



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
Cottage Elementary School	34-67447-6034441	June 1, 2022	June 28th, 2022

Purpose and Plan Summary

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)

Schoolwide Program

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);

- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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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

Comparisons of previous data from district and state assessments as well as discipline and attendance data and survey results were shared at parent and staff meetings to elicit reflective input and to spark input towards next steps. Data reviewed included information available from the CA Dashboard as well as district surveys.

Resource Inequities

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

On account of the COVID-19 Pandemic, the 2022-23 SPSA aims to target actions to accelerate academic learning, strengthen social-emotional supports and provide enrichment opportunities for students. This plan also prioritizes the re-establishment of the school culture and relationships

between school, students, and families that is pervasive within the Montessori setting where students spend up to 3 years within the same classroom community.

Many of our families lack the resources and/or US based educational experiences to have taken full advantage of some resources that may have been available to other families based on lack of technology, transportation, or financial constraints. This year's SPSA provides supports for those missed opportunities and resources.

Staff is engaging in a year-long focus of lesson study and refinement of Montessori practices. Included in that focus is an internal adoption of the Montessori scope and sequence of lessons, a community-wide agreement of essential lessons, and support through Public Montessori in Action to guide the work. School resources have included a focus on professional development of staff in the areas of lesson study, standards calibration, and parent involvement activities and ensuring students have the appropriate materials to fully engage in the Montessori learning process.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Community engagement and understanding of the Montessori program efforts will continue as we maintain high levels of community satisfaction and opportunities for engagement while adding additional classes.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

2022 Winter School Climate Surveys reflected a decrease in overall sense of safety and community among all three subgroups (parents, students, staff)

What worked and didn't work? Why? (monitoring)

With the pandemic, the relationship between home and school, which has been historically high, suffered more than anticipated.

What modification(s) did you make based on the data? (evaluation)

No modifications were made

2021-22

Identified Need

Support to families in understanding the Montessori Philosophy and the examination of ways to re-connect with families within an environment that still poses challenges to having families on campus and interacting within school functions.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Parent access on campus; home-school relationships.	Only two events were held in conjunction with home-school relationship building during the 2021-22 school year due to pandemic restrictions.	Increased percentages of families participating in on-campus activities will be reflective of the increase in opportunities to link home and school.
Homeschool connection through online resources will facilitate parent understanding of student growth	Parents shared that they wanted to understand more about what is happening at the school and increase their involvement.	Training will be held for all teachers to integrate online mediums for enhancing school-home communication.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1		All Students English Learners Low-Income Students Foster Youth Other				
1.2	Implement Transparent Classroom tool to enhance School/Home communication around student achievement	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	Title I Part A Parent Involvement 5000-5999: Services And Other Operating	500 4999	School year 2022-23

				Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		
1.3	Provide school wide activities/ events that include family participation.	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	5794 5000	School year 2022-23
1.4	Continue student recognition events in support of student growth and achievement	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1500 5000	School year 2022-23

				Title I Part A Site Allocation 4000-4999: Books And Supplies		
1.5		All Students English Learners Low-Income Students Foster Youth Other				
1.6		All Students English Learners Low-Income Students Foster Youth Other				
1.7		All Students English Learners Low-Income Students Foster Youth Other				
1.8		All Students English Learners Low-Income Students Foster Youth Other				
1.9		All Students English Learners Low-Income Students Foster Youth Other				



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

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Provide an educationally safe environment to support the social and emotional needs of students. Environment will be supported through established programs on campus as well as through targeted professional development focused on addressing social emotional needs and in support of the Montessori philosophy.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

District surveys, parent meeting conversations, Student records around behaviors and attendance

What worked and didn't work? Why? (monitoring)

Many students still had a high rate of absenteeism. Some of it was COVID related due to symptoms, but some is assessed to be legacy behaviors from distance learning.

What modification(s) did you make based on the data? (evaluation).

Staff will be re-invigorating our PBIS program and will be working with some specifics towards building/re-building home/school relationships.

