CAASPP 2015 Hispanic students are not redesignating at the same rate as their counter peers so engaging students in reading comprehension CCSS activities is essential In CELDT, the reading domain is the lowest

How the School will Evaluate the Progress of this Goal:
Lesson plans Progress reports Report cards School Performance Assessments Spring Standardized Assessment Success Criteria

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will collaborate (along with consultants), create, and implement the various components of the current language arts (math, writing, ELD) adoption and in alignment with common core standards. Instructional hardware and software will be purchased to support the reading/language arts program. The purchase of additional books for classroom libraries will be purchased to support guided! independent reading. This will also include VTS (Visual Thinking Strategies) and Success Criteria. Education field trips for students	8/17/2014-9/30/2017	All teachers, Students, Support Staff, Parents, consultants	Instructional Supplies	0000: Unrestricted		
			Consultant Certificated Employees	1000-1999: Certificated Personnel Salaries	Title I	2000
			Consultants outside Agencies	5800: Professional/Consulting Services And Operating Expenditures	Title I	2000
			VTS Consultant and Services	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	7500
			Hardware	4000-4999: Books And Supplies	Microsoft	5000
			funds to support students for field trips	5000-5999: Services And Other Operating Expenditures	Title I	500
			funds to support students for field trips	5000-5999: Services And Other Operating Expenditures	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
After School Academies will provide instruction in vocabulary development, foundational reading, reading comprehension and math (goal 4) to students who are performing below grade level standards. Additional materials may be purchased. Instructional hardware and software may be purchased to support the Before and After School Academies.	8/17/2014-9/30/2017	All teachers.	Instructional Supplies	4000-4999: Books And Supplies	Title I	1000
			Extended Day Teachers	1000-1999: Certificated Personnel Salaries	Title I	13000
Parents, students and staff members will have the opportunity to be involved in parent education activities that address the language arts standards. Parents will have the opportunity to serve on various committees; i.e. School Site Council, School Advisory Committee, English Language Advisory Committee, and the Parent Teacher Association. The Parent Resource Center will have materials available for parents to check out and use to support their child's learning.	8/17/2014-9/30/2017	All teachers, project specialist.	Instructional Supplies Independent Contractors	5800: Professional/Consulting Services And Operating Expenditures	Title I	1100
			parent resources	4000-4999: Books And Supplies	Title I	600
			Noon Duty & Health Aide	2000-2999: Classified Personnel Salaries	Title I	200
			consultant employee salary	1000-1999: Certificated Personnel Salaries	Title I	700
			consultant employee benefits	3000-3999: Employee Benefits	Title I	400
Contracted Maintenance Repair and Tech Hardware/Equipment Non Depreciated	on going	Admin, Teachers, Office Staff	Hardware and Tech for instruction,	4000-4999: Books And Supplies	Title I	4000
			repair tech and other hardware	5000-5999: Services And Other Operating Expenditures	Title I	500
			repair tech and other hardware	5000-5999: Services And Other Operating Expenditures	General Fund	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Library collections will be expanded to support student learning.	8/17/2014-9/30/2017	Media Clerk	Instructional materials, computer software, books, AR test material (Title 1 funds used to fund the library as well)	4000-4999: Books And Supplies	Supplemental Fund	831
Provide materials, supplies, computer hardware and software, and staff development for improving all instruction/core subjects through explicit and systematic instruction and Provide additional support through the use of several on-line programs ie. (Fast Forward, Reading Assistant, Accelerated Reading,Raz Kids, etc. (other software and strategies to be considered)	8/17/2014-9/30/2017	All teachers, Support staff	Consultant Certificated/ classified	4000-4999: Books And Supplies	General Fund	11199
			Computer equipment, Hardware, software	4000-4999: Books And Supplies	Title I	4500
			computer software	4000-4999: Books And Supplies	General Fund	500
			general supplies	4000-4999: Books And Supplies	General Fund	2728
			Computer equipment, Hardware, software	4000-4999: Books And Supplies	General Fund	500
Summer school may be available to students who are performing below grade level standards in language arts.	8/17/2014-9/30/2017	All teachers, Categorical Dept				
Provided small group and individualized assistance for students that are not meeting grade level standards in reading and language arts. Provide aides to support the targeted instruction	8/17/2014-9/30/2017	Students, teachers and staff	instructional supplies, software, testing supplies	4000-4999: Books And Supplies	Title I	2224
			aides to support the targeted instruction	1000-1999: Certificated Personnel Salaries	Supplemental Fund	14,500
			benefits			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All staff members will attend site and district in-services to learn and implement effective ELA (math, writing and ELD may apply) instructional strategies. Staff members will have the opportunity to meet as grade level teams, grade level teams to plan meaningful reading lessons to meet the individual needs of their students through differentiated and targeted CCSS instruction. Teachers may attend conferences. Consultants will be provided for additional support with instructional strategies for all teachers and staff.	8/17/2014-9/30/2017	Teachers, Support Staff, Administrator	Independent contractors, consultant certificated, sub. teachers,	1000-1999: Certificated Personnel Salaries	General Fund	1,000.00
			Conference fees	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	3000
			Conference Fees	5000-5999: Services And Other Operating Expenditures	Title I	1500
			mileage	5000-5999: Services And Other Operating Expenditures	Title I	500
			conference fees	5000-5999: Services And Other Operating Expenditures	General Fund	500
To provide additional intervention activities and programs for all students including: SWD, ELL, SED, GATE, as well as our subgroups. Programs address the school day as well as afterschool program and evening programs. (Migrant Ed,Book Club,Fast Forward, Reading Assessment, Scrabble Club, Language Arts Academy, Family Math Night, Family Literacy, as well as Kinder conference, etc.) and on-line programs ie. (Fast Forward, Reading Assistant, Accelerated Reading,Raz Kids, etc. (other software and strategies to be considered)	8/17/2014-9/30/2017	Teachers, Support Staff, and Administrator	intervention programs, materials and supplies, software, extended day teachers			
				4000-4999: Books And Supplies	Title I	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
*Project Specialist to support the overall need of students especially migrant, SWD, ELL, SED *provide substitutes to release teachers for assessment, collaboration, training, and to meet other school business goals *Provide Noon Duty and Health Aide *Hire Clerical staff	Aug 2015-June 2016	Admin, Office Staff		1000-1999: Certificated Personnel Salaries	Title I	30000
			Project Specialist, aides and Hourly Staff benefits	3000-3999: Employee Benefits	Title I	32000
			subs	1000-1999: Certificated Personnel Salaries	Title I	3500
			noon duties/Health	2000-2999: Classified Personnel Salaries	Title I	300
			clerical staff	2000-2999: Classified Personnel Salaries	General Fund	7000
			clerical staff Benefits	3000-3999: Employee Benefits	General Fund	6000
			clerical staff	2000-2999: Classified Personnel Salaries	Supplemental Fund	6000
			clerical staff and cert benefits	3000-3999: Employee Benefits	Supplemental Fund	9000

