



School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Montezuma Elementary	39686766042717	10/03/2024	12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Montezuma's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

How, when, and with whom did your 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

Montezuma staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to contribute to Montezuma's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- January 25, 2024
- February 29, 2024
- May 29, 2024
- October 2, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent August 10, 2023
- English Language Advisory Committee on March 11, 2024
- English Language Advisory Committee on April 16, 2024
- English Learner Advisory Committee (ELAC) May 21, 2024
- Title 1 August 22, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on October 24, 2023
- Leadership Meeting on October 5, 2023
- Faculty Meeting on January 23, 2024
- Leadership Meeting on January 11, 2024

- Faculty Meeting April 16, 2024
- Leadership Meeting April 4, 2024
- Faculty Meeting August 20, 2024
- Leadership Meeting September 5, 2024

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)

Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)

Homeless Youth: Suspension Rate, College Career(HS)

Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)

American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Montezuma the student groups identified for Differentiated Assistance are performing as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	77.8 points below standard (red)	88.9 points below standard (orange)	X	X	X	N/A
Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	population too small, no indicator	X	X	N/A
Students with Disabilities	109.6 points below standard (orange)	149.9 points below standard (red)	12.1% suspended at least one day (red)	X	N/A	N/A

American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

We have a high level of English learners (260/656) and only one Bilingual Para, many of our EL's are not getting extra support from her, since she is primarily working with grades K-3 and Newcomers in grades 4-8.

We also have a high level of Special Ed.,students.(140 IEP's). Many of our SPED students struggle with testing stamina , as a result its hard to measure academic growth, because it is hard for them to attend to task as measured by I ready diagnostics, ELPAC and CAASP tests.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative Team met with the Leadership Team, Parent Coffee Hour, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	51.4 points below standard (yellow)	79.8 points below standard (orange)	4.4% suspended at least one day (orange)			
Foster Youth						
English Learner	77.8 points below standard (red)	88.9 points below standard (orange)				
Long Term English Learner						
Homeless Youth						
Socioeconomically Disadvantaged		83.8 points below standard (orange)				
Student with Disabilities	109.6 points below standard (orange)	149.9 points below standard (red)	12.1% suspended at least one day (red)	52.3% chronically absent (orange)		
African American			9.7% suspended at least one day (orange)	51.6% chronically absent (orange)		
American Indian/Alaskan Native						
Asian						
Filipino						
Hispanic		80.3 points below standard (orange)	3.7% suspended at least one day (orange)			

Two or More Races						
Pacific Islander/ Native Hawaiian						
White						

Looking at "All students" it was observed that students did better in ELA than Math. Our students in the groups that include English learners and students with disabilities scored lower than their peers on the CA Dashboard Indicators for Montezuma.

Feedback from the survey indicated a need for: a structured writing curriculum, training and or support for all grades, class sets of leveled readers, an additional bilingual para, smart boards, new projectors, globes, updated maps, headphones, ELD hands on practice, math drills, phonics worksheets, class sets of literary and informational texts, manipulatives for math counters, class sets of small clocks.

Trend data was also reviewed year over year which resulted in observing Reclassified students were the most successful group on campus. Data was reviewed utilizing a Decision-Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified writing as an area of focus for this 2024-2025 school year due to teacher input, indicating their needs for writing support. When using the 5 Whys technique to analyze the decline in Math performance, we discovered the following strategies to support schoolwide improvement:

- For Students: Provide additional support like tutoring, study groups, or hands-on activities to reinforce understanding, as well as daily Math fact practice.
- For Teachers: Advocate for more professional development focused on varied teaching strategies and resources, as well as identifying grade level priority standards.

Montezuma's school plan is reviewed annually and updated throughout the year, with input and feedback

The method used for conducting a Root Cause Analysis to identify priorities listed in the CNA was we sent out a staff survey to include asking the following questions

1. Are there specific areas where staff support or resources are lacking?
2. Are there specific areas where technological improvements or upgrades are needed?
3. Are there any specific subject areas where additional resources or support are needed?
4. What types of professional development opportunities do you believe would benefit the staff?
- 5 .Is there anything else you need to support learning?

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	<p>ELA: By the end of the 2025 school year, per I-Ready Diagnostic 3 results report, the total number of students performing 2 or more grade levels below will decrease by 64 students. By the end of the 2025 school year, per I-Ready Diagnostic 3 results report, 25% of students in Grades K-8 will achieve their I-Ready Annual typical growth goal.</p> <p>EL: By the end of the 2025 school year, per ELPAC, we will increase the number of students who reclassify by 24 students.</p> <p>Math: By the end of the 2025 school year, per I-Ready Diagnostic 3 results report, the total number of students performing 2 or more grade levels below will decrease by 64 students. By the end of the 2025 school year, per I-Ready Diagnostic 3 results report, 25% of students in Grades K-8 will achieve their I-Ready Annual typical growth goal.</p>

Identified Need

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

We will need an additional Spanish paraprofessional for our EL students which make up more than 50% of our students at Montezuma.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage/Number of students performing 2 or more grade levels below	ELA 225/648 35% (# students) Math 263/648 41% (#students)	ELA 20 % (# 64 students) Math 20% (# 64 students)
Percent of EL students reclassifying to English Fluent Proficient	RFEPS (10/240 5% Students)	24 RFEPS 20%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	<p>Career & Technical Education</p> <p>Students will be introduced to career and technical education in the classroom through STEM activities and curriculum. In support of NGSS and STEM, students will attend fieldtrips to gain additional hands on experience.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.1 Career & Technical Education: Transportation Costs: \$8,600</p>	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	\$8,600	0100 - LCFF/S&C (site)
1.1.2	<p>College Readiness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.</p>			
1.1.3	<p>A-G High School Courses</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.</p>			