2021-22

Identified Need

School/home relationships need to be re-established to help families understand the benefits of Montessori education and to address the social and emotional challenges experienced by students over the past 1.5 years.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
District Survey - School Culture Staff. Percent strongly agree/agree overall.	83.3%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - School Culture Parent. Percent strongly agree/agree overall.	85.7%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - School Culture Student. Percent strongly agree/agree overall.	100%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - Safety Staff. Percent strongly agree/agree overall.	66.7%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - Safety Parent. Percent strongly agree/agree overall.	80%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - Safety Student. Percent strongly agree/agree overall.	100%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
School Chronic Absenteeism.	No true baseline for 20-21 available due to multiple factors impacting how student attendance was recorded. Cottage	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with a 10% chronic absenteeism rate

Metric/Indicator

Baseline 2021-22

Expected Outcome 2022-23

	Elementary historically has had at 95% attendance record with 10% chronic absenteeism.	
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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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Strengthen the social-emotional learning climate based on the Montessori philosophy and through training and use of research based programs such as Child Study.	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1500	School year 2022-23
2.2	Continue PBIS meeting with the PBIS team and discuss school issues and implement strategies for both Tier 1 and Tier 2.	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1500	School year 2022-23

	Provide ongoing coaching and support for implementation of PBIS framework including Tier 1 and 2 strategies.					
2.3	Enhance Student Senate experiences to promote student leadership and school-wide.	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	750	School year 2022-23
2.4	Continue to schedule, school gatherings throughout the year that celebrate positive character traits, anti-bullying behaviors, positive attendance and	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	School year 2022-23

	community expectations.					
2.5	Provide opportunities for staff to attend well researched professional development workshops in the area of PBIS and/or related trainings on behavior, restorative justice practices, and character education to maximize student time on task	X All Students English Learners Low-Income Students Foster Youth Other	Staff Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3000 3140	School year 2022-23
2.6	Provide for Rec Aids to support student behaviors on the playground and cafeteria. Rec Aids will have monthly	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4500 3,412	School year 2022-23

	meetings to train in strategies to supervise and monitor effective strategies to help students solve problems.			LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries		
2.7		All Students English Learners Low-Income Students Foster Youth Other				

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

Support the academic development of all students through research based practices within the Montessori philosophy. Students will be actively engaged at their appropriate developmental levels and growth will be supported through engagement of Montessori lessons and appropriate academic supports. We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement. Staff will be supported through the development and enhancement of their own professional skills and will be able to access the tools and supports needed to support the academic growth of their children.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Montessori exams (GAT and JRT) are assessed at the beginning of the year and then ongoing throughout the year as students reach benchmarks; iReady assessments for Math and Reading reviewed in Fall and Winter.

What worked and didn't work? Why? (monitoring)

We didn't really have a very good mechanism for sharing data across all grade levels. Data was kept mostly within grade level spans.

What modification(s) did you make based on the data? (evaluation)

Staff has begun work towards articulating grade level expectations as they relate to Montessori lessons and align with CCSS.

2021-22

Identified Need

There are several educational components that are either missing or needing support to meet the needs of all student levels within the Montessori classroom. Staff will also access Montessori organizations to continue professional development and refine curricular lessons. Staff will also set school-wide benchmarks towards use of Montessori exams (GAT and JRT) are assessed at the beginning of the year and then ongoing throughout the year as students reach benchmarks; iReady assessments for Math and Reading reviewed in Fall and Winter.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
CAASPP 2019	50.2 points below standard, 15.3 point increase, status yellow	It is expected that student growth stopped or was delayed during 2020-21 school year. New benchmarks will be established with administration of iReady and Montessori assessments in fall.
CAASPP 2019	65.5 points below standard, 16.6 point increase, status yellow	It is expected that student growth stopped or was delayed during 2020-21 school year. New benchmarks will be established with administration of iReady and Montessori assessments in fall.
TK/K Letter names and sounds	No baseline established	TK/K students will have at least 8 letter names and sounds mastered by December 2022
Reading Text Leveling	No baseline established	Using BPST and Scholastic text level assessments, 25% of below grade level students in grades 1-3 will grow 2 text levels from fall to winter.
Reading Text Leveling	No baseline established	Students in grades 4-5 will either meet grade level expectations or grow by two levels from fall to winter assessment.

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 & Proposed Expenditures

3.8	Continue to align Montessori materials and lessons for CCSS units of study in Early Childhood, Lower Elementary, and Upper Elementary.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Principal Academic Coach ELD Teacher Classroom Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	25000	School year 2022-23
3.9	Enable staff to participate in Professional Development, Conferences, data driven conversations, and vertical alignment meetings via extra assignment hours and/or funding coverage for duties.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	18250	School year 2022-23
3.10	Purchase and provide supplemental materials that support our English	All Students X English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation	1000	School year 2022-23

	Learners progress in acquisition of English and CCSS.			4000-4999: Books And Supplies		
3.11	Rent, lease, repair, and purchase site licenses and technology to assist with instruction as needed to support implementation of Common Core State Standards.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	1100 30690	School year 2022-23
3.12	Use printing services and supplies to duplicate supplemental instructional materials used by students throughout	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4670	School year 2022-23