Planned Improvements in Student Performance

Writing, School Goal #2, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Writing
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Improve Writing By June of 2016, all 1st - 6th grade classes will reserve at least a 45 minute block for writing strategies and activities. 100% of teachers will incorporate Success Criteria daily in reading and/or writing activities by June 2016. Success Criteria to be embedded in a second subject in 2016-17 school year.
Data Used to Form this Goal:
Monitoring of classrooms CELDT
Findings from the Analysis of this Data:
Identified subgroups (SED, Hispanic, Students with Disabilities, and English Learners,) are performing below the target goal mandated by AYP guidelines 34% of students scored Below Standards in "producing Clear and Purposeful Writing" in CAASPP 2015 In CELDT, students struggle to achieve a level 3 in writing During classroom walk-thrus, writing instruction is not occurring dialy for 45 minutes
How the School will Evaluate the Progress of this Goal:
Classroom walk-thrus (DSLT and admin), CELDT (writing strand), CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will continue to implement SUTW, Writers Workshop, VTS, strategies etc. Teachers will continue to attend various in-services such as Mighty Minutes, Writers Workshop and the Visual Thinking Strategy. Materials will be purchased to support continued implementation	8/17/2014-9/30/2017	All teachers, Students, Site Administrator, consultant VTS	Hardware	4000-4999: Books And Supplies	Microsoft	5000
Outside consultants, district/site coaches, fellow certificated staff members, and specific programs will be used to deliver professional development in the area of writing.	8/17/2014-9/30/2017	All teachers.	funds for subs to release staff	1000-1999: Certificated Personnel Salaries	Supplemental Fund	3000

