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 7th, 2023	August 8, 2023

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

Additional Targeted Support and Improvement

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Cottage Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Asians
3. English Learners
4. Socio-Economically Disadvantaged
5. Students with Disabilities

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Student Group Report for 2022

↻ Pivot Data by StudentGroups

Student Group	English Learner Progress	Chronic Absenteeism Rate	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Medium	Very High	Medium	N/A	Very Low	Very Low
English Learners	Medium	Very High	Medium	N/A	Very Low	Very Low
Socioeconomically Disadvantaged	N/A	Very High	Medium	N/A	Very Low	Very Low
Students with Disabilities	N/A	Very High	Medium	N/A	No Performance Level	No Performance Level
African American	N/A	Very High	Very Low	N/A	No Performance Level	No Performance Level
Asian	N/A	Very High	Very Low	N/A	Very Low	Very Low
Hispanic	N/A	Very High	High	N/A	Low	Very Low
White	N/A	Very High	Medium	N/A	Low	Very Low

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes.
Based on the analysis of Cottage's absenteeism data, we have found that the root causes contributing to the results are the following: illness and transportation issues.
Based on the analysis of Cottage's suspension data, we have found that the root causes contributing to the results are the following: regression of social and emotional development skills among all students. This is especially true among older students who missed key developmental milestones during the COVID pandemic.
Based on the analysis of Cottage's English performance data, we have found that the root causes contributing to the results are the following: Many students enter school with deficient skill sets. Additionally, Cottage only supports part time kindergarten classes which does not provide our students with the amount of support needed.

Based on the analysis of Cottage's Math performance data, we have found that the root causes contributing to the results are the following: Many students enter school with deficient skill sets. Additionally, Cottage only supports part time kindergarten classes which does not provide our students with the amount of support needed.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

On account of deficiencies exasperated by the COVID-19 Pandemic, the 2023-24 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 self-reflection of teaching practices and refinement of our Montessori program. 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. School-wide goal of being able to qualify for accreditation as a Montessori school is the goal for 2024-25.

Attendance: Cottage does not offer transportation. Cottage will be implementing the following evidenced-based actions which should especially benefit our students of two or more races: One area that is of particular concern for families is the assignment into AM or PM kindergarten which does not provide the same kindergarten experience as the majority of the district (full day). Cottage will work with district services to try to better determine methods to meet family needs. Concerning illness, it is expected that absences due to illness will decrease once county guidelines concerning COVID are updated.

Academic Progress: Cottage will be implementing the following evidenced-based actions which should especially benefit our students of two or more races: Again, One area that is of particular concern for families is the assignment into AM or PM kindergarten which does not provide the same kindergarten experience as the majority of the district (full day). Cottage will work with district staff to determine whether or not moving from partial day to full day kindergarten may be an option. With respect to other grade levels, all classes have developed grade level academic goals.

Input from Educational Partners

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

SPSA review was conducted on a regular basis with parent, certificated and classified staff representation participating. In addition, site administration distributed surveys to each group to

gauge feelings and perceptions about campus climate and academic performance. Results from discussions and surveys were used to inform SPSA goals and allocation of resources.

Resource Inequities

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

On account of deficiencies exasperated by the COVID-19 Pandemic, the 2023-24 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.

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School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.63%	0.61%	1	3	3
African American	5.0%	4.80%	4.67%	22	23	23
Asian	38.3%	40.08%	40.45%	168	192	199
Filipino	0.2%	0%	0.41%	1	0	2
Hispanic/Latino	16.6%	16.70%	16.26%	73	80	80
Pacific Islander	0.5%	0.42%	0.41%	2	2	2
White	34.9%	33.19%	31.91%	153	159	157
Multiple/No Response	4.3%	4.18%	5.28%	19	20	26
			Total Enrollment	439	479	492

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	103	132	96
Grade 1	79	84	98
Grade 2	72	71	86
Grade3	59	72	79
Grade 4	64	61	77
Grade 5	62	59	56
Total Enrollment	439	479	492

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	179	241	259	40.80%	50.3%	52.6%
Fluent English Proficient (FEP)	30	54	51	6.80%	11.3%	10.4%
Reclassified Fluent English Proficient (RFEP)	2	22	29	1.1%	9.1%	11.2%