	Early Childhood, Lower Elementary, and Upper Elementary classes.					
3.13	Purchase teacher resources in the all areas of the curriculum to support learning (\$750 per class plus additional \$1000 for new classrooms)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies	11750 20000	School year 2022-23
3.14	Staff 3-hour Instructional aides during "job time" to support observation and individualize support for students in classes where they are needed to support learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	78929 31571	School year 2022-23

3.15	Purchase library books that are culturally and academically appropriate for student body.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2022-23
3.16	Join and/or renew memberships in national and/or international organizations to build connections in the Montessori community .	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5000	
3.17	Identify and establish methods to support Montessori practices. Site observations, consulting teachers, relationships with other	X All Students English Learners Low-Income Students Foster Youth Other	Principal teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	25000	School year 2022-23

	Montessori organizations.					
3.18	Staff will attend Montessori Training to further professional development in Montessori learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	600 20000	School year 2022-23
3.19	Provide academic support for students and staff 1.0 FTE Coach 1.0 FTE Intervention	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	142,420 81,736	School year 2022-23

				1000-1999: Certificated Personnel Salaries		
3.20	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 2.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	189,865	School year 2022-23
3.21	Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff Guest Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10000	School year 2022-23
3.22	Provide primary language	All Students X English Learners Low-Income Students	Principal	LCFF Supplemental English	50,817	School year 2022-23

	<p>support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 1.5 FTE BIAs</p>	<p>Foster Youth Other</p>		<p>Learner Central 2000-2999: Classified Personnel Salaries</p>		
3.23		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Cottage Elementary will implement clear pathways to bright futures through increased exposure and experiences which enhance college and career potential.

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Student interest and participation rates and trends in STEM/STEAM and extra curricular activities that have been offered and expand academic experiences.

What worked and didn't work? Why? (monitoring)

Programs continually run waitlists and student/parent satisfaction rates are high.

What modification(s) did you make based on the data? (evaluation)

Staff is investigating core activities that would be culmination events for specific grade level spans.

2021-22

Identified Need

Many students do not have the financial or transportation resources to access environments and activities that their peers may have access to. Staff will look for opportunities to provide students with experiences that support learning plans and open new experiences to students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	N/A	baseline
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	N/A	baseline
Number of enrichment opportunities offered before, during or after school.	N/A	Students will experience activities and events that would be supportive of expanding student experiences and horizons.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide transportation and admission costs for students to enhance educational and career opportunities for all students,	X All Students English Learners Low-Income Students Foster Youth Other	Site Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	20290	2022-2023

to include opportunities not readily available to our families.

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$516,569.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$811,783.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,412.00
LCFF Supplemental English Learner Central	\$240,682.00
LCFF Supplemental Site Allocation	\$51,120.00
Title I Part A Parent Involvement	\$7,794.00
Title I Part A Site Allocation	\$508,775.00

Subtotal of state or local funds included for this school: \$811,783.00

Total of federal, state, and/or local funds for this school: \$811,783.00

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
LCFF Supplemental Site Allocation	51,120	0.00
LCFF Supplemental English Learner Central	240,682	0.00
LCFF Supplemental Centralized Services (District Only)	3,412	0.00
Title I Part A Site Allocation	508,775	0.00
Title I Part A Parent Involvement	7,794.00	0.00
Title I Part A Centralized Services (District Only)	0.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental English Learner Central	240,682.00
LCFF Supplemental Site Allocation	51,120.00
Title I Part A Parent Involvement	7,794.00
Title I Part A Site Allocation	508,775.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	450,521.00
2000-2999: Classified Personnel Salaries	137,658.00
3000-3999: Employee Benefits	31,571.00
4000-4999: Books And Supplies	82,964.00
5000-5999: Services And Other Operating Expenditures	57,579.00
5800: Professional/Consulting Services And Operating Expenditures	51,490.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	189,865.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	50,817.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	4,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	20,670.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,100.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	23,350.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,294.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	259,156.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	78,929.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	31,571.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	55,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	55,979.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	28,140.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,793.00
Goal 2	19,302.00
Goal 3	749,398.00
Goal 4	20,290.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Joseph Houston	Parent or Community Member
Shamsuddin Noory	Parent or Community Member
Hilary Ladd	Parent or Community Member
Donna Hale	Classroom Teacher
Arthur Estrada	Principal
Kristin Strong	Classroom Teacher
Alyssa Horrell Se	Classroom Teacher
Susan Nemer	Other School Staff
Bahar Kianfar	Parent or Community Member
Tamara Rebello	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 1st, 2022.