Planned Improvements in Student Performance

ELD, School Goal #3, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Enhancing Instructional Practices for EL Students In the Fall 2016 CELDT assessment window, EL students will meet AMAO 1 target as designated by the state. in the Fall 2016 CELDT assessment window, EL students will meet AMAO 2 (Over 5 years) target as designated by the state.
Data Used to Form this Goal:
CELDT Data Classroom Schedules
Findings from the Analysis of this Data:
Of the 51 students that are "long-term English Language Learners," 75% are Hispanic students Students did not meet AMOA 1 or 2 in 2014-15
How the School will Evaluate the Progress of this Goal:
CELDT Exam Reports Staff Development - Mighty Minutes - Dec 2015 through March 2016 Teacher Lesson Plans Intervention from ELD Assistants in Writing blocks ADEPT

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District will provide resources to the school in direct services to students. Parent support services for ELL students	8/17/2014-9/30/2017	District, teachers, VTS Consultants and staff	Student resources for ELL Hardware	4000-4999: Books And Supplies None Specified	Supplemental Fund None Specified	
Intervention and Instruction will be available to support ELLs to redesignate within 5 years	on going	Teachers, Proj Specialist, admin, district coaches and director	intervention programs, materials, supplies, extended day teachers	1000-1999: Certificated Personnel Salaries	Title III	7500

Planned Improvements in Student Performance

Goal Title, School Goal #4, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Improve Math Performance There will be at least a 5% increase in the % of students in grades 3rd-6th who achieve or exceed standards in Mathematics on the CAASPP assessment given in Spring 2016 . The increase will improve from 25% to 30%. By October 2015, 100% of teachers to create a pacing guide that includes lesson pacing, buffer period and assessments. By march 2016, all 2nd- 6th grade teachers to proctor pre and post assessments (module or unit).
Data Used to Form this Goal:
CAASPP Module and Unit Assessments Lesson Plans
Findings from the Analysis of this Data:
54% of students are Below Standard in "Applying Mathematical Concepts and Procedures" (CAASPP) 42% of students are Below Standard in "Using Appropriate Tools and Strategies to Solve Real world/Mathematical Problems" (CAASPP) 37% of students are Below Standards in "Demonstrating Ability to Support Mathematical Conclusions" (CAASPP) Transition to CCSS in math and new district math adoption is ongoing The Montgomery Hispanic, English Learner, and Socioeconomically Disadvantaged (SED), student subgroups are performing below the mandated AYP guidelines
How the School will Evaluate the Progress of this Goal:
Lesson plans, classroom assessments, progress reports, trimester report cards, grade level collaboration

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
All teachers will collaborate, create, and implement specific mathematical instructional strategies to improve student achievement as it addresses common core standards. Students will master basic computational strategies, number concepts, and apply mathematical practices to real life situations. Instructional hardware and software will be purchased to support the math program.	8/17/2014-9/30/2017	All teachers, support staff, students, parents,	books, materials, hardware, software (see goal 1 for budget allocation)		Title I	
			books , materials (see goal 1 for budget allocation)		Supplemental Fund	
			hardware,software	4000-4999: Books And Supplies	Microsoft	4460
The Before and After School Academies will provide instruction in mathematics to students who are performing below grade level standards. Additional materials may be selected and purchased. Instructional hardware and software may be purchased to support the academies.	8/17/2014-9/30/2017	All teachers.	books, materials, hardware, software (see goal 1 for budget info)			
All staff members will attend site and district in-services to learn and implement effective math instructional strategies and the new math curriculum(s). Staff members will have the opportunity to meet as grade level teams and cross, grade level teams to plan meaningful math lessons to meet the individual needs of their students through differentiated instruction. Teachers may attend conferences.	8/17/2014-9/30/2017	All teachers and adminstrators.	instructional material, and supplies (see Goal 1 for budget allocation)		Title I	
			conferences		Title I	
			funds for subs to release staff	1000-1999: Certificated Personnel Salaries	General Fund	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parents, students, and staff members will have the opportunity to be involved in parent education activities that address the CCSS standards. Parents will have the opportunity to serve on various committees; i.e. School Site Council, School Advisory Committee, English Language Advisory Committee, Evergreen Advisory Committee, and the Parent Teacher Association. The Parent Resource Center will have materials available for parents to check out and use to support their child's learning.	8/17/2014-9/30/2017	All teachers, project specialist, SIP Clerk.	Parent Involvement (see goal 1 for budget allocation)	None Specified	Supplemental Fund	
Summer school may be available for students who are performing below grade level- provided by the categorical department	8/17/2014-9/30/2017	All teachers, categorical department	teachers and staff			