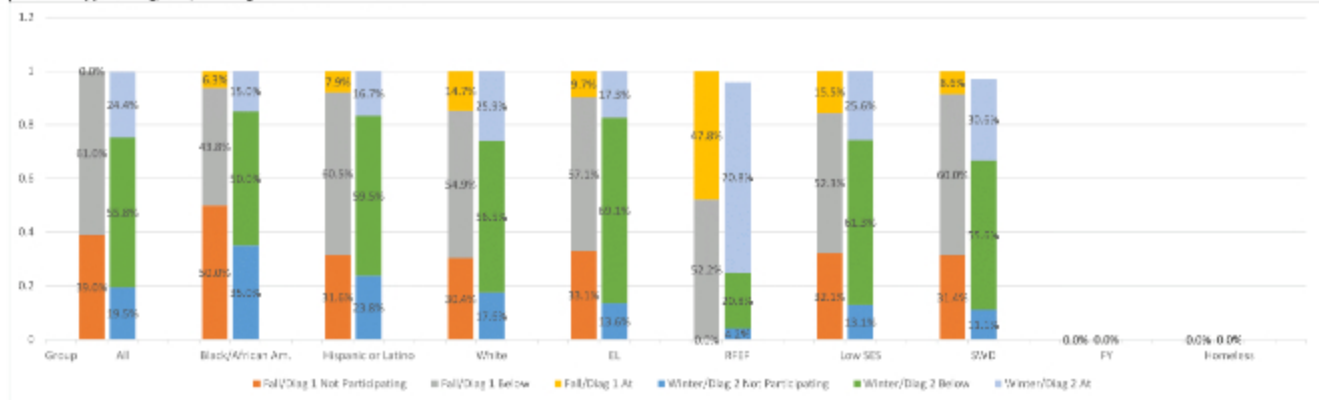Cottage Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	307	97	152	0	60	172	75			
Black/African Am.	20	8	7	1	7	10	3			
Hispanic or Latino	42	12	23	3	10	25	7			
White	108	31	56	15	19	61	28			
EL	162	51	88	15	22	112	28			
RFEP	24	0	12	11	1	5	17			
Low SES	199	62	101	30	26	122	51			
SWD	36	11	21	3	4	20	11			
FY	1	1	0	0	1	0	0			
Homeless	5	0	3	1	1	2	1			

Cottage Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	308	35.0%	61.0%	0.0%	19.5%	55.8%	24.4%			
Black/African Am.	20	50.0%	43.8%	6.3%	35.0%	50.0%	15.0%			
Hispanic or Latino	42	31.6%	60.5%	7.9%	23.8%	59.5%	16.7%			
White	108	30.4%	54.9%	14.7%	17.6%	56.5%	25.9%			
EL	162	33.1%	57.1%	9.7%	13.6%	69.1%	17.3%			
RFEP	24	0.0%	52.2%	47.8%	4.2%	20.8%	70.8%			
Low SES	199	32.1%	52.3%	15.5%	13.1%	61.3%	25.6%			
SWD	36	31.4%	60.0%	8.6%	11.1%	55.6%	30.6%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	5	0.0%	75.0%	25.0%	20.0%	40.0%	20.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Cottage Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	20	0	0	17	4	0			
K	88	74	0	3	33	48	7			
1	107	1	82	18	7	64	36			
2	91	2	70	17	3	56	32			

Cottage Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	100.0%	0.0%	0.0%	81.0%	19.0%	0.0%			
K	88	96.1%	0.0%	3.9%	37.5%	54.5%	8.0%			
1	107	1.0%	81.2%	17.8%	6.5%	59.8%	33.6%			
2	91	2.2%	78.7%	19.1%	3.3%	61.5%	35.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Cottage Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Cottage Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

