

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montgomery Middle School	37-67991-6093207	October 17, 2019	October 22, 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Montgomery Middle School (MMS) will focus on improving student attendance and decreasing the student suspension rate. A school-based CSI team made up of teachers, administrators, and counselors will implement PDSA cycles to find effective strategies to improve student engagement and building relationships with students and parents. Students who see school as a positive place to be are more apt to attend regularly. The CSI team will collect data consistently to measure progress and make decisions. This, in turn, will result in students being more prepared for college and career success and provide them with strategies for problem-solving and collaborating in the real world. In order to strengthen staff skills and understanding for implementing PBIS strategies and Restorative Practices, MMS staff will participate in professional learning which include PBIS and Restorative Circles training through San Diego County Office of Education and Montgomery staff will provide interventions and supports to impact students success aligned to common core and to support students in all core academic areas. Math and ELA CASSPP results will show a 3-5% increase in all domains on the Spring 2020 assessment.

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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).

In order to increase parent involvement in the LCAP development process for the 2019-2020 school year, all ELAC committees reviewed goals and data, to provide feedback on the LCAP. Due to this additional feedback opportunity, parents of EL students were better represented in the LCAP development process.

CVUSD Parent Connect Blog continued to provide weekly updates on school/district events and programs.

100% of parents had the opportunity to provide input on the quality of the program and learning environment through the annual parent survey. This year parents, including parents of unduplicated students and students with disabilities, had the opportunity to take the Gallup Parent Survey. The results will serve as baseline data to inform focus and track improvement.

Cajon Valley Union School District uses two different assessments to measure school safety and connectedness, 1) the Gallup Student Poll and 2) the California Healthy Kids Survey. The CHKS was administered in the 2019-2020 school year and includes grade levels 5th and 7th-grade students at all Cajon Valley Sites. Our Gallup Student poll is administered annually and includes grade levels ranging between 5-8 at all Cajon Valley Sites.

Classroom Observations

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

Teacher evaluation system includes classroom walkthroughs and data collection with consistent, targeted feedback. In addition, teachers work with administrator to set goals to match their individual needs and strengths and teachers who are new and need more support work closely with administrator and instructional through coaching cycles. Following professional development specific to English Learners, an administrator observes and provides targeted feedback on implementation of the instructional strategies learned during the professional learning. A full-time academic instructional coach is available to support all teachers to set individual goals and improve their practice with coaching cycles. A member of the administrative team visits each classroom at least once per week to collect data to make decisions on staff professional learning needs and areas of strength.

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

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

For the 2018 - 2019 school year, a universal assessment calendar was implemented across all sites in the district. The purpose of this calendar is to set site and district expectations for all students on common assessments that can help support all staff in modifying instruction and improving student achievement.

After analysis of the California Accountability dashboard, we found that our students overall are in the orange category for ELA and Math. In order to better prepare students and staff, we implemented CAASPP Interim Assessments across the school site. Teachers were given time to implement, preview tests, and analyze data in order to better prepare themselves and their students for the rigor and test format of the end of year summative tests. In addition, we utilized the target data reports released through CAASPP, in order to better analyze summative results for year-long planning.

Professional learning through release and collaboration was provided to all staff to implement these assessments as well as look at the data as appropriate. The administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

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

In addition to more formal common assessments, teachers are provided numerous resources to formatively assess in order to modify instruction. Our goal in assessment is to have a well-balanced system that combines both common assessments and formative assessments to best meet teacher and student needs.

Personalized programs such as iReady, Achieve 3000, and ST Math are provided to all students that collect data as well as provide focused instruction based on student need. All students are provided a Chromebook in order to ensure access to online curriculum programs and assessment. In addition to our personalized programs, our adopted curriculum also has print/online assessments readily available to support all staff in making educated instructional decisions.

As mentioned above, teachers are provided release time in order to provide time to analyze data and make these essential decisions. The administration was provided 1:1 data meetings as needed to support in data analysis to better inform site spending and student improvement decisions.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are required to meet the state requirements for the subject(s) they teach as established by the California Commission on Teacher Credentialing.

Teachers teaching single subjects have a single subject credential in that content area or a single subject supplemental authorization.

Any teacher teaching designated ELD has a CLAD or BLAD certification.

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

All teachers have access to instructional materials training through initial adoption training, digital badging, and academies. All teachers have access to CCSS-aligned materials in mathematics as evidenced by an annual board resolution of instructional material sufficiency. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History, and Science as evidenced by classroom observations and interim/formative assessment indicators.

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

Three days of required professional learning aligned to professional needs to be completed throughout the year.

Digital Badges aligned to Common Cores State Standards and based on District data analysis of student progress

Cajon Valley Academies aligned to needs and outcomes of CAASPP, CA Dashboard, ELPAC, and local assessment data

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

Instructional Coaches
Professional Development Academies (Summer, Winter, Spring)
Digital Badging
Instructional Program Facilitators (Mathematics, English Language Arts, Science, Technology, World of Work, English Language Development)

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

Teachers collaborate weekly by department or grade level for one hour due to a minimum day schedule each Monday. Whole staff collaboration and professional learning is monthly for 2 hours.

Teaching and Learning

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

Current district adopted materials in Language Arts are aligned to Common Core performance standards. Teachers receive initial and ongoing instructional support of district adoptions

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

We don't have district recommended minutes. Teachers follow recommendations and pacing from the teacher's guide. All English learners take one class period of Designated ELD. History and Science teachers implement Achieve 3000 lessons weekly to improve students' reading comprehension.

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

Teachers have the flexibility of pacing instruction to meet the needs of their students based on formative and benchmark assessment data. Student intervention is provided at the site level through specialized instruction inside and outside the classroom. Montgomery has before school intervention and tutoring available to all students.

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

100% of students have access to CCSS-aligned materials in mathematics as evidenced by annual board resolution of instructional material sufficiency. All students, including English Language Learners, are provided instruction in state board adopted standards in Mathematics, History and Science as evidenced by classroom observations and interim/formative assessment indicators. For the 2018-2019 school year, we have transitioned to our newly adopted CCSS ELA/ELD Curriculum

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

Standards-aligned English Language Arts curriculum was adopted in May of 2019 for students in grades K-8. . Students in middle school English classes have access to McGraw Hill's "StudySync". All adopted curriculum contains both English Language Development and intervention components. Students in grades 6-8 have access to Harcourt Go Math and Illustrative Math

All students in grades 6-8 have access to Achieve3000- KidBiz or TeenBiz close reading, non-fiction programs.

Opportunity and Equal Educational Access

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

Current adoptions for language arts provides instructional support for below, at and above grade level learners.

Adaptable curriculum at all levels provides a variety of reading levels at each grade. (Imagine Learning for English Learners)(ST Math, Go Math, Achieve 3000, iReady for all students)

Designated and integrated ELD instruction.

School Counselor at each site.

Community Liaison

English language Facilitators

Instructional Facilitators/Coaches

Evidence-based educational practices to raise student achievement

Evidence-based practices are implemented to raise student achievement. In the classroom teachers provide whole group, small group, and individual instruction to support all learners. Our site instructional focus is increase student engagement with a variety of covert and overt engagement strategies which include: turn and talks, quick writes, call backs, choral/echo response and reading, equity sticks, and group work.

Many of our ELD teachers have been trained in and implement Guided Language Acquisition and Design Strategies (GLAD). In addition, there are personalized learning software platforms which include Achieve 3000, Imagine Learning, and iReady. These software platforms give a diagnostic test and provide academic instructional activities and tasks based on individual student learning needs. All teachers are responsible for teaching reading, writing, listening, and speaking in all content areas.

Parental Engagement

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

LCAP Parent Involvement - The Community Liaison encourages parents to attend and participate in our District Level LCAP meetings, working to involve 1-3 parent representatives.