Planned Improvements in Student Performance

History/Social Science, School Goal #5, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: History/Social Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Improve History/Social Studies Performance By June of 2016, Staff development, teaching strategies and coaching will be provided to improve student achievement in social studies.
Data Used to Form this Goal:
Teacher Assessments and Classroom Projects CAASPP CELDT
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CAASPP Teacher Collaboration Mighty Minutes Classroom Walk-thrus Integration of standards and subjects PBL/Performance Tasks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide materials and supplies; hardware and software; and audio/visual equipment, to support the social studies program.	8/17/2014-9/30/2017	All teachers.	software, hardware, audio visual (see goal 1 for budget allocation)	4000-4999: Books And Supplies	Supplemental Fund	
Provide staff development to improve social studies instruction.	8/17/2014-9/30/2017	All teachers, Consultants, administrators	Consultants VTS (see goal 1 for budget allocation)	5000-5999: Services And Other Operating Expenditures	Supplemental Fund	

Planned Improvements in Student Performance

Goal Title, School Goal #6, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Science
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Improve Science Achievement By June of 2016, Staff development, teaching strategies and coaching will be provided to improve student achievement in science.
Data Used to Form this Goal:
Classroom Projects and teacher Assessments CELDT CAASPP
Findings from the Analysis of this Data:
The Montgomery Hispanic, English Learner, and Socioeconomically Disadvantaged (SED), student subgroups need to be monitored
How the School will Evaluate the Progress of this Goal:
CAASPP Teacher Collaboration Mighty Minutes Classroom Walk-thrus Integration of standards and subjects PBL/Performance Tasks

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Materials will be purchased for all teachers to support hands-on activities and experiments using the new science textbook adoption. Staff development will be provided to support teachers through the process of implementing the new science materials. Grade level teams will meet to organize materials and determine best practices for implementation.	8/17/2014-9/30/2017	All teachers.	support materials and resources (see goal 1 for budget allocation)	4000-4999: Books And Supplies	Supplemental Fund	

Planned Improvements in Student Performance

Goal Title, School Goal #7, District LCAP #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Visual & Performing Arts
LCAP GOAL:
LCAP Goal 1: Promote achievement for all students in a rigorous, 21st century learning environments of collaboration, communication, critical thinking and creativity.
LCAP SCHOOL GOAL:
Visual/Performing Arts By the Spring of 2016, materials, supplies, equipment, consultants and staff development will be provided to support the visual and performing arts through common core and integration.
Data Used to Form this Goal:
Parent and Student Surveys
Findings from the Analysis of this Data:
Survey results identified that students were not supported in the development in visual and performing arts
How the School will Evaluate the Progress of this Goal:
Lesson plans, observation of student participation, programs (band, Hip Hop, Fridays Lunch recess activities) Integrated VAPA activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide equipment, materials and supplies to support the visual and performing arts.	8/17/2014-9/30/2017	All teachers.	audio visual equipment (see goal 1 for budget allocation)	4000-4999: Books And Supplies	Supplemental Fund	
			audio equipment (see goal 1 for budget allocation)	4000-4999: Books And Supplies	Supplemental Fund	

Planned Improvements in Student Performance

Goal Title, School Goal #8, District LCAP #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Campus Environment Students will continue to be provided with a safe (bully prevention, physical environment), clean, attractive, and healthy school environment that is conducive to and supports life long learners. Increase the number of parents involved with school related events and with their child's homework/class room work and expectations.
Data Used to Form this Goal:
School climate survey, Cornerstone survey, Physical Fitness data, Behavior referrals, Suspension, and attendance and truancy reports
Findings from the Analysis of this Data:
There is an essential need to sustain a school culture that supports the development of our students socially, physically, intellectually and emotionally.
How the School will Evaluate the Progress of this Goal:
Fifth grade "Health Kids" survey Behavior referrals Newsletters, Peachjar, schoolmessenger (More info to be translated in Spanish and Vietnamese) Multicultural Activities Parent Participation Noon-time activities Walk N Roll Activities and Support