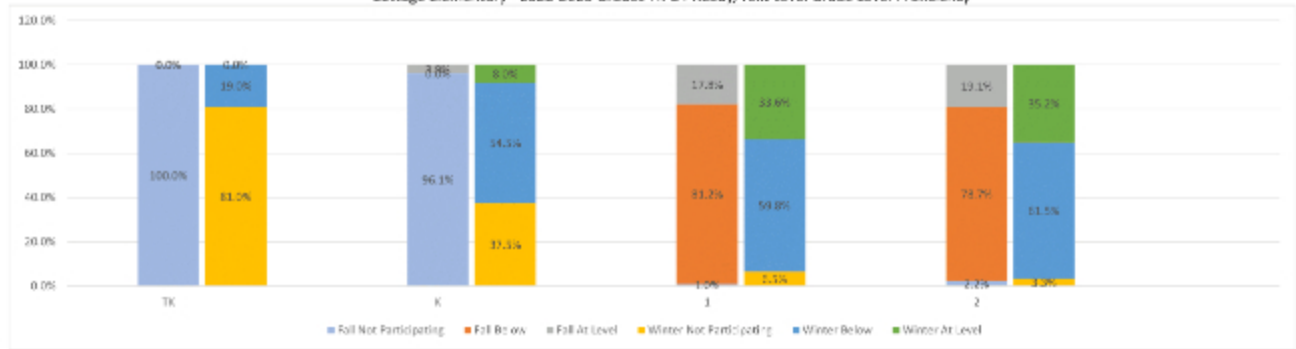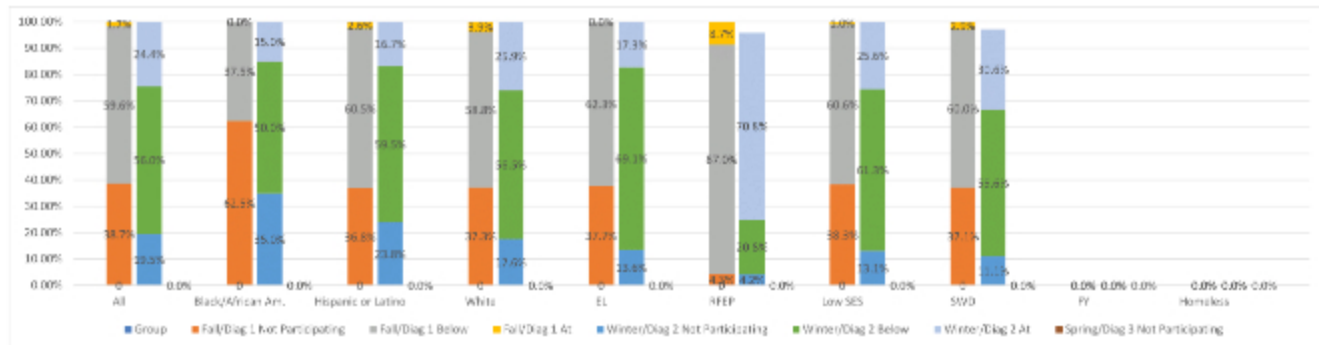| Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	307	111	171	5	129	173	5			
Black/African Am.	20	10	6	0	14	6	0			
Hispanic or Latino	42	14	23	1	18	23	1			
White	108	38	60	4	43	61	4			
EL	162	58	96	0	65	97	0			
RFEP	24	1	20	2	0	21	2			
Low SES	199	74	117	2	78	119	2			
SWD	36	13	21	1	13	21	1			
FY	1	1	0	0	1	0	0			
Homeless	5	1	3	0	1	3	0			

Cottage Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	308	38.7%	59.6%	1.7%	41.9%	56.2%	1.6%			
Black/African Am.	20	62.5%	37.5%	0.0%	70.0%	30.0%	0.0%			
Hispanic or Latino	42	36.8%	60.5%	2.6%	42.9%	54.8%	2.4%			
White	108	37.3%	58.8%	3.9%	39.8%	56.5%	3.7%			
EL	162	37.7%	62.3%	0.0%	40.1%	59.9%	0.0%			
RFEP	24	4.3%	87.0%	8.7%	0.0%	87.5%	8.3%			
Low SES	199	38.3%	60.6%	1.0%	39.2%	59.8%	1.0%			
SWD	36	37.1%	60.0%	2.9%	36.1%	58.3%	2.8%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	5	25.0%	75.0%	0.0%	20.0%	60.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Cottage Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group	Total Enrollment	Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	20	0	0	21	0	0			
K	88	77	0	0	88	0	0			
1	107	7	92	2	11	94	2			
2	91	7	79	3	9	79	3			

Cottage Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
Group		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	21	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	88	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	107	6.9%	91.1%	2.0%	10.3%	87.9%	1.9%			
2	91	7.9%	88.8%	3.4%	9.9%	86.8%	3.3%			