1.1.4	<p>Bilingual Instructional Support</p> <p>Description of Supports provided to EL students with support and resources, such as one-on-one/small group instruction that honor the students' primary language to increase foundational literacy skills. during. Designated ELD time, teachers will write language objectives, based on student language demands. Bilingual Assistant support teachers within the classroom to work with Level 1 and Level 2 students to support with language literacy, reading proficiency, letter and sound recognition.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.4 Bilingual Instructional Support Additional Compensation: Classified Additional Compensation: 20 hours x \$60 = \$1,200</p>	English Learners	\$1,200	0100 - LCFF/S&C (site)
1.1.5	<p>English Learner Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.5 English Learner Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
1.1.6	<p>English Learner Programs and Supports</p> <p>ST Math employs a visual approach, which helps learners grasp complex concepts without relying heavily on language. This is particularly beneficial for newcomers who may struggle with traditional text-based explanations. Licenses being purchased to support sped students and New comers.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.</p>	English Learners		

<p>1.1.7</p>	<p>Teacher Collaboration, Professional Development & Academic Support</p> <p>Provide teachers with professional learning opportunities to support Tier 1 instruction in reading and math, by using the district adopted curriculum, demo lessons in the classroom, data analysis, academic conferences, and site based professional development to include outside consultants. Substitute teachers will allow for teacher release time to attend these professional development opportunities.</p> <p>Through the Data Teams process and PLC development, classroom walk throughs/reviews, conferences and trainings teachers will deepen their skills in the PLC process focusing on creating a viable curriculum in an effort to provide a rigorous curriculum with quality first instruction and use of data analysis to inform instructional practices aligned across content area and grade levels.</p> <p>Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement. Montezuma will seek and utilize any appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for professional development, collaboration and training. Substitute Pay Calculation to release teachers for PD, academic conferences and additional hourly for site based PD:</p> <p>Title I funding allocation: Teacher Substitutes: 50 days X \$200 = \$10,000 Consultants: \$33,600 Teacher Additional Compensation: 677 hours x \$70= \$47,400</p> <p>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Supportz; No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$10,000</p> <p>\$33,600</p> <p>\$47,400</p>	<p>3010 - Title I</p> <p>3010 - Title I</p> <p>3010 - Title I</p>
<p>1.1.8</p>	<p>School Site Administrators Leadership Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.8 School Site Administrators Leadership Professional Development: No additional site LCFF is being allocated for this strategy.</p>			

1.1.9	<p>Professional Learning Community Implementation, Professional Learning & Curriculum Implementation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.10	<p>Data Analysis and Evaluation</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.</p>			
1.1.11	<p>Access to Foundational & Outdoor Learning Spaces</p> <p>Provide students opportunities to:</p> <ul style="list-style-type: none"> *Interact with their peers who will attend their Kindergarten class promoting social skills, *Establish a connection between the Kindergarten teacher and preschooler, *Practice Kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *Attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.</p>			

1.1.12	<p data-bbox="254 160 546 188">Acceleration of Learning</p> <p data-bbox="254 220 1213 618">In addition to the professional development provided by the District, Montezuma will provide teachers with the supplemental books sets that align with the phonological awareness curriculum SIPPS to ensure that students have a variety of resources to apply their learning. The book sets will focus on the content being covered by the teacher and provide students with multiple opportunities to gain exposure with the materials to accelerate the acquisition of phonological awareness and build students' abilities to read. Montezuma will be implementing a writing program to improve student outcomes in the area of writing. Teachers will be provided professional development on the writing curriculum which may happen during school or outside of contractual school hours. Teachers will be provided time to collaborate on implementation of both programs to ensure fidelity. Teachers will also be provided time outside of contractual hours for implementation planning as needed.</p> <p data-bbox="254 651 772 740">Title I Funding Allocation: Instructional Materials: \$20,000 Teacher Additional Compensation: \$25,000</p> <p data-bbox="254 773 947 837">LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.</p>	<p data-bbox="1255 160 1409 367">All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p data-bbox="1539 160 1638 188">\$20,000</p> <p data-bbox="1539 220 1638 248">\$25,000</p>	<p data-bbox="1808 160 1961 188">3010 - Title I</p> <p data-bbox="1808 220 1961 248">3010 - Title I</p>

1.1.13	<p>Literacy and Library Supports</p> <p>The Library Media Assist (0.625 FTE - 0.325 Centralized Funding, 0.0625 Site Funding) will help students select appropriate leveled books to read and then have students take corresponding comprehension and vocabulary tests based on the books they have read. Students will choose future books to read based on their AR test. The Library Media Assist will monitor school wide progress and provide incentives for classes and students meeting their individual goals. Additionally, the Library Media Assist will provide teacher support and training on Accelerated Reader in an effort to foster a schoolwide love of reading. Library Media Clerk runs small groups, access throughout the day including after school and assists students to select grade appropriate level books. Additionally, they provide modeling of reading and conducts read aloud. Supports teachers with Readers Theater, coordinates and monitors Accelerated Reader. Additional Compensation to extend the opportunities for students to experience reading resources.</p> <p>Accelerated Reader. License agreements: \$13,764 Books and Reference Materials: \$15,000</p> <p>LCAP 1.13 Literacy and Library Supports: Library Media Assist Salary and Benefits: (0.0625 FTE)-\$ 15,696 Library Media Assist Additional Compensation: 20 hours X \$60 = \$1200</p>		<p>\$1,200</p> <p>\$13,764</p> <p>\$15,000</p> <p>\$15,696</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p> <p>3010 - Title I</p> <p>0100 - LCFF/S&C (site)</p>