Welcoming at Arrival and Dismissal times - Staff, administrators, and the Community Liaison helps school staff develop relationships with parents before and after school to increase students' academic and social-emotional development.

Newcomer Welcome Meetings - The Counselors, EL Facilitator, and Community Liaison attempts to meet with every family who are newcomers to the United States.

Parent meetings - The Counselors, EL Facilitator, and Community Liaison meet with parent(s)/guardian(s) and students who are English learner and/or at-risk to provide support and share resources.

School Tours - The Community Liaison co-facilitates, with a teacher and a counselor, an opportunity to visit our school during the school day to learn about the programs we offer and become familiar with our staff and how to become involved on one of our parent committees (PTSA, ELAC, SSC).

Roving Readers - The FACE Community Liaisons encourages parent growth after Parent University by inviting graduates to read in English or their home language to children in the classroom.

Let's Read Together - The FACE Preschool Community Liaisons provides a train-the-trainer approach to educate parents of preschool children on the importance of reading with their children and performing other simple strategies to improve early literacy skills. It includes three once-per-week, 2-hour parent group sessions.

Parent Workshops - The FACE Community Liaisons provides hour-long workshops throughout the day for parents in Arabic, Spanish, Farsi, and English. These workshops offer a variety of subjects that were generated from parent input.

Positive Home Visits - Recognized as a high impact strategy for family engagement, the FACE Community Liaisons, and teachers develop meaningful relationships between teachers, parents, and students by participating in positive home visits.

Poverty Simulations - The FACE office provides the poverty simulation experience to all school staff as a brief glimpse of what it is like to live in poverty during a simulated month (which is accomplished in a 2-hour simulation).

Family Teacher Teams/ Student Showcases-This is an opportunity to repurpose three traditional school events: Open House, Parent Teacher Conferences, and Back to School Night. Instead of parents attending Back to School Night and listening to the teacher talk "at" them for 30 minutes, we desired to build relationships with parents by asking them to share their hopes and dreams for their children with all the parents in the room, hear about student data and learn a strategy to support their child at home.

Coffee with the Principal - The Community Liaison hosts parent meetings with the principal and school staff to build relationships and enhance student academics and social-emotional well being.

Parent Survey Support and Encouragement - In an effort to increase feedback on our GALLUP parent surveys, the Community Liaison works diligently to boost parent participation with various engagement strategies.

Enrollment/Re-enrollment - The Community Liaison removes barriers for parents during enrollment/re-enrollment of their children, especially those that have language or technologically barriers.

Interpretation/Translation Support - The Community Liaison provides parents and school personnel with assistance in communicating with parents of various languages, through either verbal or written communications.

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)

Parents were formally involved in various committees to both learn about, provide input and make decisions during ELAC, DELAC, and SSC. Informally, the community liaison scheduled parent meetings as needed and held events like “Coffee with the Principal” to get additional feedback from the community. See stakeholder involvement for further engagement.

Funding

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

Adaptive Curriculum (ST Math, iReady, ILE, Achieve 3000, Go Math)
Before School Tutoring
Special Education Classified Assistants
English Learner Development Assistants
School Counselors
English Language Facilitator
Community Liaison
Instructional Facilitators/Coaches both on site and through the district
Professional Development: ELD, Math, NGSS, English Language Arts, MTSS, PBIS, SEL,
Personalized Learning, Equity

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration
Grants: CalNew, Kaiser, Webster, RSIG

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on May 15, 2019 was the accumulating input meeting for the SPSA development this year.
The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in

integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences. Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on May 16, 2019 was the accumulating input meeting when the SPSA was approved. The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The CSI Leadership Team: This committee meets multiple times throughout the year, but the meeting on May 30, 2019 was the accumulating input meeting.

The CSI Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4.A Title I meeting: This meeting was held on September 11, 2019 and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I

meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

Resource Inequities

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

There is a lack of resources to implement PBIS Strategies and to provide recognition for positive behaviors. Social and emotional connections are not being consistently made with all students resulting in chronic absenteeism and an increasing suspension rate. Montgomery Middle School will focus on improving student attendance and decreasing the student suspension rate. MMS will hire a full-time counselor who will focus on research-based strategies to improve school attendance and create systems of support to lower our suspension rate. A school-based CSI team made up of teachers, administrators, and counselors will implement PDSA cycles to find effective strategies to increase student engagement and build positive relationships with students. Students who feel a sense of community and acceptance at school will make every effort to be there every time the school opens its doors. The counselor will work with staff to implement PBIS and Restorative practices. Adopting a PBIS framework and restorative practices change the focus of discipline from the punishment of negative behaviors to the recognition of positive ones. The social-emotional connection that teachers build with students through PBIS helps to build a positive school climate. Students who see school as a positive place to be are more apt to attend regularly. The CSI team will collect data consistently to measure progress and make decisions. Student leadership and voice in site decision making is a strategic part of our plan to continue to build a positive climate and culture. This school year, students have an opportunity to participate in a variety of student leadership clubs and serve on School Site Council. These clubs include ASB, Sports Leadership, Broadcast, Yearbook and Photography, Genius Bar, Peer Mentors, and Builder's Club.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.11%	0.22%	2	1	2
African American	6.4%	4.43%	4.82%	53	41	44
Asian	1.6%	1.62%	1.97%	13	15	18
Filipino	1.2%	0.97%	0.66%	10	9	6
Hispanic/Latino	38.3%	37.04%	37.13%	317	343	336
Pacific Islander	0.4%	0.54%	0.66%	3	5	6
White	47.0%	50.32%	49.18%	389	466	446
Multiple/No Response	3.6%	3.67%	3.72%	30	34	34
Total Enrollment				828	926	913

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 6	287	341	
Grade 7	277	312	
Grade 8	264	273	320
Total Enrollment	828	926	913

Conclusions based on this data:

1. There are inequities in our suspension rates in our different subgroups. Our African American population comprises 4.82% of our population but the suspension rate for this subgroup is 19%. Our white students comprise 49% of our population and the suspension rate is 8.4%. Our homeless student population suspension rate is 16.7%.
2. Our largest subgroup, white, at 50.32% includes our Middle Eastern population of 16%.
3. Our student population has increased by about 100 students over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	184	254	286	22.2%	27.4%	31.3%
Fluent English Proficient (FEP)	301	335	306	36.4%	36.2%	33.5%
Reclassified Fluent English Proficient (RFEP)	42	29	18	23.7%	15.8%	7.1%

Conclusions based on this data:

1. The number of students who are reclassified has declined by 6.9% over the past three years. Teachers across content areas need professional learning and support with implementing strategies to effectively support English Language Learners. We have not met the needs of our English Learners by providing effective integrated and designated ELD instruction. Professional development in effective ELD instruction is necessary to improve efficacy of program.
2. Our EL population has increased by 4.7%, including our Fluent English Proficient students by 1.4%, over the past three years.
3. 618 out of 926 or 67% of students at Montgomery are English Learners, FEP, and RFEP. We need to continue to monitor the progress of the RFEP students to ensure that they continue to make academic gains.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	301		270	291		267	291		267	96.7		98.9
Grade 7	268		328	252		317	252		317	94		96.6
Grade 8	272		290	260		285	260		285	95.6		98.3
All Grades	841		888	803		869	803		869	95.5		97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2490.		2471.	7.90		6.74	27.49		19.85	30.24		26.97	34.36		46.44
Grade 7	2529.		2501.	11.51		7.26	29.76		27.44	28.57		24.92	30.16		40.38
Grade 8	2554.		2537.	12.31		8.42	31.92		35.09	34.23		23.51	21.54		32.98
All Grades	N/A	N/A	N/A	10.46		7.48	29.64		27.62	31.01		25.09	28.89		39.82