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of the Expect Respect program, as a part of Project Cornerstone, Peace makers an anti-bullying program to improve conflict resolution skills among students. Establishing a mentor, buddy program. Provide enrichment for students in k - 6 in the areas of art, music. and P.E., and Character Building Skills.	8/17/2014- 9/30/2017	All teachers, support staff, students and site administrator.	materials, resources (see goal 1 for budget allocation)			
Provide team-building activities and collaboration opportunities for all staff in order to improve student academic, social, and behavioral successes. Provide incentives, rewards, and materials.	8/17/2014- 9/30/2017	All staff.	resources and supplies (see goal 1 for budget allocation)	4000-4999: Books And Supplies	Supplemental Fund	
All teachers will attend site and district inservices to learn and implement effective language arts and math instructional strategies. Staff members will have the opportunity to meet as grade level teams and cross, grade level teams to plan meaningful language arts math and enrichment, lessons to meet the individual needs to the students through differentiated instruction for all students.	8/17/2014- 9/30/2017	All teachers, consultants	professional consultants (see goal 1 for budget allocation)			
Provide an extra noon supervisor as needed to provide a clean and safe learning environment. Purchase safety supplies as needed. Provide anti-bullying (Peacemaker) workshops an assemblies for students, staff and parents.	8/17/2011- 9/30/2017	Teachers, noon supervisors, parents, and staff.	supervision as needed (see goal 1 for budget allocation) provide resources, uniforms, supplies (see goal 1 for budget allocation)			
Project Cornerstone to promote and improve character development of all students.	8/17/2014- 9/30/2017	Participating parents, teachers, and students.				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide assemblies that address character education, cultural and academic support.	8/17/2014-9/30/2017	All teachers, support staff an administrator.	assemblies			
Provide release time for members of the school's leadership team to plan staff development activities, make program implementation decisions, and organize the master calendar.	8/17/2014-9/30/2017	All teachers.	subs (see goal 1 for budget allocation)			
Purchase Document cameras, projectors, laptop computers, IPads, support equipment for technology such as headphones, microphones, cords, computer attachments etc.	8/17/2014-9/30/2017	All teachers and staff	equipment, technology, support materials			

Planned Improvements in Student Performance

Goal Title, School Goal #9, District LCAP_5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LCAP GOAL:
LCAP Goal 5: Enhance the climate of safety and wellness throughout the district.
LCAP SCHOOL GOAL:
Improve Student Wellness through Physical Education All 1st-6th grade students will participate in a PE program that meets the state education code PE instructional minutes requirement (200 minutes every two weeks) to improve physical fitness and physical skills.
Data Used to Form this Goal:
School Climate Survey, Cornerstone Survey, Physical fitness test Data,
Findings from the Analysis of this Data:
Survey results identified areas of growth as it related to the physical environment
How the School will Evaluate the Progress of this Goal:
P.O. Newsletter P.E. Exam Results Walk N Roll Noon-time activities Teacher lesson plans

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide physical education materials and supplies to improve students physical fitness. 1st-6th grade teachers to provide 200 minutes of PE instruction every 2 weeks rain or shine - students to fully participate in these activities	8/17/2014-9/30/2017	All teachers.	materials and supplies	4000-4999: Books And Supplies	Supplemental Fund	4500

Planned Improvements in Student Performance

Goal Title, School Goal #10, District LCAP 2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Other
LCAP GOAL:
LCAP Goal 2: Improve fiscal health.
LCAP SCHOOL GOAL:
Indirect Costs District will use indirect costs funds to support school goals
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
See Specific Curricula Area Goals, Spring diagnostic assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District will use indirect costs funds to support school goals	8/17/2014-9/30/2017	District Office Personnel			None Specified	0
					Supplemental Fund	