1.1.14	<p>Advancement Via Individual Determination (AVID)</p> <p>We are an AVID school and use WICOR and AVID strategies to accelerate academic achievement schoolwide. AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development. AVID equips students with the skills necessary for success in higher education and the workforce. By using AVID instructional materials, we can provide students with tools to enhance their writing, reading, and organizational skills, ensuring they are prepared for college-level coursework and professional environments. AVID Leadership will meet to guide the implementation process and college evidence of implementation for the certification process.</p> <p>Title I Funding Allocation: Instructional Materials: \$18, 401 Teacher Additional Compensation: 8 teachers x 2 hours x 10 months x \$74 = \$11,840</p> <p>LCAP 1.14 Advancement Via Individual Determination (AVID): No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	<p>\$18,401</p> <p>\$11,840</p>	<p>3010 - Title I</p> <p>3010 - Title I</p>
1.1.15	<p>Recapturing Learning Loss</p> <p>Instructional materials and supplies, will equip our educators with the resources they need to implement targeted interventions, foster student engagement, and ultimately improve academic outcomes for all students. We believe these purchases will play a critical role in our collective efforts to address learning loss and enhance student success.</p> <p>Title I Funding Allocation: Instructional Materials and Supplies: \$85,418</p> <p>LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.</p>		\$85,418	3010 - Title I

1.1.16	<p>Outdoor Education/Science Camp</p> <p>Montezuma students will be attending Science Camp.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 1.16 Outdoor Education/Science Camp: No additional site LCFF is being allocated for this strategy.</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>		

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Solution Tree PLC for the guiding coalition allowed us the opportunity to train staff how to select priority standards and unpack them. We revised our mission and vision statement to reflect achievement for all students. We had an updated master schedule to reflect designated SIPPS time. PBIS has created a culture of safety and encouraging attendance by offering Eagle bucks for incentives, a student store (including small prizes to bikes, skateboards and Bluetooth speakers and super recess.

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

Monies allotted for additional compensation for teachers was not being used, due to lack of subs. The money was redistributed to purchase smartboards and projectors for the older classrooms.

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

In goal 1.1 we took out the SBAC distance from 3 metric, because it was difficult to get current data, since the SBAC scores come out in the Summer. We decided to use only I Ready data to measure our growth due to the data being easily accessible.

Goal 2.1

Goal #	Description
Goal 2.1	By June 30,2025 maintain suspension rate less than 5% By June 30,2025 decrease chronic absenteeism for all students by 17%

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage and number of students chronically absent	32% (231 students)	15% (108)Chronic absenteeism

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			

2.1.3	<p>Equity and Inclusion Training and Workshops</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.</p>			
2.1.4	<p>Cultural Relevance, Outreach, and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.</p>			
2.1.5	<p>Positive Behavior Interventions and Support (PBIS)</p> <p>Motivational and PBIS assemblies to support school climate and healthy learning environments. Playworks to help at recess with conflict resolution and leadership, engaging students at recess in an effort to increase academic success. Teacher will be meeting after contractual hours to collaborate on school-wide PBIS strategies and implementation.</p> <p>Title I Funding Allocation: Teacher Additional Compensation: 142 hours x\$70=\$10,000</p> <p>LCAP 2.5 Positive Behavior Interventions and Support (PBIS): Consultants: \$24,600</p>		<p>\$24,600</p> <p>\$10,000</p>	<p>0100 - LCFF/S&C (site)</p> <p>3010 - Title I</p>
2.1.6	<p>Student Assistance Program Support (SAP)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.6 Student Assistance Program Support (SAP): No additional site LCFF is being allocated for this strategy.</p>			

2.1.7	<p>Behavior Support Services</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.7 Behavior Support Services: No additional site LCFF is being allocated for this strategy.</p>			
2.1.8	<p>New Teacher Training and Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.8 New Teacher Training and Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.9	<p>Social Service Supports for Families in Transition</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.</p>			
2.1.10	<p>Central Enrollment Direct Services to Families</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.</p>			
2.1.11	<p>Student Attendance and Truancy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.</p>			

2.1.12	<p>Health and Wellness Services and Supports</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.</p>			
2.1.13	<p>Mental Health Resources and Supports for Students</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.</p>			
2.1.14	<p>Social Emotional and Restorative Practices and Responsive Schools</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools: No additional site LCFF is being allocated for this strategy.</p>			
2.1.15	<p>School Connectedness</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.</p>			
2.1.16	<p>Assistant Principal Restoration at TK-8th Grade School Sites</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites: No additional site LCFF is being allocated for this strategy.</p>			

2.1.17	<p data-bbox="254 160 617 188">Additional School Site Support</p> <p data-bbox="254 220 1209 280">Program Specialist (1.0 FTE Centralized Funding) will provide Site based PD on RTI, ELD, ELPAC, data and support in class and during Academic Conferences.</p> <p data-bbox="254 313 1184 586">Program specialist activities using Title 1 federally sponsored funds include: supporting teachers and administration with administering and monitoring data for local assessments, supervising and coordinating bilingual assist schedule, organizing and presenting at Parent meetings to include parent Cafe, offering technical and instructional support to staff, providing site based trainings and professional development in an effort to increase student achievement and engagement. Program Specialist will monitor progress of students using the iReady data to help support teachers in providing small group intervention and extension opportunities.</p> <p data-bbox="254 591 1178 708">Program specialist activities include: Managing English learners' program and ELPAC testing. Managing SBAC and PSAT testing, participating in the SAP process, member of site CARE team. Assist principal in assigned duties, as needed, resolve tech issues.</p> <p data-bbox="254 712 1203 1016">As the Site ELD she will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. The program specialist will support leadership activities and collaboration teams outside of contractual hours.</p> <p data-bbox="254 1049 1146 1141">Title I Funding Allocation: Program Specialist Additional Compensation: 15 hours x 10 months x \$74= \$11,100</p> <p data-bbox="254 1174 947 1234">LCAP 2.17 Additional School Site Support: No additional site LCFF is being allocated for this strategy.</p>		\$11,100	3010 - Title I