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	13.40		11.24	43.30		38.95	43.30		49.81	
Grade 7	17.46		10.73	46.43		41.01	36.11		48.26	
Grade 8	14.62		15.79	51.54		44.21	33.85		40.00	
All Grades	15.07		12.54	46.95		41.43	37.98		46.03	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.81		10.49	45.36		43.45	38.83		46.07
Grade 7	20.63		14.20	48.41		51.74	30.95		34.07
Grade 8	24.23		21.05	52.31		51.93	23.46		27.02
All Grades	20.05		15.30	48.57		49.25	31.38		35.44

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	10.31		8.61	61.86		59.18	27.84		32.21
Grade 7	13.10		5.68	60.71		65.62	26.19		28.71
Grade 8	9.62		8.77	71.15		62.81	19.23		28.42
All Grades	10.96		7.59	64.51		62.72	24.53		29.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.46		11.99	49.14		46.82	35.40		41.20
Grade 7	22.62		16.72	49.21		45.11	28.17		38.17
Grade 8	23.46		20.00	50.38		49.47	26.15		30.53
All Grades	20.30		16.34	49.56		47.07	30.14		36.59

Conclusions based on this data:

1. The overall mean score in English Language Arts/Literacy remained flat from 2016 to 2017. 71% of Montgomery students Exceeded, Met, or Nearly Met the overall English Language Arts/Literacy Standard (10% Exceeded, 32% Met, 29% Nearly Met). At every grade level, the Mean Scale Score falls in the mid-range of Standards Nearly Met. This indicates that students require further development to demonstrate the knowledge and skills in English Language Arts/Literacy needed for likely success in entry-level, credit-bearing college coursework after high school. ELA intervention and differentiated instruction are needed to help students improve to Standard Met.
2. The Reading claim (demonstrating an understanding of literary & non-fictional texts) continues to be an area for growth as 38% of all students scored below standard. This indicates that the students do not demonstrate an ability to read closely and analytically to comprehend literary and informational texts of moderate complexity. Reading of both fiction and non-fiction text will continue in all core classes. Additional support is needed for struggling students at each grade level.
3. Montgomery students continued to score highest on Listening and Research/Inquiry, where 80% of students school wide were Above Standard or At/Near Standard in both claims. This indicates that students demonstrate some ability to accurately interpret and use information delivered orally and that they can use research/inquiry methods to explore a topic and analyze, integrate, and present information.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	301		270	299		268	299		268	99.3		99.3
Grade 7	268		328	262		317	262		317	97.8		96.6
Grade 8	272		290	268		285	268		286	98.5		98.3
All Grades	841		888	829		870	829		871	98.6		98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2462.		2455.	5.02		6.72	16.39		11.94	27.42		27.61	51.17		53.73
Grade 7	2493.		2480.	9.92		7.57	16.79		14.20	29.77		26.18	43.51		52.05
Grade 8	2514.		2500.	13.06		10.53	13.06		16.49	26.87		21.05	47.01		51.93
All Grades	N/A	N/A	N/A	9.17		8.28	15.44		14.25	27.99		24.94	47.41		52.53

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 6	8.03		8.58	30.43		28.73	61.54		62.69	
Grade 7	16.03		13.56	27.48		26.50	56.49		59.94	
Grade 8	17.91		15.14	28.73		28.52	53.36		56.34	
All Grades	13.75		12.54	28.95		27.85	57.30		59.61	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	6.69		7.46	35.79		37.31	57.53		55.22
Grade 7	15.27		8.83	38.93		43.53	45.80		47.63
Grade 8	14.93		13.38	37.69		35.92	47.39		50.70
All Grades	12.06		9.90	37.39		39.13	50.54		50.98

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	8.70		7.09	43.48		38.43	47.83		54.48
Grade 7	12.21		10.41	50.76		51.10	37.02		38.49
Grade 8	14.18		9.86	41.79		45.42	44.03		44.72
All Grades	11.58		9.21	45.24		45.34	43.18		45.45

Conclusions based on this data:

1. 52.6% of all Montgomery students Exceeded, Met, or Nearly Met the overall Mathematics Standard (9.17% Exceeded, 15.44% Met, 27.99% Nearly Met). At all grade levels, the Mean Scale Score falls in the range of Standard Nearly Met. This indicates that students have nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level, credit-bearing college coursework after high school. To provide additional math support tutoring and intervention classes are needed.
2. The Concepts & Procedures is an area for growth as 57.30% of all students scored below standard. This indicates that students do not demonstrate the ability to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency. Students need constant practice in persevering to carry out mathematical procedures with precision and fluency.
3. Montgomery students scored highest on the Communicating Reasoning claim, where 56.82% of students school wide were Above Standard or At/Near Standard. This indicates that students demonstrate some ability to use appropriate tools and strategies to support mathematical conclusions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1501.7		1491.3		1511.6		109	
Grade 7	1522.9		1513.3		1532.0		73	
Grade 8	1508.7		1496.9		1519.9		65	
All Grades							247	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	11.93		36.70		25.69		25.69		109	
7	21.92		35.62		26.03		16.44		73	
8	*		40.00		21.54		23.08		65	
All Grades	15.79		37.25		24.70		22.27		247	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	23.85		41.28		16.51		18.35		109	
7	41.10		35.62		17.81		*		73	
8	26.15		40.00		24.62		*		65	
All Grades	29.55		39.27		19.03		12.15		247	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		18.35		31.19		44.95		109	
7	*		30.14		26.03		31.51		73	
8	*		16.92		33.85		38.46		65	
All Grades	8.91		21.46		30.36		39.27		247	

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	18.35		55.96		25.69		109	
7	16.44		69.86		*		73	
8	26.15		49.23		24.62		65	
All Grades	19.84		58.30		21.86		247	

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	48.62		39.45		11.93		109	
7	58.90		35.62		*		73	
8	46.15		47.69		*		65	
All Grades	51.01		40.49		8.50		247	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		21.10		71.56		109	
7	*		30.14		56.16		73	
8	*		24.62		63.08		65	
All Grades	10.53		24.70		64.78		247	

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	*		69.72		21.10		109	
7	17.81		68.49		*		73	
8	*		73.85		18.46		65	
All Grades	11.34		70.45		18.22		247	

Conclusions based on this data:

1. There is less of an increase between grades 6 and 7 from levels 2 and 3 in writing domain than at other grades and levels. Teachers will target EL students writing at a level 2 and provide additional scaffolding and ELD strategies to move them into a level 3 domain.
2. Overall the number and percentage of students by domain performance at all levels for all students is lower in the Writing domain than in other domains. Writing needs to be a site-wide focus. Interdisciplinary teacher teams are

working together to implement effective strategies and interventions in English and other content area subjects including Science, History, and Math.

3. 70.45% of our EL students fall in the somewhat/moderately range for reading. Montgomery teachers will be focused on using strategies from the Reading Improvement Project.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
926	78.6%	27.4%	0.3%

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	254	27.4%
Foster Youth	3	0.3%
Homeless	19	2.1%
Socioeconomically Disadvantaged	728	78.6%
Students with Disabilities	113	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	41	4.4%
American Indian	1	0.1%
Asian	15	1.6%
Filipino	9	1.0%
Hispanic	343	37.0%
Two or More Races	12	1.3%
Pacific Islander	5	0.5%
White	466	50.3%

Conclusions based on this data:

1.