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I	103524	0.00
Supplemental Fund	48331	0.00
Microsoft	14460	0.00
General Fund	35427	0.00
Title III	7500	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
General Fund	35,427.00
Microsoft	14,460.00
None Specified	0.00
Supplemental Fund	48,331.00
Title I	103,524.00
Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	80,200.00
2000-2999: Classified Personnel Salaries	13,500.00
3000-3999: Employee Benefits	47,400.00
4000-4999: Books And Supplies	50,042.00
5000-5999: Services And Other Operating Expenditures	15,000.00
5800: Professional/Consulting Services And Operating	3,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	General Fund	6,000.00
2000-2999: Classified Personnel Salaries	General Fund	7,000.00
3000-3999: Employee Benefits	General Fund	6,000.00
4000-4999: Books And Supplies	General Fund	14,927.00
5000-5999: Services And Other Operating	General Fund	1,500.00
4000-4999: Books And Supplies	Microsoft	14,460.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Supplemental Fund	17,500.00
2000-2999: Classified Personnel Salaries	Supplemental Fund	6,000.00
3000-3999: Employee Benefits	Supplemental Fund	9,000.00
4000-4999: Books And Supplies	Supplemental Fund	5,331.00
5000-5999: Services And Other Operating	Supplemental Fund	10,500.00
1000-1999: Certificated Personnel Salaries	Title I	49,200.00
2000-2999: Classified Personnel Salaries	Title I	500.00
3000-3999: Employee Benefits	Title I	32,400.00
4000-4999: Books And Supplies	Title I	15,324.00
5000-5999: Services And Other Operating	Title I	3,000.00
5800: Professional/Consulting Services And	Title I	3,100.00
1000-1999: Certificated Personnel Salaries	Title III	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,782.00
Goal 2	8,000.00
Goal 3	7,500.00
Goal 4	9,460.00
Goal 9	4,500.00
Goal 10	0.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Eliana Lowery		X			
Sue Marzano			X		
Guillermo Ramos	X				
Sonia Nasta		X			
Alejandra Toscano				X	
Monique Anaya				X	
Shannin Stringfellow		X			
Paula Lipscomb				X	
Laura Cano-McMallum				X	
Lupe Velasquez				X	
Numbers of members of each category:	1	3	1	5	

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	
		_____ Signature
X	English Learner Advisory Committee	
		_____ Signature
	Special Education Advisory Committee	
		_____ Signature
	Gifted and Talented Education Program Advisory Committee	
		_____ Signature
	District/School Liaison Team for schools in Program Improvement	
		_____ Signature
	Compensatory Education Advisory Committee	
		_____ Signature
	Departmental Advisory Committee (secondary)	
		_____ Signature
	Other committees established by the school or district (list):	
		_____ Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 11/17/2015.

Attested:

Guillermo Ramos
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

Laura Cano-McCallum
_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

General Site Budget
2015-16

School: John J. Montgomery

Principal: Mr. Guillermo Ramos

CLASSROOM	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-0000-0	1120	00-1170-1000	$ 6,000.00
Substitute Teachers	010-0000-0	1150	00-1170-1000	
Consultant/District Employees (I	010-0000-0	1910	00-1170-2110	
Project Specialist	010-0000-0	1940	00-1170-2110	
Instructional Aides	010-0000-0	2110	00-1170-1000	
Reg. Maintenance Operations	010-0000-0	2210	00-1170-8110	
Regular Clerical	010-0000-0	2410	00-1170-2110	$7,000.00
Office Aides	010-0000-0	2430	00-1170-2110	
Benefits	010-0000-0	3000	00-1170-1000	$6,000.00
Instructional Supplies	010-0000-0	4310	00-1170-1000	$11,199.00
Computer Software	010-0000-0	4312	00-1170-1000	$500.00
General Supplies	010-0000-0	4351	00-1170-1000	$2,728.00
Periodicals & Publications	010-0000-0	4360	00-1170-1000	$500.00
Parts/Supplies M.O.T.	010-0000-0	4365	00-1170-1000	
Equipment Non-Depreciated (Valued a	010-0000-0	4400	00-1170-1000	
Computer Equipment (Valued at	010-0000-0	4401	00-1170-1000	
Travel/Conference	010-0000-0	5210	00-1170-1000	
Conference Registration Fees	010-0000-0	5220	00-1170-1000	$500.00
Mileage Reimbursement	010-0000-0	5299	00-1170-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1170-1000	$500.00
Contracted Computer Repairs	010-0000-0	5611	00-1170-1000	
Copier Maintenance	010-0000-0	5615	00-1170-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1170-1000	$500.00
Consultant/Contractors	010-0000-0	5815	00-1170-1000	
Other Services (Field Trips/Entra	010-0000-0	5840	00-1170-1000	
Field Trips (Outside Buses)	010-0000-0	5841	00-1170-1000	
CLASSROOM TOTAL				$35,427.00