2.1.18	<p>Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning: No additional site LCFF is being allocated for this strategy.</p>			
2.1.19	<p>Technology and Innovation Support</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.</p>			
2.1.20	<p>Instructional Technology</p> <p>Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards.</p> <p>Purchase instructional equipment necessary to implement supplemental programs that support high levels of student engagement, effective instructional practices, and application of Common Core state standards. Instructional technology may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, wireless audio components, and other instructional ancillary devices. Purchasing classroom-based equipment for teachers and students to use.</p> <p>Title I Funding Allocation: No additional Title 1 funding is allocated for this strategy.</p> <p>LCAP 2.20 Instructional Technology: Equipment: 2 Cannon image Runner advance: \$90,790</p>	Low Income, Students with Disabilities, Foster Youth, English Learners, All Students	\$90,790	0100 - LCFF/S&C (site)

2.1.21	<p>Instruction and Teacher Staffing</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.</p>			
2.1.22	<p>Recruit, Hire, Retain High Qualified Staff</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.</p>			
2.1.23	<p>School Facilities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 2.23 School Facilities: No additional site LCFF is being allocated for this strategy.</p>			
2.1.24	<p>Student and Campus Safety</p> <p>Noon Duties will be provided additional compensation to support student supervision during various school events and activities that build school connectedness.</p> <p>Title I Funding Allocation: No additional Title 1 Funding is being allocated for this strategy.</p> <p>LCAP 2.24 Student and Campus Safety: Additional Compensation: \$5,000</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$5,000	0100 - LCFF/S&C (site)

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Solution Tree PLC for the guiding coalition allowed us the opportunity to train staff how to select priority standards and unpack them. We revised our mission and vision statement to reflect achievement for all students. We had an updated master schedule to reflect designated SIPPS time. PBIS has created a culture of safety and encouraging attendance by offering Eagle bucks for incentives, a student store (including small prizes to bikes, skateboards and Bluetooth speakers and super recess).

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

Monies allotted for additional compensation for teachers was not being used, due to lack of subs. The money was redistributed to purchase smartboards and projectors for the older classrooms.

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

Students receive Eagle bucks for doing the right things on campus. That can spend the Eagle bucks in the student store/game room.

Goal 3.1

Goal #	Description
Goal 3.1	By May 2024 increase the number of parents involved in school activities to include: SSC,ELAC, Parent Cafe, assemblies, ESL classes and family nights by 5%.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation rates	10%	15%

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.1 Student Engagement and Leadership Opportunities: No additional site LCFF is being allocated for this strategy.			
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			

3.1.3	<p>Arts Programming</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.3 Arts Programming: No additional site LCFF is being allocated for this strategy.</p>			
3.1.4	<p>Expanded Learning and Enrichment Opportunities</p> <p>Montezuma will support the ELOP program currently operating after school by providing an additional teacher to support the athletic program. This teacher will support students by coaching a team and increasing the interest and participation in the program increasing student engagement with positive school related activities. The teacher will mentor students on self-regulations and leadership skills through after school coaching.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 3.4Expanded Learning and Enrichment Opportunities: Teacher Additional Comp: \$4,500</p>	<p>All Students, English Learners, Foster Youth, Low Income, Students with Disabilities</p>	\$4,500	0100 - LCFF/S&C (site)

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

We have had a well attended ESL (English as a second language), ELAC, SSC, food bank and Farmer's market. movie nights, Monthly Life skills assemblies, Tk, Kinder and 8th grade promotions.

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

We were unable to have Latino Family literacy project due to lack of materials. Materials were purchased at the end of this year, in preparation for next years

classes. We will offer parent classes showing parents how reading strategies to help their children.

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

none

Goal 4.1

Goal #	Description
Goal 4.1	...

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Parent meeting expenses and materials to support parent meetings-\$4666-Title I parent Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.	All Students	\$4,666	3010 - Title I - Parent
4.1.2	District Strategic Planning and Communication Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.2 District Strategic Planning and Communication: No additional site LCFF is being allocated for this strategy.			

4.1.3	Community Schools Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.3 Community Schools Supports and Resources: No additional site LCFF is being allocated for this strategy.			
4.1.4	Parent Advisory Committee Supports and Resources Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 4.4 Parent Advisory Committee Supports and Resources: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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



Goal 5.1

Goal #	Description
Goal 5.1	...

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No additional site LCFF is being allocated for this strategy.			
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	<p>Accelerate Learning for all SPED Students</p> <p>ST math licenses to support our sped students that benefit from the math visual support embedded in the ST Math platform to help accelerate their learning.</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.</p>	Students with Disabilities	\$3,400	3010 - Title I
5.1.4	<p>Culturally Responsive Professional Development</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.</p>			
5.1.5	<p>Meaningful Student Experiences and Opportunities</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.</p>			
5.1.6	<p>Recruit, Hire and Retain Student Support Personnel</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.</p>			
5.1.7	<p>Parent and Family Supports and Resources</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.</p>			

5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

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

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

Goal 6.1

Goal #	Description
Goal 6.1	We will reduce the number of chronically absent African American students by 10%.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage and number of chronically absent African American students	51.6%(16/31 students)	41.6%(20/31)