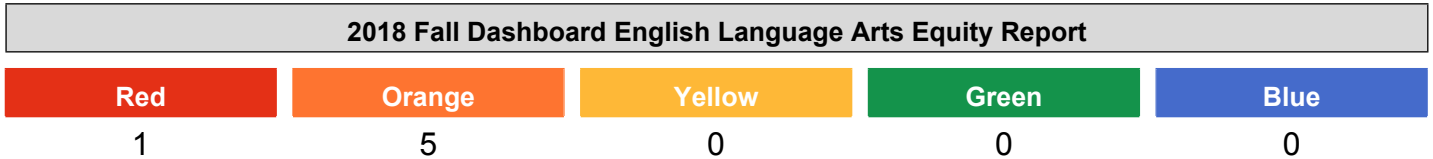
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Orange 38.5 points below standard Declined -17 points 854 students	<p>English Learners</p>  Orange 68.5 points below standard Declined -20 points 449 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 37.5 points below standard Increased 24.2 points 13 students	<p>Socioeconomically Disadvantaged</p>  Orange 48.8 points below standard Declined -27.4 points 679 students	<p>Students with Disabilities</p>  Red 116.7 points below standard Declined -12.7 points 114 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 69.1 points below standard Declined -23.1 points 36 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 17.6 points below standard Declined -15 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.1 points below standard Declined -14.4 points 318 students	 No Performance Color 26.8 points below standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 34.3 points below standard Declined -20 points 432 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
137 points below standard Declined -3.7 points 208 students	9.4 points below standard Declined -6.1 points 241 students	19.5 points below standard Declined -10.8 points 308 students

Conclusions based on this data:

1. Montgomery Middle School declined in all areas and is red or orange in all areas. Our PLC work will focus on using data to drive instruction and differentiating curriculum to support all students.
2. English language learners declined 20 points and students with disabilities declined 12.7 points. Both need strategic, intentionally differentiated and rigorous instruction. These two subgroups scored significantly lower than other subgroups with students with disabilities falling within the red area.
3. African American scored 69.1 points below standard and Hispanic students scored 42.1 points below standard. Classrooms need to focus on culturally responsive teaching to support our diverse student population.

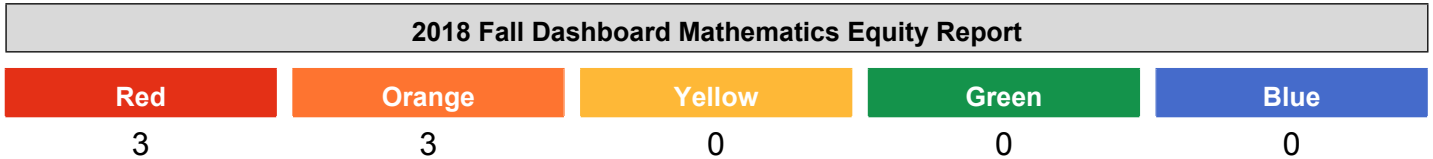
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 83 points below standard Declined -11.9 points 853 students	<p>English Learners</p>  Red 113.3 points below standard Declined -13.3 points 449 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
<p>Homeless</p>  No Performance Color 81.7 points below standard Declined -5.8 points 13 students	<p>Socioeconomically Disadvantaged</p>  Orange 94.3 points below standard Declined -23.4 points 678 students	<p>Students with Disabilities</p>  Red 173.5 points below standard Declined -10.5 points 114 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 122.5 points below standard Maintained -0.9 points 35 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 80.2 points below standard Increased 7.3 points 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 91.8 points below standard Declined -5 points 316 students	 No Performance Color 86.7 points below standard 12 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 73.4 points below standard Declined -22.2 points 434 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
177.3 points below standard Increased 6.6 points 209 students	57.5 points below standard Maintained -2.1 points 240 students	64 points below standard Declined -4.9 points 307 students

Conclusions based on this data:

1. Montgomery is red in three subgroups: African American at 122.5 points below standard, students with disabilities at 173.5 points below standard, and English Learners at 113.3 points below standard. Throughout the year it is important to use a variety of formative and summative assessments to measure progress to guide instruction for those who are at-risk.
2. While there are large disparities among each of the subgroups, a consistent pattern is that English language learners scored lowest at 113.3 points below standard and a decline of 13.3 points from the previous year. This data shows a need for focusing on specific interventions and strategies to support our English Learners. It is also important to look at which English Learners need what supports since 209 current English Learners did show an increase of 6.6 points even though they still scored below standard.
3. Overall all student groups declined including English only with a decline of 4.9 points falling 64 points below standard. Math PLC needs to focus on using data to drive instruction and provide targeted interventions when students are not mastering content.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
247	15.8%	37.2%	24.7%	22.3%

Conclusions based on this data:

1. In comparison to last year's data less students moved into Somewhat or Moderately Developed status. The ELPAC has proven to be more challenging for our students than the CELDT test and we need to provide appropriate supports to see greater gains and progress in attaining English fluency.
2. 47% of our EL students are at the Beginning or Somewhat Developed level.
3. The largest number of ELs fall within the Moderately Developed level. Many of these students are long-term English learners who are still performing below expected growth.

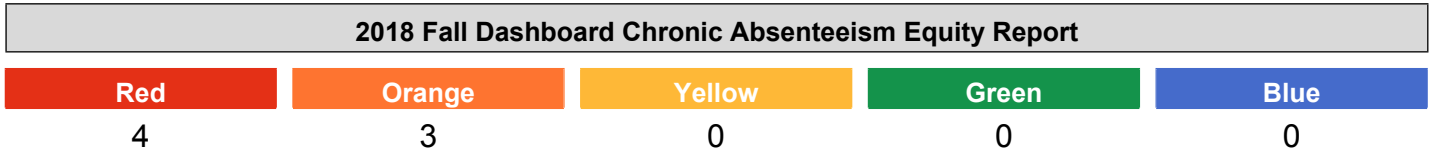
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Red 14.4% chronically absent Increased 3.6% 974 students	<p>English Learners</p>  Orange 14.1% chronically absent Increased 2.3% 277 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<p>Homeless</p>  No Performance Color 60% chronically absent Increased 18.6% 25 students	<p>Socioeconomically Disadvantaged</p>  Red 15.2% chronically absent Increased 4.7% 783 students	<p>Students with Disabilities</p>  Red 21.4% chronically absent Increased 7.2% 131 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 27.1% chronically absent Increased 8.9% 48 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 6.3% chronically absent Increased 6.3% 16 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic	Two or More Races	Pacific Islander	White
 Red 19.1% chronically absent Increased 6.1% 367 students	 Orange 15.2% chronically absent Increased 7.5% 46 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 Orange 9.8% chronically absent Increased 0.5% 482 students

Conclusions based on this data:

1. The chronic absentee rate increased by 3.6% from the previous year. The school-wide goal is to delete our chronic absenteeism rate by 5%.
2. The African American subgroup has significantly increased in chronic absenteeism with 27.1% of the 48 students being chronically absent. This is an 8.9% increase over the last year. It is also significant that our Hispanic subgroup showed an increase of 6.1% or 19.1% of 367 students were chronically absent. We must implement personalized outreach and support.
3. There are students with significant disabilities that are chronically absent. This has resulted in a 7.2% increase from the previous year. Improvement of instructional program and increased access to instruction will improve attendance.

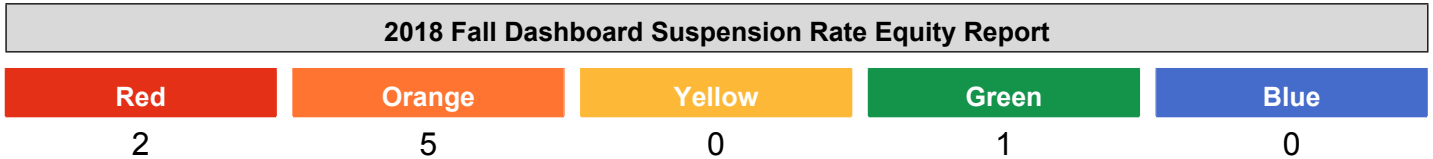
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Orange 9.9% suspended at least once Increased 2.2% 996 students	<p>English Learners</p>  Red 10.8% suspended at least once Increased 5.4% 287 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 students
<p>Homeless</p>  Red 16.7% suspended at least once Increased 1.5% 30 students	<p>Socioeconomically Disadvantaged</p>  Orange 10.8% suspended at least once Increased 3% 803 students	<p>Students with Disabilities</p>  Green 6% suspended at least once Declined -3.2% 133 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Orange</p> <p>19.2% suspended at least once</p> <p>Declined -2.8%</p> <p>52 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1 students</p>	<p>No Performance Color</p> <p>5.6% suspended at least once</p> <p>Increased 5.6%</p> <p>18 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>9 students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Orange</p> <p>10.9% suspended at least once</p> <p>Increased 3.5%</p> <p>376 students</p>	<p>Orange</p> <p>8.7% suspended at least once</p> <p>Increased 3.7%</p> <p>46 students</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>5 students</p>	<p>Orange</p> <p>8.4% suspended at least once</p> <p>Increased 1.5%</p> <p>489 students</p>