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Cottage Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
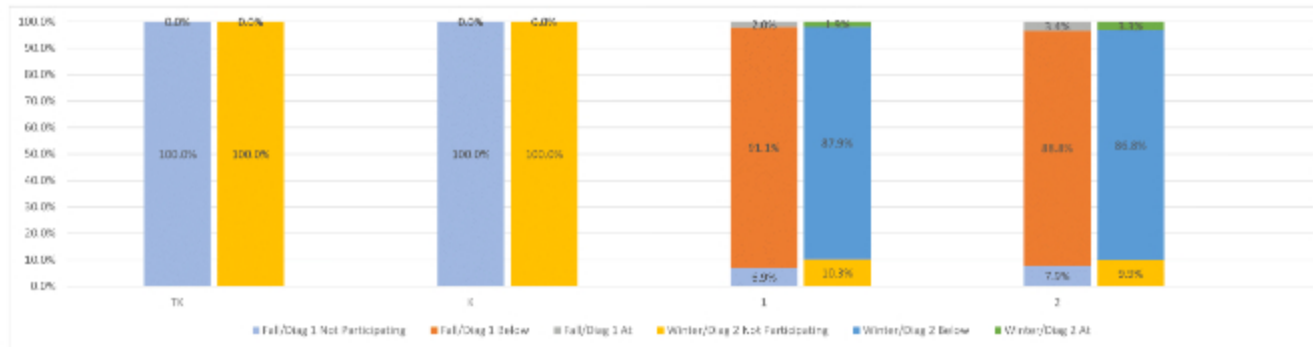
Conclusions based on this data:

1. In ELA Reading, 10% of students in grades K-2 were at or exceeding standards.

    Student achievement towards meeting standards was lower than previous years. However, based on staff input, we did not feel like the growth data or standards achievement data from Fall and Spring assessments were an accurate reflection of student knowledge due to assessments being administered virtually and in many cases, to students who had never attempted an online assessment. As teachers reviewed data, there were many cases of student scores being higher or lower than the historical and anticipated norm. With the increased availability to assess students in grades 1-2, staff plans to assess grades 1-5 with iReady in the fall and winter, with grades K-2 also taking a spring assessment.

Caring Relationships

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.	153	88.24%	102	71.57%	44	81.82%
B) There are students and staff on campus who listen to students when they have something to say.	151	85.43%	102	57.84%	44	90.91%
C) There is an adult from the school who checks on how students are doing.	147	76.87%	99	58.59%	44	97.73%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	149	90.60%	100	78.00%	44	72.73%
E) Staff feels supported to do their job well in meeting the needs of all students.					44	61.36%
F) Staff feels part of an effective team.					43	67.44%

Family and Staff Engagement

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	150	92.67%			44	77.27%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	150	87.33%			44	63.64%
C) The school offers families opportunities to be involved in school and classroom activities.	148	80.41%			44	61.36%
D) The school keeps families well-informed about school activities.	151	88.08%			44	72.73%
E) The staff at our school listens to family concerns about issues.	151	82.12%			44	84.09%
F) The staff at school are helpful and welcoming when families come to school or call.	150	92.00%			44	81.82%
G) The school and families are partners in promoting positive behavior for my student.	151	87.42%			44	70.45%
H) Families who speak a language other than English receive general information about our school in their home language.	153	83.66%			44	75.00%
I) Staff receive information about upcoming events and important information about the school.					44	77.27%

School Decision Making

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.	149	80.54%	100	54.00%	44	70.45%
B) Important school decisions reflect diverse input.	151	77.48%	96	56.25%	44	61.36%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	150	86.67%				
D) The principal and staff listen to concerns of other staff members about issues.					44	70.45%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					43	74.42%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					44	70.45%
G) Our school uses data from this survey to inform site decision making.					44	54.55%
H) Staff voice matters in decision making.					44	52.27%

Safety

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Concerns abouts student safety are taken seriously.	151	92.72%	102	69.61%	44	79.55%
B) Concerns about student safety are addressed in a timely manner at my school.	149	88.59%	100	62.00%	44	77.27%
C) My school is a safe place for all students.	150	89.33%	102	68.63%	44	77.27%
D) My school is a safe place for all staff.					44	70.45%
E) Students know what staff member to go to if they have a safety concern.	149	85.91%	99	73.74%	44	75.00%
F) Students know school safety protocols.	150	81.33%	99	91.92%	44	79.55%
G) I feel safe sharing different viewpoints and perspectives at my school.	150	85.33%	95	54.74%	44	61.36%