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			

6.1.2	<p>Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA)</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.</p>			
6.1.3	<p>Educator Gap Equity Plan</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.</p>			
6.1.4	<p>BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy: No additional site LCFF is being allocated for this strategy.</p>			
6.1.5	<p>BSAP Community Partnerships</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.</p>			
6.1.6	<p>Development of an African American Studies Course</p> <p>Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy.</p> <p>LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.</p>			

6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support: No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

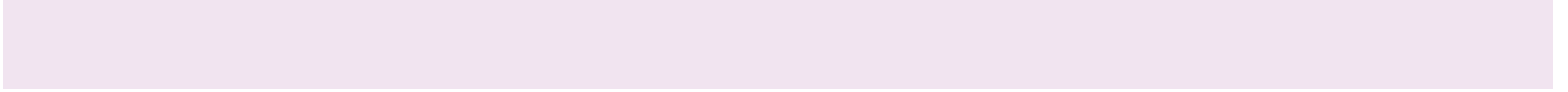
An Analysis of how this goal was carried out in the previous year.

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

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

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

where those changes can be found in the SPSA.



Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	\$309,589.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$461,175.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
3010 - Title I	\$304,923.00
3010 - Title I - Parent	\$4,666.00

Subtotal of additional federal funds included for this school: \$309,589.00

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 (\$)
0100 - LCFF/S&C (site)	\$151,586.00

Subtotal of state or local funds included for this school: \$151,586.00

Total of federal, state, and/or local funds for this school: \$461,175.00

2024-25 School Plan for Student Achievement Recommendations and Assurances

Site Name: Montezuma

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

10/3/24

Date of Meeting

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

English Learner Advisory Committee

10/22/24

Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on 10/3/24.

Date of Meeting

(Optional)

Other committees included in the Comprehensive Needs Assessment and SPSA review include:

School Site Council

10/3/24

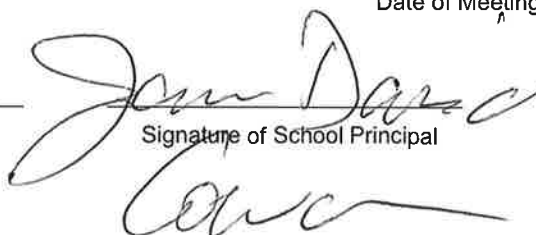
Committee

Date of Meeting

Attested:

James Cowan

Typed Name of School Principal

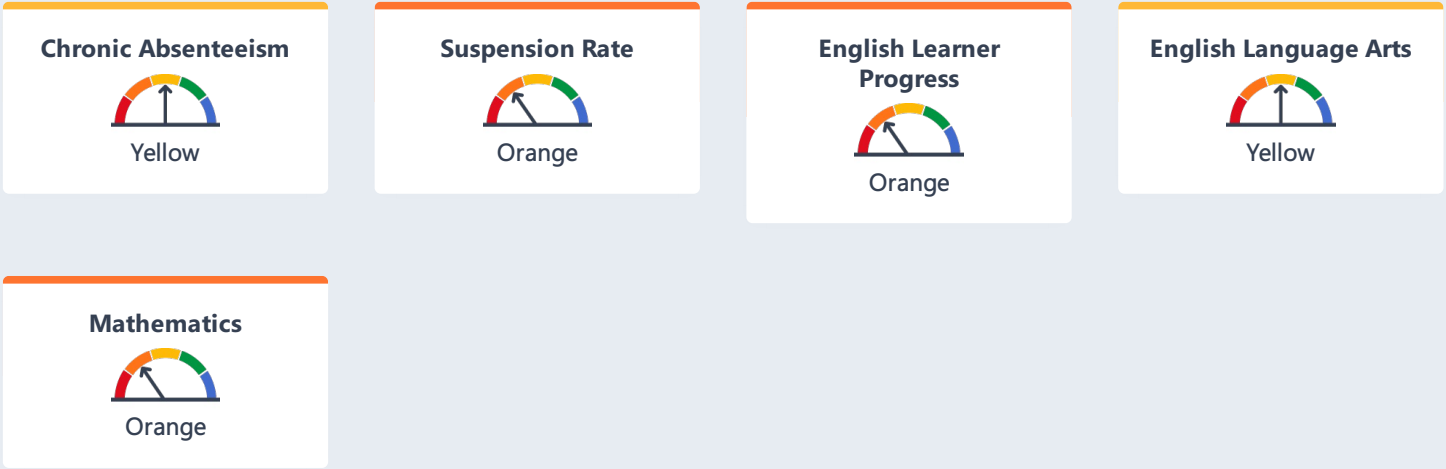

Signature of School Principal

10/27/24

Date

Montezuma Elementary

Explore the performance of Montezuma Elementary under California's Accountability System.



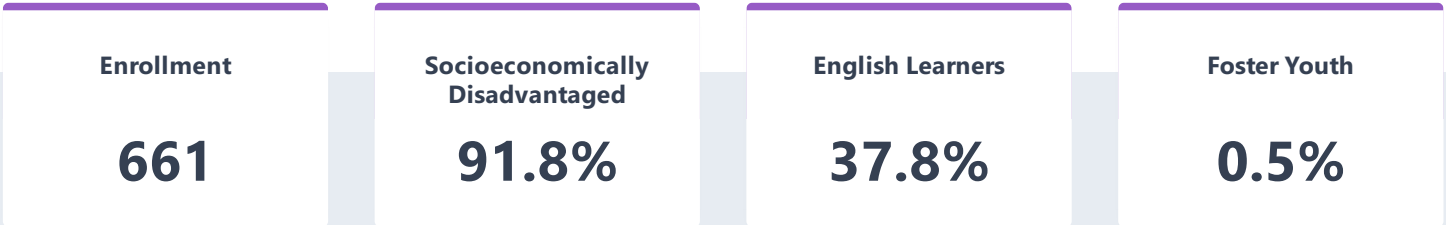
School Details

<div>NAME</div> Montezuma Elementary	<div>ADDRESS</div> 2843 Farmington Road Stockton, CA 95206-7845	<div>WEBSITE</div> N/A	<div>GRADES SERVED</div> K-8
<div>CHARTER</div> No	<div>DASHBOARD ALTERNATIVE SCHOOLS STATUS</div> No		