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.9% suspended at least once	7.7% suspended at least once	9.9% suspended at least once

Conclusions based on this data:

1. There was a decrease of 3.2% in suspensions among our students with disabilities.
2. The largest increase in suspensions was among our English Learner population with an increase of 5.4%. There is a need to focus climate and culture on embracing Positive Behavior Interventions and Supports (PBIS) with an emphasis on teaching and reinforcing expected behaviors and procedures/routines and positively recognizing students who follow our expectations.
3. Though our African American subgroup declined 2.8% our subgroup with two or more races increased 3.7%. The Hispanic suspensions are at an increase of 3.5% and our white sub group at 1.5%. Staff needs to be trained in implementing Restorative Practices and in de-escalation strategies, focus on promoting a culture of welcome for students, increase academic support so they are successful in classroom, and implement culturally inclusive curriculum. These strategies are necessary to help decrease our suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Access to and progress in core academic standards

LEA/LCAP Goal

All students have access to high-quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success.

Goal 1

Teachers will be current in best practices related to CCSS, core curriculum, ELD, Special Education, and technology. They will receive relevant professional development on the implementation of common core in all curricular areas, create integrated units across the curriculum, the implementation of technology and the blended learning environment, Co-teaching, and strategies to meet the needs of English Learners and at-risk students in order to increase student achievement and prepare students for college and career success. A variety of enrichment programs, in areas of interest that prepare students for college and career success, will be offered.

Identified Need

Based on the Annual Measurable Outcomes below and CAASPP data included in this plan teachers need to be provided with resources to support this goal. Students need educational programs that are enriching, personalized, and specialized. Support needs to be provided before, during, or after school to meet the various instructional needs of our students. Teachers must meet regularly by subject area and interdisciplinary teams to work toward our vision of creating a collaborative environment that empowers students to be resourceful, independent learners. Using of 21st-century skills and technology, teachers need to collaborate in order to guide students to become creative, critical thinkers who pursue their passions to achieve life skills and educational success. Teachers need to collaborate on instructional strategies, share knowledge of effective technology tools, create lesson plans that focus on Common Core standards, analyze assessment results, and share best practices. Teachers need to participate in professional learning to improve student academic and social learning outcomes focusing on CSI goals to improve attendance and decrease the suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of CA Dashboard: Suspension Data Attendance Data	Chronic Absenteeism will drop from 14.4% to 11%	5% Increase in student attendance Increased student engagement
6th Grade Assessment: CAASPP	Sub-group / (# students) / % at or above standard	Sub-group / (# students) / % at or above standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ENGLISH LANGUAGE ARTS (ELA)	<p>All students (271): 18%</p> <p>Hispanic (112): 18%</p> <p>African American (33): 6%</p> <p>White (110): 19%</p> <p>Two or More Races: n/a</p> <p>Eng. Learners (112): 3%</p> <p>SWD (31): 3%</p> <p>Low Income (264): 18%</p>	<p>All students: 23%</p> <p>Hispanic: 23%</p> <p>African American: 11%</p> <p>White: 24%</p> <p>Two or More Races: n/a</p> <p>Eng. Learners: 8%</p> <p>SWD: 8%</p> <p>Low Income: 23%</p>
7th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at or above standard</p> <p>All students (283): 32%</p> <p>Hispanic (131): 30%</p> <p>African American (32): 28%</p> <p>White (108): 31%</p> <p>Two or More Races: n/a</p> <p>Eng. Learners (103): 3%</p> <p>SWD (23): 9%</p> <p>Low Income (269): 32%</p>	<p>Sub-group / (# students) / % at or above standard</p> <p>All students: 37%</p> <p>Hispanic: 35%</p> <p>African American: 33%</p> <p>White: 36%</p> <p>Two or More Races: n/a</p> <p>Eng. Learners: 8%</p> <p>SWD: 14%</p> <p>Low Income: 37%</p>
8th Grade Assessment: CAASPP ENGLISH LANGUAGE ARTS (ELA)	<p>Sub-group / (# students) / % at or above standard</p> <p>All students (310): 32%</p> <p>Hispanic (137): 32%</p> <p>African American (31): 19%</p> <p>White (123): 35%</p> <p>Two or More Races: n/a</p> <p>Eng. Learners (90): 7%</p> <p>SWD (40): 0%</p> <p>Low Income (277): 31%</p>	<p>Sub-group / (# students) / % at or above standard</p> <p>All students: 37%</p> <p>Hispanic: 37%</p> <p>African American: 24%</p> <p>White: 40%</p> <p>Two or More Races: n/a</p> <p>Eng. Learners: 12%</p> <p>SWD: 5%</p> <p>Low Income: 36%</p>
6th Grade Assessment: CAASPP MATHEMATICS	<p>Sub-group / (# students) / % at or above standard</p> <p>All students (284): 17%</p> <p>Hispanic (112): 18%</p> <p>African American (33): 6%</p>	<p>Sub-group / (# students) / % at or above standard</p> <p>All students: 22%</p> <p>Hispanic: 23%</p> <p>African American: 11%</p> <p>White: 24%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	White (110): 19% Two or More Races: n/a Eng. Learners (112): 4% SWD (31): 0% Low Income (273): 18%	Two or More Races: n/a Eng. Learners: 9% SWD: 5% Low Income: 23%.
7th Grade Assessment: CAASPP MATHEMATICS	Sub-group / (# students) / % at or above standard All students (299): 20% Hispanic (131): 30% African American (32): 28% White (108): 31% Two or More Races: n/a Eng. Learners (103): 4% SWD (23): 4% Low Income (282): 19%	Sub-group / (# students) / % at or above standard All students: 25% Hispanic: 35% African American: 33% White: 31% Two or More Races: N/A Eng. Learners: 9% SWD: 9% Low Income: 19%
8th Grade Assessment: CAASPP MATHEMATICS	Sub-group / (# students) / % at or above standard All students (318): 19% Hispanic (137): 32% African American (31): 19% White (123): 35% Two or More Races: n/a Eng. Learners (90): 7% SWD (40): 0% Low Income (283): 20%	Sub-group / (# students) / % at or above standard All students: 24% Hispanic: 37% African American: 24% White: 40% Two or More Races: n/a Eng. Learners: 12% SWD: 5% Low Income: 25%
Reclassification Rate (County 14.9%)	Percent Reclassified: 16.6%	Reclassified Goal: 18%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Create a World of Work Classroom as an elective option for students. Students in the classroom will improve college and career readiness with a variety of hands-on classroom activities learning life skills, customer service skills, and leadership skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I 4000-4999: Books And Supplies 3D Printer and Computer
2,500	Title I 4000-4999: Books And Supplies Instructional Supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Art and Photography Classes to provide art lessons to 6th - 8th grade students on the elective wheel for academic enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3397	Supplemental Concentration Funding 4000-4999: Books And Supplies Instructional supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development (PD) will be provided for all staff and will include, but is not limited to, Common Core, Social Emotional learning, restorative practices, English learner development and Multi-Tiered Systems of support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,463	Title I PD 1000-1999: Certificated Personnel Salaries Additional time for after school professional development