AUDIO VISUAL (9451)

CLASSROOM	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
General Supplies	010-0000-0	4351	00-9451-2420	$1,000.00
Contracted Maintenance Repair	010-0000-0	5610	00-9451-2420	$500.00

AUDIO VISUAL TOTAL				$1,500.00

NON CLASSROOM (OFFICE SUPPLIES)

General Supplies	010-0000-0	4351	00-9485-2700	$4,000.00
Equipment Non-Depreciated (Valued a	010-0000-0	4400	00-9485-2700	
Computer Equipment (Valued at	010-0000-0	4401	00-9485-2700	
Telephone Lines	010-0000-0	5930	00-9485-2700	
NON CLASSROOM TOTAL				$4,000.00

CUSTODIAL (9855)

Parts and Supplies M.O.T.	010-0000-0	4365	00-9855-8200	$4,500.00
Contracted Maintenance Repair	010-0000-0	5610	00-9855-8200	$218.00
CUSTODIAL TOTAL				$4,718.00

COPIER MAINTENANCE (1175)

Copier Maintenance	010-0000-0	5615	00-1175-1000	
COPIER MAINTENANCE TOTAL				$6,739.00

TOTAL GENERAL SITE BUDGET $52,384.00

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

[ ]	State Compensatory Education Advisory Committee	
[X]	English Learner Advisory Committee — *Paola*	Signature
[ ]	Special Education Advisory Committee	Signature
[ ]	Gifted and Talented Education Program Advisory Committee	Signature
[ ]	District/School Liaison Team for schools in Program Improvement	Signature
[ ]	Compensatory Education Advisory Committee	Signature
[ ]	Departmental Advisory Committee (secondary)	Signature
[ ]	Other committees established by the school or district (list):	Signature

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on 11/17/2015.

Attested:

Guillermo Ramos
Typed Name of School Principal

Signature of School Principal

11/17/2015
Date

Laura Cano-McCallum

Typed Name of SSC Chairperson

Signature of SSC Chairperson

12/02/15

Date

Supplemental Site Budget (1590)
2015-16

School: John J Montgomery

Principal: Mr. Guillermo Ramos

SUPPLEMENTAL (1590)

	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Summer/Hourly Teacher	010-0000-0	1120	00-1590-1000	
Substitute Teachers	010-0000-0	1150	00-1590-1000	$3,000.00
Consultant/District Employee	010-0000-0	1910	00-1590-2110	
Project Specialist	010-0000-0	1940	00-1590-2110	
Other Consult/Resource Teacher/Not in Classrm.	010-0000-0	1950	00-1590-2110	
Instructional Aides	010-0000-0	2110	00-1590-1000	$14,500.00
Non-Reg. Main./Oper.Staff	010-0000-0	2224	00-1590-8200	
Regular Clerical	010-0000-0	2410	00-1590-2110	$6,000.00
Clerical Assistant	010-0000-0	2430	00-1590-2110	
Sub Clerical	010-0000-0	2460	00-1590-2110	
Noon Duty & Health Aide	010-0000-0	2910	00-1590-1000	
Consultant Employee	010-0000-0	2920	00-1590-1000	
Benefits	010-0000-0	3000	00-1590-XXXX	$9,000.00
Instructional Supplies	010-0000-0	4310	00-1590-1000	$331.00
Computer Software	010-0000-0	4312	00-1590-1000	
General Supplies	010-0000-0	4351	00-1590-1000	$500.00
Periodicals & Publications	010-0000-0	4360	00-1590-1000	
Equipment Non-Depreciated (Valued at $500 -$4,99	010-0000-0	4400	00-1590-1000	
Computer Equipment (Valued at $500-$4,999)	010-0000-0	4401	00-1590-1000	
Travel/Conference	010-0000-0	5210	00-1590-1000	
Conference Registration Fees	010-0000-0	5220	00-1590-1000	$3,000.00
Mileage Reimbursement	010-0000-0	5299	00-1590-1000	
Dues and Membership	010-0000-0	5310	00-1590-1000	
Contracted Maintenance Repair	010-0000-0	5610	00-1590-1000	
Contracted Computer Repair	010-0000-0	5611	00-1590-1000	
Field Trips (District Buses)	010-0000-0	5720	00-1590-1000	
Consultant/Contractors	010-0000-0	5815	00-1590-1000	$12,000.00
Other Services (Field Trips/Entrance Fees)	010-0000-0	5840	00-1590-1000	
Field Trip (Outside Buses)	010-0000-0	5841	00-1590-1000	