MONTEZUMA ELEMENTARY

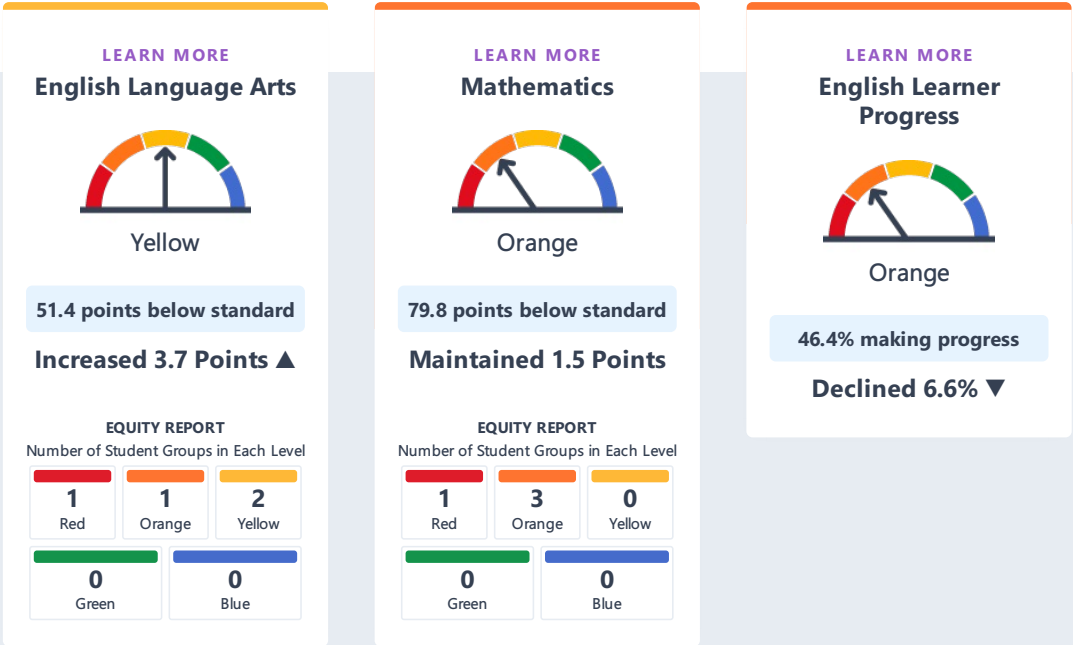
Student Population

Explore information about this school's student population.



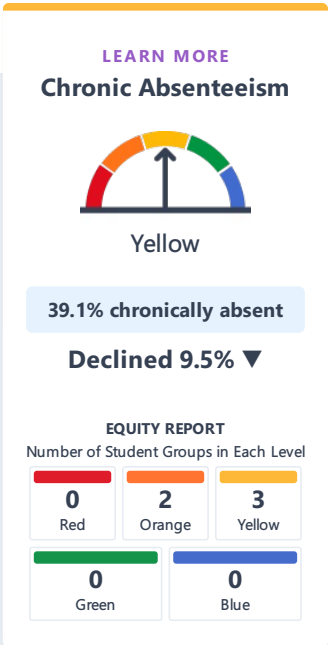
Academic Performance

View Student Assessment Results and other aspects of school performance.



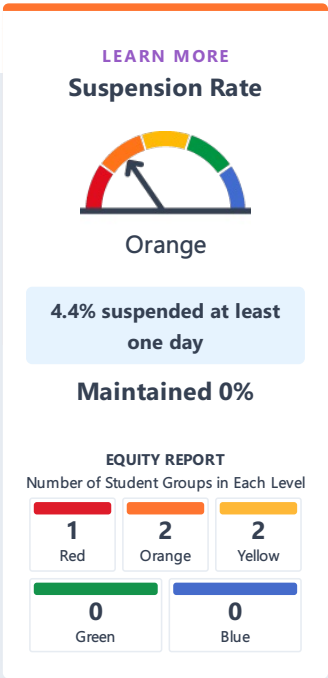
Academic Engagement

See information that shows how well schools are engaging students in their learning.



Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.



Academic Performance


View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Yellow

51.4 points below standard


Increased 3.7 Points ▲

Number of Students: 382

Student Group Details


All Student Groups by Performance Level

11 Total Student Groups




Red

English Learners



Orange


Students with Disabilities



Yellow


Hispanic

Socioeconomically Disadvantaged



Green

No Student Groups



Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White

African American



No Performance Color

108.1 points below standard

Increased 11.3 Points ▲

Number of Students: 12

Asian



No Performance Color

51.4 points below standard

Declined 14.7 Points ▼

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

169.5 points below standard

Declined 53.6 Points ▼

Number of Students: 17

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

104.4 points below standard

Declined 20.6 Points ▼

Number of Students: 13

English Learners



Red

77.8 points below standard

Maintained -0.4 Points

Number of Students: 158

Students with Disabilities



Orange

109.6 points below standard

Increased 7.1 Points ▲

Number of Students: 67

Hispanic



Yellow

50.6 points below standard

Increased 3.4 Points ▲

Number of Students: 343

Socioeconomically Disadvantaged



Yellow

55.2 points below standard

Increased 3 Points ▲

Number of Students: 351

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2022

2023

All Students

55.1 points below standard

51.4 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.