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers to attend professional conferences to focus on improving student achievement and increasing student engagement. Attendees will be expected to act as site resource and provide professional development to staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,000	Title I 5000-5999: Services And Other Operating Expenditures Conferences and Travel
5,200	Title I 1000-1999: Certificated Personnel Salaries Additional time for staff to attend conference

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will participate in professional learning to improve student academic and social learning outcomes focusing on CSI goals to improve attendance and decrease suspension rate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,760	CSI Funding 1000-1999: Certificated Personnel Salaries Hourly to release teachers to participate in PL and to meet for PDSA improvement cycles.
8,981	CSI Funding 5000-5999: Services And Other Operating Expenditures Travel and Conference
9,766	CSI Funding 1000-1999: Certificated Personnel Salaries Subs to release teachers for CSI Improvement work

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Yearbook and Journalism club before school-Reading and writing and production skills to support instruction in ELA

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,600	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Additional time before school

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Positive safe school climate and healthy students

LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

Goal 2

Montgomery Middle School promotes a positive school climate through close collaboration between teachers, students, and parents. Students will engage in character education activities aimed at eliminating incidents of bullying, the use of controlled substances, and increasing self-awareness, empathy and positive relationships. By June 2020, Montgomery Middle School will implement a Multi-Tiered System of Support that includes a social-emotional learning program to promote developing happy students, engaged in healthy relationships. All students will receive social emotional lessons three times per week for 30 minutes in their homeroom classes using district curriculum and Second Step online Curriculum. All students who are considered chronically absent will receive support through a social emotional skill group with a counselor, student and parent meetings, positive home visits to offer any additional wrap around services to support the family.

Identified Need

Chronic absenteeism at Montgomery is 5.4% above the district average and in the red level on the CA Dashboard. This indicates opportunities for growth in the area of student engagement. Suspensions are overall 9.9%, which is 2.2% above the district average and still falls within the orange level. English Learners and Homeless subgroups having more suspensions than other subgroups.

Montgomery needs a Guidance Technician to provide support to students who need to improve academic performance and/or need support to learn strategies to ensure positive interactions that promote a positive school climate. Teacher records, progress reports, and test data are used to identify students who are performing below grade level standards. Discipline logs and teacher referral will be used as identifiers. Small group instruction, academic contracts, individual tutoring, and frequent parent communication will also be used as strategies.

A Counselor is needed to lead CSI work with the focus of improving student attendance and decreasing suspension rate. A counselor will lead staff in professional learning, participate in the PDSA improvement cycles, implement research-based strategies to improve attendance by creating a positive climate and culture and support the implementation of PBIS and Restorative Practices on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18: 94.68%	Increase the attendance rate to 95%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>SI&A Report: Chronic Absenteeism Rate, State 9%</p> <p>CA Dashboard 2016-2017 N/A</p>	<p>2017-2018: 7.62%</p> <p>2017-2018: All students: Increased 3.6% Overall 14.4% Red</p> <p>English Learners: Orange Low Income: Red SWD: Red Homeless: N/A Foster Youth: N/A</p> <p>Hispanic: Red White: Orange Two or More Races: Orange African American: Red [add additional sub-group not listed as needed]</p>	<p>Decrease chronic absenteeism by 5% in all subgroups</p>
<p>Dashboard: Suspension Rate 2016-2017: All students: 7.7% Orange</p> <p>English Learners: Orange Low Income: Orange SWD: Red Homeless: Red Foster Youth: N/A</p> <p>Hispanic: Orange White: Orange Two or More Races: N/A African American: Red [add additional sub-group not listed as needed]</p>	<p>2017-2018: All students: Increased 2.2% Overall 9.9% Orange</p> <p>English Learners: Red Low Income: Orange SWD: Green Homeless: Red Foster Youth: N/A</p> <p>Hispanic: Orange White: Orange Two or More Races: Orange African American: Orange [add additional sub-group not listed as needed]</p>	<p>Decrease the suspension rate by 5% for all subgroups.</p>
<p>District Student Gallup Results Engagement 4.9 Hope 4.29 Entrepreneurial 2.71 Career/Financial Literacy 3.11</p>	<p>Student Gallup Results Engagement 3.98 Hope 4.23 Entrepreneurial 2.63 Career/Financial Literacy 2.86</p>	<p>To increase student engagement as measured by student Gallup results to 4.5%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional .5 FTE for 2nd Assistant Principal to assist with leading positive behavior intervention and supports, as well as, promote the health and safety of students, faculty, and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

83,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated Salary & Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Classroom Coach to support teachers with implementing effective, research-based discipline strategies to increase the time that students are in class and engaged in learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,000

Source(s)

CSI Funding
1000-1999: Certificated Personnel Salaries
Certificated Salary & Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Sports Leadership Teacher to increase student leadership skills and have a positive and safe climate and culture by supporting student leaders to organize positive, healthy activities during lunches.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Certificated Salary & Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Health Aide support for students to promote health and wellness. Health logs indicate a large number of students needing low-level medical assistance, on a daily basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

36,850

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Guidance Technician to provide support to students who need to improve academic performance and/or need support to learn strategies to ensure positive interactions that promote a positive school climate. Teacher records, progress reports, and test data are used to identify students who are performing below grade level standards. Discipline logs and teacher referral are used as identifiers. Small group instruction, academic contracts, individual tutoring, and frequent parent communication are used as strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,871

Source(s)

Title I

2000-2999: Classified Personnel Salaries
Classified Salary & Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional time for Guidance Clerk to analyze data and input master schedule, to ensure appropriate placement for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Personnel costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Approximately 300 incoming sixth grade students attend Camp Montgomery, an orientation to the middle school instructional program, prior to the start of the school year. Students participate in team building and social-emotional learning activities, learn effective study skills and feel welcome and support as they join our learning community.

Planning time (1 hour), teaching during non-instructional time (4 hours), six teachers, classified staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,400

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly: Planning

750

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Educational Excursions or guest speakers to supplement the core curriculum and improve student achievement. Renaissance Fair and Character Education Programs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,000

Source(s)

Title I
4000-4999: Books And Supplies
Speaker and Program Costs**Strategy/Activity 9****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Character Education programs will be offered that focus on positive interactions and appropriate behaviors in order to promote a welcoming and safe campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Supplemental Concentration Funding
4000-4999: Books And Supplies
School Culture and Morale**Strategy/Activity 10****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Chronically absent, at risk

Strategy/Activity

An additional counselor will lead CSI work with focus of improving student attendance and decreasing suspension rate. Counselor will lead staff in professional learning, participate in the

PDSA improvement cycles, implement research-based strategies to improve attendance by creating a positive climate and culture, and support implementation of PBIS and Restorative Practices on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

102,000

CSI Funding
1000-1999: Certificated Personnel Salaries
Counselor

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

PBIS points tracker will be used to acknowledge positive behavior and academic choices of students and will be utilized to track data on behavior. Interventions and additional supports will be implemented based on data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,200

CSI Funding
4000-4999: Books And Supplies
Software

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Second Step Online Social-Emotional Learning and Character Education program for all students, grades 6-8 to improve student strengths in self-regulation strategies, build healthy relationships, and promote students' feeling of inclusion in the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Supplemental Concentration Funding
5000-5999: Services And Other Operating
Expenditures
Software

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Alternative Learning Center Staff member to develop character and social-emotional development of students to decrease suspension rate.

Guidance Technician to provide support to students who need to improve academic performance and/or need support to learn strategies to ensure positive interactions that promote a positive school climate. Teacher records, progress reports, and test data are used to identify students who are performing below grade-level standards. Discipline logs and teacher referral are used as identifiers. Small group instruction, academic contracts, individual tutoring, and frequent parent communication are used as strategies. (Alternate Learning Center)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,852

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Guidance Tech Salary

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Personalized learning, supporting students passions and career aspirations

LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

Goal 3

Students will receive an academic program that leads them to proficiency over time to mastering standards and developing college and career readiness for global competencies. Teachers will utilize supplemental programs to enhance the adopted curriculum in order to meet the diverse needs of the Montgomery population. Additional academic tutoring will be available before school for any student requiring support.