Sense of Belonging

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.	153	95.42%	101	72.28%	44	90.91%
B) Adults at my school treat students respectfully.	150	92.00%	102	78.43%	44	88.64%
C) Students are respectful to each other at school.	153	68.63%	102	36.27%	44	67.44%
D) Students have opportunities to socialize with other students often at school.	149	86.58%	101	61.39%	43	83.72%
E) Students have an adult on campus they trust.	149	81.21%	98	79.59%	43	97.67%
F) Students trust other students at school.	151	74.83%	102	76.47%	43	86.05%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	148	81.76%	102	57.84%	44	70.45%
H) School staff reflects student diversity.	147	80.27%	100	62.00%	44	81.82%

Academic Progress

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.	149	75.84%	102	78.43%	43	48.84%
B) Questions and concerns about schoolwork are addressed.	149	79.19%	102	73.53%	44	79.55%
C) Student grades reflect their knowledge of the material.	147	83.67%	102	64.71%	44	75.00%
D) Adults at my school believe all students can be successful.	151	86.09%	102	76.47%	44	86.36%
E) Students feel comfortable and unjudged to ask their teacher for help.	150	85.33%	102	69.61%	44	97.73%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	151	90.07%	102	72.55%	44	93.18%
G) Teachers at my school go out of their way to help all students.	150	84.67%	99	65.66%	44	86.36%
H) Students receive timely and regular feedback on their learning.	150	84.00%	98	75.51%	44	93.18%
I) Staff at my school provides resources or ideas that help families support their students at home.	148	79.05%			44	81.82%

High Expectations

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.	147	70.75%	101	73.27%	44	86.36%
B) School recognizes and celebrates the academic success of all students.	148	79.73%	100	78.00%	44	84.09%
C) Adults on campus motivate students to do their best.	150	75.33%	99	77.78%	44	90.91%
D) School provides additional academic support when students are struggling.	150	73.33%	100	60.00%	44	70.45%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement							
		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		149	81.88%	100	70.00%	44	90.91%
B) Students have access to classes and activities that meet their interests and talents.		150	85.33%	99	68.69%	44	81.82%
C) Students understand how to complete their schoolwork.		149	85.23%	96	77.08%	44	81.82%
D) Students complete assignments on time.		145	75.86%	97	61.86%	44	65.91%
E) Students are motivated to do their schoolwork.		145	77.24%	97	72.16%	44	77.27%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness							
		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		135	55.56%	100	57.00%	41	29.27%
B) Students and families know what classes they will have to take and pass to graduate from high school.		137	52.55%	99	53.54%	42	26.19%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		137	55.47%	100	51.00%	42	33.33%
D) School offers college and career programs.		135	35.56%	98	22.45%	42	23.81%
E) Students participate in programs to learn about different jobs, careers, and colleges.		134	38.81%	98	28.57%	41	29.27%
F) Students are prepared for the next step of their educational experience.		136	69.85%	96	67.71%	42	61.90%
G) Staff are optimistic about the future of their career in San Juan Unified.						43	72.09%
H) There are equitable opportunities for advancement in the district.						44	61.36%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction							
		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		147	81.63%	101	79.21%	44	86.36%
B) San Juan Unified School District is a district that I would recommend to other families.		146	81.51%	100	77.00%	44	84.09%