Current English Learners	Recently Reclassified English Learners	English Only
112.9 points below standard Maintained 2.6 Points Number of Students: 107	4.3 points below standard Increased 19.8 Points ▲ Number of Students: 51	67.3 points below standard Declined 6.3 Points ▼ Number of Students: 129

Mathematics

All Students

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

All Students



Orange







79.8 points below standard

Maintained 1.5 Points

Number of Students: 381

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups		
 <p>Red</p> <p>Students with Disabilities</p>	 <p>Orange</p> <p>English Learners</p> <p>Hispanic</p> <p>Socioeconomically Disadvantaged</p>	 <p>Yellow</p> <p>No Student Groups</p>
 <p>Green</p> <p>No Student Groups</p>	 <p>Blue</p> <p>No Student Groups</p>	 <p>No Performance Color</p> <p>African American</p> <p>Asian</p>

Filipino

Foster Youth

Homeless

Two or More Races

White

● ○ ○ ○ ○ ○

African American



No Performance Color

153.4 points below standard

Declined 9.4 Points ▼

Number of Students: 12

Asian



No Performance Color

45.4 points below standard

Increased 26.2 Points ▲

Number of Students: 15

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless



No Performance Color

201.9 points below standard

Declined 4.4 Points ▼

Number of Students: 17

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White



No Performance Color

120.3 points below standard

Increased 7.1 Points ▲

Number of Students: 13

Students with Disabilities



Red

149.9 points below standard

Declined 32.6 Points ▼

Number of Students: 67

English Learners



Orange

88.9 points below standard

Declined 3.1 Points ▼

Number of Students: 158

Hispanic



Orange

80.3 points below standard

Maintained -1.8 Points

Number of Students: 342

Socioeconomically Disadvantaged



Orange

83.8 points below standard

Maintained 0.5 Points

Number of Students: 350

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	81.3 points below standard	79.8 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

117.9 points below standard

Maintained 0.9 Points

Number of Students: 107

Recently Reclassified English Learners

27.9 points below standard

Increased 11.6 Points ▲

Number of Students: 51

English Only

105.8 points below standard

Maintained -2.4 Points

Number of Students: 129


English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE

English Learner Progress



Orange

46.4% making progress towards English language proficiency

Declined 6.6% ▼

Number of EL Students: 192

Student English Language Acquisition Results

Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.

Academic Engagement


View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: <https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevelevel=School&cde=39686766042717&year=2022-23>

All Students



Yellow

39.1% chronically absent


Declined 9.5% ▼

Number of Students: 696

Student Group Details


All Student Groups by Performance Level

11 Total Student Groups




Red

No Student Groups




Orange

African American
Students with Disabilities




Yellow

English Learners
Hispanic
Socioeconomically Disadvantaged




Green

No Student Groups



Blue

No Student Groups



No Performance Color

Asian
Filipino
Foster Youth
Homeless
Two or More Races
White

Asian



No Performance Color

26.1% chronically absent

Declined 5.9% ▼

Number of Students: 23

Filipino



No Performance Color

81.8% chronically absent

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

71.4% chronically absent

Declined 14.8% ▼

Number of Students: 28

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

55% chronically absent

Declined 7.5% ▼

Number of Students: 20

African American



Orange

51.6% chronically absent

Declined 15.1% ▼

Number of Students: 31

Students with Disabilities



Orange

52.3% chronically absent

Declined 2% ▼

Number of Students: 109

English Learners



Yellow

34.6% chronically absent

Declined 10.4% ▼

Number of Students: 269

Hispanic



Yellow

37.7% chronically absent

Declined 9.9% ▼

Number of Students: 605

Socioeconomically Disadvantaged



Yellow

40.3% chronically absent

Declined 8.5% ▼

Number of Students: 642

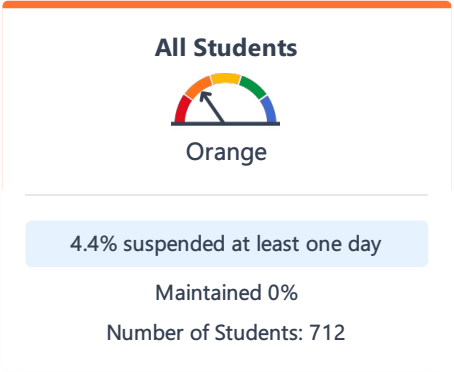
Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