Identified Need

Based on both CAASP data and local assessment it is evident that not only is it important to know overall performance rankings, but also how students score in individual domains. Teachers need to provide on-going formative assessment to students in the classroom and all students take standardized and required State and district summative assessments (EL and SAI students) in order to effectively target specific strategies and areas for student development. Assessment and observation data needs to include feedback to staff in order to monitor, modify and provide academic and social supports to help prepare students to master standards and develop career readiness for global competencies. Students at risk need specific targeted reading intervention.

ELPAC scores, EL data, teacher records, current performance, progress reports and English Language Arts CAASPP scores indicate that there is a need to support English Learners with vocabulary development, reading, writing, listening, and speaking instruction to improve student achievement. More staff is required to support the large number of English Learners who do not demonstrate proficiency in reading and writing at the level needed to achieve grade-level competency on common core standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Pupil Achievement Statewide Assessments CA Dashboard	Statewide Assessments - CA Dashboard: ELA Student Groups Scoring Red: Student with disabilities Student Groups Scoring Orange: African American	Statewide Assessment: ELA/Math Students in all subgroups will increase in performance level to the next color band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EL Socio-Economic Hispanic White Math Student Groups Scoring Red: Student with disabilities EL African American Student Groups Scoring Orange: Socio-Economic Hispanic White	
EL Reclassification Rates	Reclassification: FEP 36.2% RFEP 15.8%	Reclassification: Students reclassification rate will rise from 15.8% to 20.8%.
ELPAC	ELPAC: 22.3 Beginning Stage 24.7 Somewhat Developed 37.2 Moderately Developed	ELPAC: Students scoring in the Beginning Stage will drop from 22.3% to 20% and students scoring in Moderately Developed will increase from 37.2% to 42%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase additional instructional supplies and curriculum to supplement the district adopted textbooks and instructional programs. Math teachers are using Illustrative Math to deepen students' mathematical thinking and conceptual knowledge.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,883

Source(s)

Title I
5700-5799: Transfers Of Direct Costs
Supplemental copies from Print Shop and Math Manipulatives

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After School tutoring for at-risk students to close the achievement gap.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,000

Source(s)

Supplemental Concentration Funding
1000-1999: Certificated Personnel Salaries
Additional Hourly: Tutoring Before and After School

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Arabic Community Liaison to support newcomer students and parents. Liaison duties include: Increasing parent and family engagement, home visits, attendance meetings, newcomer intake meetings, students, aide in self-contained classroom for Newcomer students, family workshops/Parent Information Nights based on survey data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

46,718

Source(s)

Title I
2000-2999: Classified Personnel Salaries

	Classified Salary & Benefits
4,580	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Classified Salary & Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Site license for Brain Pop as a pre-teach/re-teach tool for intervention purposes, targeting academically at-risk students, to improve student achievement in core classes. Teacher records, current performance, progress reports indicate a large number of students who do not demonstrate proficiency in reading and writing at the level needed to achieve grade level competency on common core standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,746	Supplemental Concentration Funding 5000-5999: Services And Other Operating Expenditures Software

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Arabic language aide to support English Learners with vocabulary development, reading, writing, listening, and speaking instruction. EL data, teacher records, current performance, and progress reports indicate a large number of English Learners who do not demonstrate proficiency in reading and writing at the level needed to achieve grade level competency on common core standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
32,681	Title I 2000-2999: Classified Personnel Salaries Classified Salary & Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Spanish language aide to support English Learners with vocabulary development, reading, writing, listening, and speaking instruction to improve student achievement. EL data, teacher records, current performance, and progress reports indicate a large number of English Learners who do not demonstrate proficiency in reading and writing at the level needed to achieve grade level competency on common core standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

26,770

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Classified Salary & Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Shared Community and Engagement

LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders.

Goal 4

Parents will be involved in decision making through participation on School Site Council (SSC), Parent Student Teacher Association (PTSA), or English Language Advisory Committee (ELAC). There will be on-going communication between staff and parents through the school website, email, student agenda, blackboard connect, and parent/teacher meetings. Language accommodations will be made to ensure that all families have access to school information.

Identified Need

Based on our Parent Needs Assessment and our Annual Measurable Outcomes we see a continued need to increase parents and families connectedness to school. We see a need to work with our chronically absent families as part of our Home Visits Program. Overall, our data shows that identifying best practices for Multi-Tiered Systems of Support which include Positive Behavior and Intervention Support are important goals in ensuring that all students are happy, healthy and on the path to gainful employment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council Meetings	Parents attending SSC meetings: 3	Goal: 5 in attendance
English Learner Advisory Meetings	Montgomery held seven ELAC meetings with between 1-8 members present	Goal: 15 in attendance
Parent Liaison	Minimum parent outreach from parent liaison	Have Parent Liaison reach out and contact at least 40 parents a month Train 20% of staff on how to go on Home Visits
Parent Gallup Results Parents in Club (Parent Support Group)	Parent Support Group - 45 minutes once a week for 6 weeks	Increase parent engagement offerings.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Additional classified time for language translation outside the school day in Pashto and Farsi.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,200

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will participate in an evidence based program called "Camp Lead" to develop leadership skills, be part of the decision making at the site level, and learn skills to support their peers and de-escalate situations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8,900

Source(s)

CSI Funding
1000-1999: Certificated Personnel Salaries
Camp Lead Days on Campus. 4 Full Unity
Days, 1 Leadership Day, and 5 follow up days.

4,624

CSI Funding
1000-1999: Certificated Personnel Salaries
Additional hourly for teachers and classified staff
to attend Unity Days on Saturdays.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Child care is provided during meetings and parent involvement opportunities outside of the school day to increase parent participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Supplemental Concentration Funding
2000-2999: Classified Personnel Salaries
Childcare

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$236,718
Total Federal Funds Provided to the School from the LEA for CSI	\$161, 231
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$557,692.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
CSI Funding	\$161,231.00
Title I	\$199,675.00
Title I Parent Involvement	\$4,580.00
Title I PD	\$32,463.00

Subtotal of additional federal funds included for this school: \$397,949.00

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

State or Local Programs	Allocation (\$)
Supplemental Concentration Funding	\$159,743.00

Subtotal of state or local funds included for this school: \$159,743.00

Total of federal, state, and/or local funds for this school: \$557,692.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Supplemental Concentration Funding	159,743	0.00
CSI Funding	161,231	0.00
Title I	\$199,675	0.00
Title I PD	\$32,463	0.00
Title I Parent Involvement	\$4,580	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	161,231.00
Supplemental Concentration Funding	159,743.00
Title I	199,675.00
Title I Parent Involvement	4,580.00
Title I PD	32,463.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	324,565.00
2000-2999: Classified Personnel Salaries	174,420.00
4000-4999: Books And Supplies	19,097.00
5000-5999: Services And Other Operating Expenditures	28,727.00
5700-5799: Transfers Of Direct Costs	10,883.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	CSI Funding	149,050.00
4000-4999: Books And Supplies	CSI Funding	3,200.00
5000-5999: Services And Other Operating Expenditures	CSI Funding	8,981.00
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	107,000.00
2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	38,600.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	8,397.00
5000-5999: Services And Other Operating Expenditures	Supplemental Concentration Funding	5,746.00
1000-1999: Certificated Personnel Salaries	Title I	36,052.00
2000-2999: Classified Personnel Salaries	Title I	131,240.00
4000-4999: Books And Supplies	Title I	7,500.00
5000-5999: Services And Other Operating Expenditures	Title I	14,000.00
5700-5799: Transfers Of Direct Costs	Title I	10,883.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	4,580.00
1000-1999: Certificated Personnel Salaries	Title I PD	32,463.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	88,667.00
Goal 2	321,423.00
Goal 3	132,378.00
Goal 4	15,224.00

School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Deborah Long	Principal
Laura Corbin	Other School Staff
Kevin Day	Classroom Teacher
Stephanie Christian	Classroom Teacher
Chris Baughman	Classroom Teacher
Carla Leon	Parent or Community Member
Shamariah Hendley	Parent or Community Member
Noreen Bruno	Parent or Community Member
Crystal Shelton	Parent or Community Member
6th - Alyssa Castillo	Secondary Student
7th - Mary Azabo	Secondary Student
8th - Jesse Yanez	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Carla Leon

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2019.