Cottage Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	525	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Black/African Am.	33	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	84	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	182	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
ELL	261	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	53	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	357	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
SWD	60	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	14	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
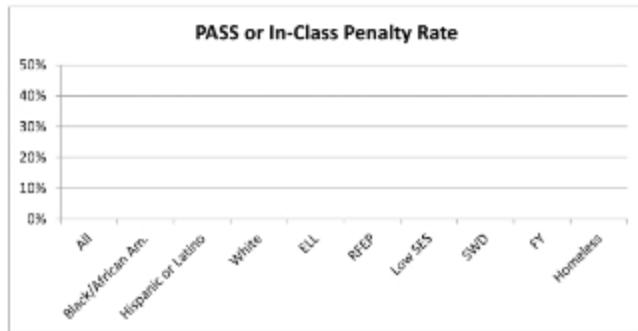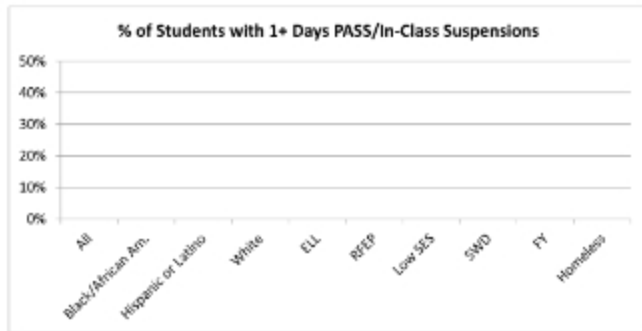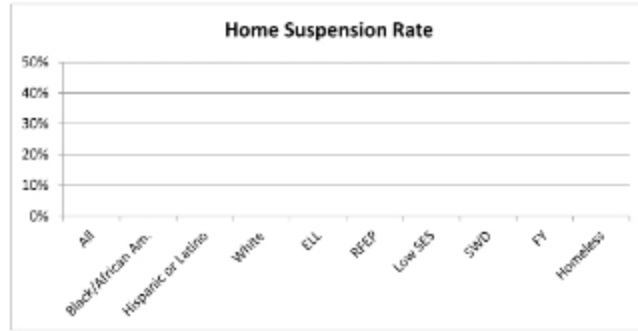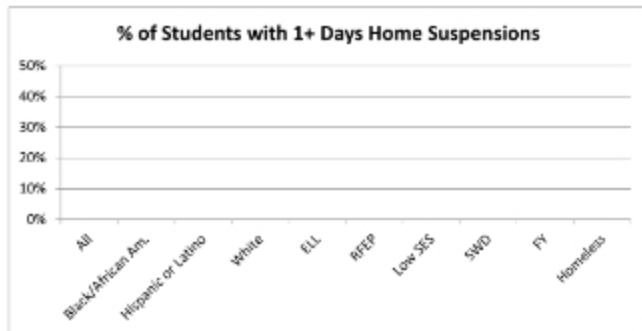
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