TOTAL SUPPLEMENTAL BUDGET (1590) $48,331.00

Title I Site Budget (1510 & 1511)
2015-16

School: John J Montgomery

Principal: Mr. Guillermo Ramos

TITLE I (1510)	FND-RESC-Y-	OBJECT	SO-GOAL-FUNC	AMOUNT
Hourly Teacher	010-3010-0	1120	00-1510-1000	13,000.00
Substitute Teachers	010-3010-0	1150	00-1510-1000	3,500.00
Directors/Instructional	010-3010-0	1330	00-1510-1000	
Consultant/District Employee	010-3010-0	1910	00-1510-2110	2,000.00
Project Specialist	010-3010-0	1940	00-1510-2110	
Other Consult./Resource Teacher/Not in Classrm.	010-3010-0	1950	00-1510-2110	
Instructional Aides	010-3010-0	2110	00-1510-1000	
Non-Reg. Main./Oper.Staff	010-3010-0	2224	00-1510-8200	
Regular Clerical	010-3010-0	2410	00-1510-2110	30,000.00
Clerical Assistant	010-3010-0	2430	00-1510-2110	
Sub Clerical	010-3010-0	2460	00-1510-2110	
Noon Duty & Health Aide	010-3010-0	2910	00-1510-1000	300.00
Consultant Employee	010-3010-0	2920	00-1510-1000	2,000.00
Benefits	010-3010-0	3000	00-1510-XXXX	32,000.00
Instructional Supplies	010-3010-0	4310	00-1510-1000	2,224.00
Computer Software	010-3010-0	4312	00-1510-1000	4,500.00
General Supplies	010-3010-0	4351	00-1510-1000	3,000.00
Periodicals & Publications	010-3010-0	4360	00-1510-1000	1,000.00
Equipment Non-Depreciated (Valued at $500 -$4,999	010-3010-0	4400	00-1510-1000	4,000.00
Computer Equipment (Valued at $500-$4,999)	010-3010-0	4401	00-1510-1000	
Travel/Conference	010-3010-0	5210	00-1510-1000	
Conference Registration Fees	010-3010-0	5220	00-1510-1000	1,500.00
Mileage Reimbursement	010-3010-0	5299	00-1510-1000	500.00
Dues And Membership	010-3010-0	5310	00-1510-1000	
Contracted Maintenance Repair	010-3010-0	5610	00-1510-1000	500.00
Contracted Computer Repair	010-3010-0	5611	00-1510-1000	
Equipment/Rental/Materials	010-3010-0	5635	00-1510-1000	
Field Trips (District Buses)	010-3010-0	5720	00-1510-1000	500.00
Consultant/Contractors	010-3010-0	5815	00-1510-1000	
Other Services (Field Trips/Entrance Fees)	010-3010-0	5840	00-1510-1000	
Field Trips (Outside Buses)	010-3010-0	5841	00-1510-1000	
Audit Expenses	010-3010-0	5894	00-1510-1000	
Inter Program Support Cost	010-3010-0	7310	00-1510-1000	

TITLE I BUDGET

$100,524.00

PARENT INVOLVEMENT (1511)				
Consultant/District Employee	010-3010-0	1910	00-1510-2110	$ 1,100.00
Noon Duty & Health Aide	010-3010-0	2910	00-1511-1000	$200.00
Consultant Employee	010-3010-0	2920	00-1510-1000	$700.00
Benefits	010-3010-0	3000	00-1511-1000	$400.00
General Supplies	010-3010-0	4351	00-1511-1000	$600.00

TITLE I PARENT INVOLVEMENT

$3,000.00

TOTAL TITLE I & PARENT INVOLVEMENT

$103,524.00