Attested:





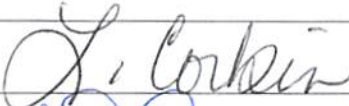







Deborah Long

Principal, Deborah Long on October 17, 2019

Kevin Day

SSC Chairperson, Kevin Day on October 17, 2019

SCHOOL SITE COUNCIL MEETING**DATE: September 19, 2019**

NAME:	SIGNATURE:
Kevin Day	
Kailey Cumming	
Stephanie Christian	 IEP
Chris Baughman	
Laura Corbin	
Debbie Long	
Alyssa Castillo (6 th grade)	
Ryder Tomkiel (7 th grade)	
Jesse Yanez (8 th grade)	
Noreen Bruno	
Crystal Shelton	
Robert Healy	

**MMS SCHOOL SITE COUNCIL
8:00 A.M. – Room 100
September 19, 2019**

AGENDA

1. Welcome
2. Approval of Minutes – May 16, 2019
3. District Committee Reports:
 - A. SCAC (Superintendent’s Citizen Advisory Committee) -
Noreen Bruno
4. Student Reports:
 - 8th Grade – Jesse Yanez
 - 7th Grade – Ryder Tomkiel
 - 6th Grade – Alyssa Castillo
5. School Site Council Training (State required): Debbie Long
6. SSC composition: Debbie Long
7. Introduction of LCAP and SPSA: Debbie Long
8. Next Meeting: October 17, 2019
9. Adjourn

SSC Minutes

Date/Time/Location: 9-19-19 @ 8:00 - parent center

Opening/Roll Call: Stephanie Christian-teacher, Chris Baughman-teacher, Abby Bacharach-teacher, Kevin Day-teacher, Debbie Long-Principal, Laura Corbin-Office Manager/SSC secretary, Noreen Bruno-parent, Crystal Shelton-parent, Alyssa Castillo-student rep 6th grade, Ryder Tomkiel rep 7th grade, Jesse Yanez student rep 8th grade, Robert Healy, office staff.

Meeting called to order at: 8:03 a.m.

Members present: Stephanie Christian-teacher, Chris Baughman-teacher, Abby Bacharach-teacher, Kevin Day-teacher, Debbie Long-Principal, Laura Corbin-Office Manager/SSC secretary, Noreen Bruno-parent, Crystal Shelton-parent, Alyssa Castillo-student rep 6th grade, Ryder Tomkiel rep 7th grade, Jesse Yanez student rep 8th grade.

Members absent: (1) need one parent representative

Visitors: Robert Healy - Office Assistant II

Quorum established? Yes X No _____

Public Comment:

Minutes:

- i. District committee reports: SCAC - No meeting to date for 19-20 school year
 - A. Need new representative for SCAC as Mrs. Bruno is moving.
- ii. Student reports:

8th Grade representative: Jesse Yanez

- Per. 0 - Design a shoe "All about me"
- Per. 1 - English - Journals
- Per. 2 - Math - Scientific notations
- Per. 3 - Science - Gravity - partner projects
- Per. 5 - P.E. - Swim and handball
- Per. 6 - History - 13 Colonies
- Per 7 - Drama - Presentations

7th Grade representative: Ryder Tomkiel

- Per. 0 – Broadcast – World of Work – featuring a job related to IB trait risk-taking
- Per. 1 – Science – Ecosystems
- Per. 2 – Art – Illuminated letters
- Per. 3 – History – Report on a person from the Renaissance era (Queen Elizabeth I)
- Per. 4 – P.E. – Swim
- Per. 6 – English – Sonnets
- Per.7 – Math – Geometry

6th Grade representative: Aylssa Castillo

- Per. 0 – Emailing teachers for clarification
- Per. 1 – History - Cave Painting / Art
- Per. 2 – Math - Formulas
- Per. 3 – P.E. - Swim and track
- Per. 5 –English - "The Bad Beginning" learning the central idea of the book
- Per. 6 – Spanish – Weather, degrees and calendar
- Per. 7 - Science - Lab safety and safety test

III. School Site Council Training - Debbie Long

- A. Mrs. Long presented the ideals and concept of what SSC is structured to do.
- B. Overseeing budgets, planning and use of site funding and resources.

New business: (Items requiring a vote: Description of each item of business to be discussed or acted upon, Ed Code 35147) 4:05

V. Introduction of LCAP and SPSA goals (Goal #1) : Debbie Long

Goal Subject: LCAP goal #1 - All students have access to High Quality Teachers and A Broad Range of Educational Programs to pursue areas of interest as they prepare for College and Career Success.

LEA/LCAP Goal:

Goal #1: All students have access to High Quality Teachers and A Broad Range of Educational Programs to pursue areas of interest as they prepare for College and Career Success.

Amount	Source
\$1,000 - supplies for Art class	Supplemental and concentration
\$32,462 - professional development	Title I - teacher additional time

\$1,000 - supplies for Photography class	Title 1 - Computer Equip-non Capitalized
\$14,200 - Teacher trainings: Get your teach on; Teachers writing college; CORE reading improvement project	Title I - Travel and conference
\$24,335 Subs for professional development release	CSI - Comprehensive Support Intervention-teacher release
\$20,672 - PLC with Solution Tree; Equity conference; teacher leadership	CSI - Comprehensive Support Intervention-teacher release
Site Reports: October meeting will present School Safety Plan - Rebecca Taylor	
Unfinished business:(Items requiring a vote: Description of each item of business to be discussed or acted upon, Ed Code 35147) IV. School Site Council Composition A. Handout was given listing the voting members of SSC. B. Currently, we are in need of (1) parent volunteer and (1) teacher C. Ryder Tomkiel announced he is moving and therefore we will need another 7th grade student representative to serve on SSC D. Chairperson position was vacant ad Mrs. Corbin nominated Mr. Day and Mrs. Bruno seconded the motion, vote was unanimous E. Vice Chairperson position was vacant and Mr. Day nominated Mr. Baughman and Mrs. Long seconded the motion, vote was unanimous F. Correction was made to term end date for Chris Baughman to 19/20.	
Reports (ELAC, DAC, DELAC, other): No Reports Today Date for next SSC meeting: October 17, 2019 @ 8:00 a.m. - Parent Center	
Adjournment: Mr. Day adjourn. 8:40 a.m.	
Unfinished business:	
Minutes completed by: Laura Corbin	

Goal Subject: High-quality teachers and College/Career readiness

LEA/LCAP Goal: All students have access to High Quality Teachers and A Broad Range of Educational Programs to pursue areas of interest as they prepare for College and Career Success.

\$1,000 Supplies for Art Class	Supplemental and Concentration Instructional Supplies
\$32,462 District Professional Development	Title 1 Teacher-Additional Time
\$1,000 Supplies for Photography Class	Title 1 Computer Equip-Non Capitalized
\$2,000 Supplies for WoW Class	Title 1 Non-Capitalized Equipment
\$14,200 Get Your Teach On; Teacher’s Writing College; CORE Reading Improvement Project	Title 1 Travel and Conference
\$24,335 Subs for Professional Development	Comprehensive Support Intervention Teacher Release
\$20,672 PLC with Solution Tree; Equity Conference; Teacher Leadership	Comprehensive Support Intervention Travel and Conference