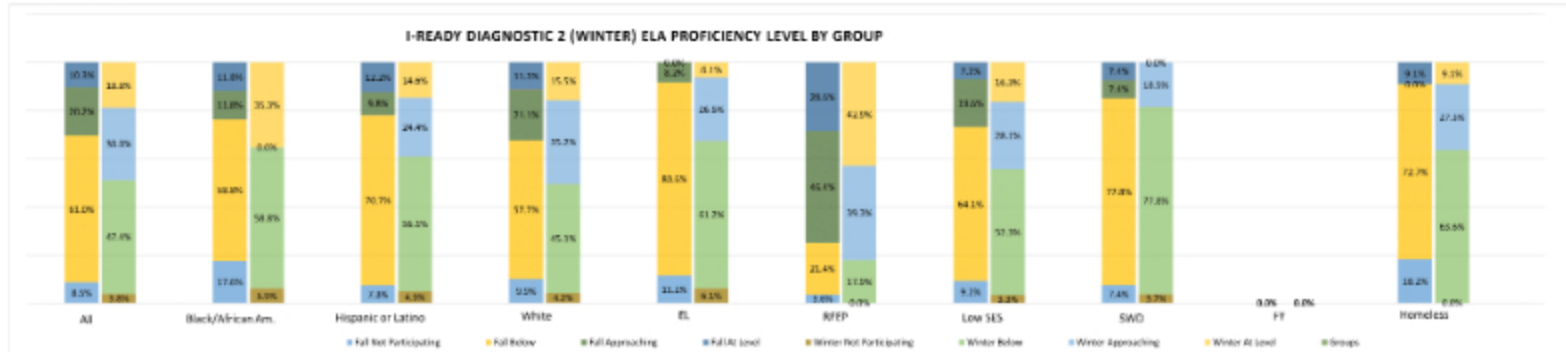Cottage Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	213	18	130	43	22	8	101	64	40				
Black/African Am.	17	3	10	2	2	1	10	0	6				
Hispanic or Latino	41	3	29	4	5	2	23	10	6				
White	71	7	41	15	8	3	32	25	11				
EL	98	11	79	8	0	6	60	26	6				
RFEP	28	1	6	13	8	0	5	11	12				
Low SES	153	14	98	30	11	5	80	43	25				
SWD	27	2	21	2	2	1	21	5	0				
FY	0	0	0	0	0	0	0	0	0				
Homeless	11	2	8	0	1	0	7	3	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	213	8.5%	61.0%	20.2%	10.3%	3.8%	47.4%	30.0%	18.8%				
Black/African Am.	17	17.6%	58.8%	11.8%	11.8%	5.9%	58.8%	0.0%	35.3%				
Hispanic or Latino	41	7.3%	70.7%	9.8%	12.2%	4.9%	56.1%	24.4%	14.6%				
White	71	9.9%	57.7%	21.1%	11.3%	4.2%	45.1%	35.2%	15.5%				
EL	98	11.2%	80.6%	8.2%	0.0%	6.1%	61.2%	26.5%	6.1%				
RFEP	28	3.6%	21.4%	46.4%	28.6%	0.0%	17.9%	39.3%	42.9%				
Low SES	153	9.2%	64.1%	19.6%	7.2%	3.3%	52.3%	28.1%	16.3%				
SWD	27	7.4%	77.8%	7.4%	7.4%	3.7%	77.8%	18.5%	0.0%				
FY	0												
Homeless	11	18.2%	72.7%	0.0%	9.1%	0.0%	63.6%	27.3%	9.1%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Cottage Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
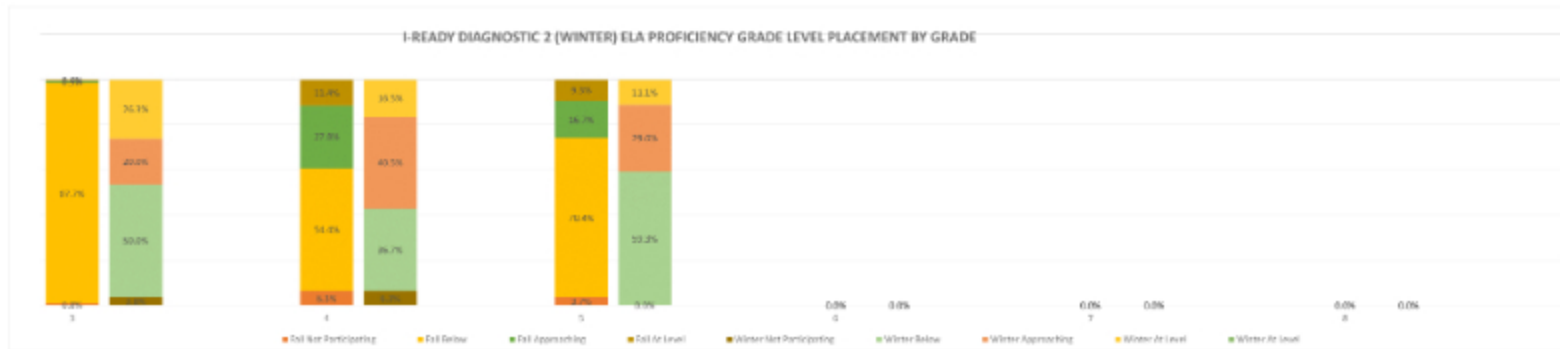
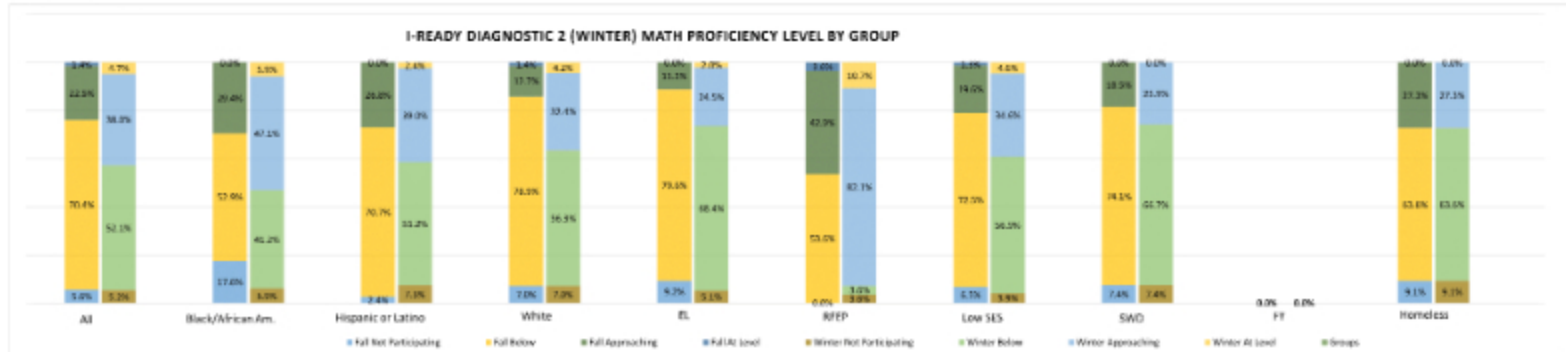| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	80	11	49	12	8	3	40	16	21				
4	79	5	43	22	9	5	29	32	13				
5	54	2	38	9	5	0	32	16	6				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	80	13.8%	61.3%	15.0%	10.0%	3.8%	50.0%	20.0%	26.3%				
4	79	6.3%	54.4%	27.8%	11.4%	6.3%	36.7%	40.5%	16.5%				
5	54	3.7%	70.4%	16.7%	9.3%	0.0%	59.3%	29.6%	11.1%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Cottage Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