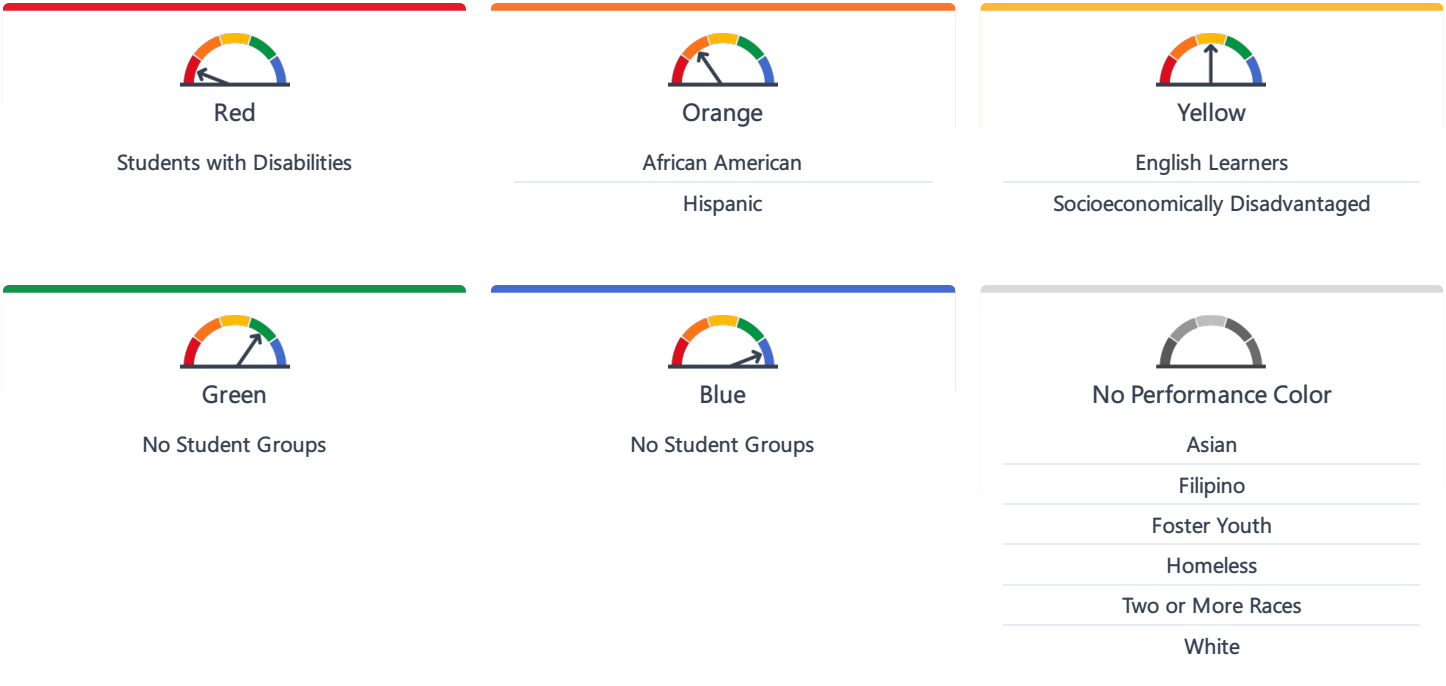
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



Student Group Details

All Student Groups by Performance Level

11 Total Student Groups



Asian



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 23

Filipino



No Performance Color

0% suspended at least one day

Number of Students: 11

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Homeless



No Performance Color

17.2% suspended at least one day

Increased 4.3% ▲

Number of Students: 29

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

White



No Performance Color

19% suspended at least one day

Increased 3.7% ▲

Number of Students: 21

Students with Disabilities



Red

12.1% suspended at least one day

Increased 3.1% ▲

Number of Students: 116

African American



Orange

9.7% suspended at least one day

Declined 2.4% ▼

Number of Students: 31

Hispanic



Orange

3.7% suspended at least one day

Maintained 0%

Number of Students: 620

English Learners



Yellow

2.6% suspended at least one day

Maintained -0.1%

Number of Students: 274

Socioeconomically Disadvantaged



Yellow

4.4% suspended at least one day

Declined 0.3% ▼

Number of Students: 657

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	4.4%	4.4%

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)
CARS	Consolidated Application and Reporting System
CASBO	California Association of School Business Officials (Outside CDE Source)
CBEDS	California Basic Educational Data System
CBEST	California Basic Educational Skills Test (Outside CDE Source)
CCC	California Community Colleges (Outside CDE Source)
CCCCO	California Community Colleges Chancellor's Office (Outside CDE Source)
CCEE	California Collaborative for Educational Excellence (Outside CDE Source)
CCI	College/Career Indicator
CCR	California Code of Regulations
CCSESA	California County Superintendents Educational Services Association (Outside CDE Source)
CCSS	Common Core State Standards
CCSSO	Council of Chief State School Officers (Outside CDE Source)
CCTD	Career and College Transition Division – CDE
CDC	Centers for Disease Control and Prevention (Outside CDE Source)
CDE	California Department of Education
CDS Code	County/District/School Code
CEI	Community Engagement Initiative (Outside CDE Source)
CFIRD	Curriculum Frameworks, and Instructional Resources Division – CDE
CFR	Code of Federal Regulations (Outside CDE Source)
CFT	California Federation of Teachers (Outside CDE Source)
CHKRC	California Healthy Kids Resource Center (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	California High School Proficiency Examination
CLAD	Crosscultural, Language, and Academic Development (Outside CDE Source)
CMD	Clearinghouse for Multilingual Documents
CMT	California Department of Education Monitoring Tool

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	Early Learning and Care Division – CDE
ELD	Expanded Learning Division – CDE
ELPAC	English Language Proficiency Assessments for California
ELPI	English Learner Progress Indicator
EL Roadmap	English Learner Roadmap Policy
ELSB	Early Literacy Support Block
ELSD	English Learner Support Division – CDE
ESEA	Elementary and Secondary Education Act of 1965 (Outside CDE Source)
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief Fund
ETS	Educational Testing Service (Outside CDE Source)
EWIG	Educator Workforce Investment Grant

F

Acronym	Description
FASD	Fiscal and Administrative Services Division
FM	Fiscal Monitoring
FPM	Federal Program Monitoring
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	Foster Youth Services

G

Acronym	Description
GAD	Government Affairs Division – CDE
GATE	Gifted and Talented Education
GED	General Educational Development Test

GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description
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I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description
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K

Acronym	Description
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L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description
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MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description
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R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs
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S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	Western Association of Schools and Colleges (Outside CDE Source)
WestEd	WestEd (Outside CDE Source)
WIC	Women, Infants, and Children (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	Year-round Education

Questions: Felicia Novoa | fnovoa@cde.ca.gov