Attested:

ON FILE
on file

Principal, Arthur Estrada on 06/01/2022

SSC Chairperson, Tamara Rebello on 06/01/2022

Budget By Expenditures

Cottage Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$3,412.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,412.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$240,682.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 2.0 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$189,865.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 1.5 FTE BIAs	2000-2999: Classified Personnel Salaries	\$50,817.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$240,682.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Cottage Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$51,120.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	\$18,250.00	Engaging Academic Programs	
Staff will attend Montessori Training to further professional development in Montessori learning.	5800: Professional/Consulting Services And Operating Expenditures	\$600.00	Engaging Academic Programs	
Purchase library books that are culturally and academically appropriate for student body.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Purchase and provide supplemental materials that support our English Learners progress in acquisition of English and CCSS.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
Rent, lease, repair, and purchase site licenses and technology to assist with instruction as needed to support implementation of Common Core State Standards.	5000-5999: Services And Other Operating Expenditures	\$1,100.00	Engaging Academic Programs	
Use printing services and supplies to duplicate supplemental instructional materials used by students throughout Early Childhood, Lower Elementary, and Upper Elementary classes.	4000-4999: Books And Supplies	\$4,670.00	Engaging Academic Programs	
Purchase teacher resources in the all areas of the curriculum to support learning (\$750 per class plus additional \$1000 for new classrooms)	4000-4999: Books And Supplies	\$11,750.00	Engaging Academic Programs	
Continue PBIS meeting with the PBIS team and discuss school issues and implement strategies for both Tier 1 and Tier 2.	1000-1999: Certificated Personnel Salaries	\$1,500.00	Healthy Environments for Social-Emotional Growth	
Provide ongoing coaching and support for implementation of PBIS framework including Tier 1 and 2 strategies.				

Cottage Elementary School

Enhance Student Senate experiences to promote student leadership and school-wide.	4000-4999: Books And Supplies	\$750.00	Healthy Environments for Social-Emotional Growth
Continue to schedule, school gatherings throughout the year that celebrate positive character traits, anti-bullying behaviors, positive attendance and community expectations.	4000-4999: Books And Supplies	\$1,500.00	Healthy Environments for Social-Emotional Growth
Provide opportunities for staff to attend well researched professional development workshops in the area of PBIS and/or related trainings on behavior, restorative justice practices, and character education to maximize student time on task	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	Healthy Environments for Social-Emotional Growth
Provide for Rec Aids to support student behaviors on the playground and cafeteria. Rec Aids will have monthly meetings to train in strategies to supervise and monitor effective strategies to help students solve problems.	2000-2999: Classified Personnel Salaries	\$4,500.00	Healthy Environments for Social-Emotional Growth
	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$51,120.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$7,794.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement Transparent Classroom tool to enhance School/Home communication around student achievement	5000-5999: Services And Other Operating Expenditures	\$500.00	Connected School Communities	
Provide school wide activities/ events that include family participation.	4000-4999: Books And Supplies	\$5,794.00	Connected School Communities	

Cottage Elementary School

Continue student recognition events in support of student growth and achievement	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities
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Title I Part A Parent Involvement Total Expenditures: \$7,794.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$508,775.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	\$4,999.00	Connected School Communities	
	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
	5800: Professional/Consulting Services And Operating Expenditures	\$3,140.00	Healthy Environments for Social-Emotional Growth	
Staff 3-hour Instructional aides during "job time" to support observation and individualize support for students in classes where they are needed to support learning.	2000-2999: Classified Personnel Salaries	\$78,929.00	Engaging Academic Programs	
Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs	
Continue to align Montessori materials and lessons for CCSS units of study in Early Childhood, Lower Elementary, and Upper Elementary.	4000-4999: Books And Supplies	\$25,000.00	Engaging Academic Programs	

Cottage Elementary School

Provide academic support for students and staff 1.0 FTE Coach 1.0 FTE Intervention	1000-1999: Certificated Personnel Salaries	\$142,420.00	Engaging Academic Programs
	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Engaging Academic Programs
	1000-1999: Certificated Personnel Salaries	\$81,736.00	Engaging Academic Programs
	5000-5999: Services And Other Operating Expenditures	\$30,690.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$20,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$31,571.00	Engaging Academic Programs
Provide transportation and admission costs for students to enhance educational and career opportunities for all students, to include opportunities not readily available to our families.	5000-5999: Services And Other Operating Expenditures	\$20,290.00	Clear Pathways to Bright Futures
Join and/or renew memberships in national and/or international organizations to build connections in the Montessori community .	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Engaging Academic Programs
Identify and establish methods to support Montessori practices. Site observations, consulting teachers, relationships with other Montessori organizations.	1000-1999: Certificated Personnel Salaries	\$25,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures: \$508,775.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Cottage Elementary School Total Expenditures: \$811,783.00