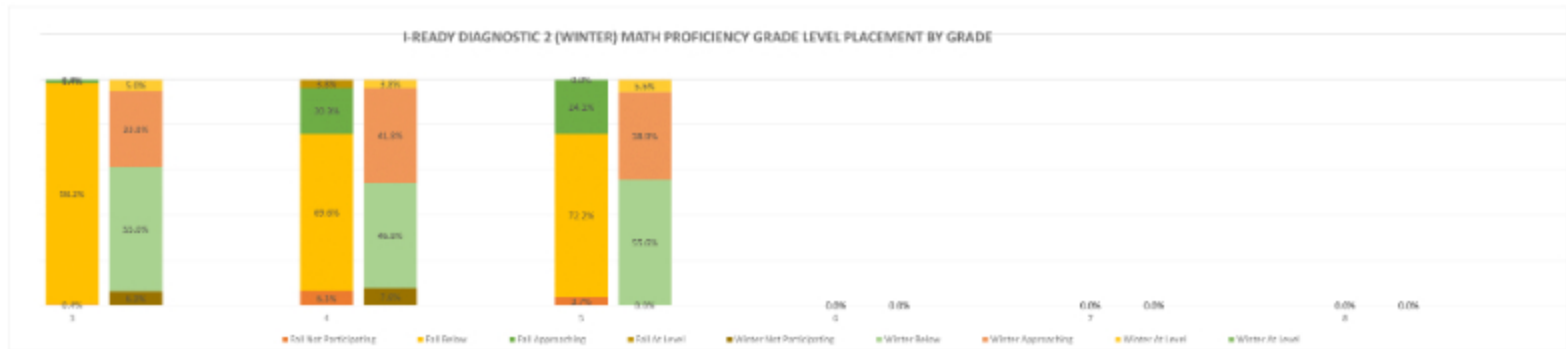| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	213	12	150	48	3	11	111	81	10				
Black/African Am.	17	3	9	5	0	1	7	8	1				
Hispanic or Latino	41	1	29	11	0	3	21	16	1				
White	71	5	56	9	1	5	40	23	3				
EL	98	9	78	11	0	5	67	24	2				
RFEP	28	0	15	12	1	1	1	23	3				
Low SES	153	10	111	30	2	6	87	53	7				
SWD	27	2	20	5	0	2	18	7	0				
FY	0	0	0	0	0	0	0	0	0				
Homeless	11	1	7	3	0	1	7	3	0				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	213	5.6%	70.4%	22.5%	1.4%	5.2%	52.1%	38.0%	4.7%				
Black/African Am.	17	17.6%	52.9%	29.4%	0.0%	5.9%	41.2%	47.1%	5.9%				
Hispanic or Latino	41	2.4%	70.7%	26.8%	0.0%	7.3%	51.2%	39.0%	2.4%				
White	71	7.0%	78.9%	12.7%	1.4%	7.0%	56.3%	32.4%	4.2%				
EL	98	9.2%	79.6%	11.2%	0.0%	5.1%	68.4%	24.5%	2.0%				
RFEP	28	0.0%	53.6%	42.9%	3.6%	3.6%	3.6%	82.1%	10.7%				
Low SES	153	6.5%	72.5%	19.6%	1.3%	3.9%	56.9%	34.6%	4.6%				
SWD	27	7.4%	74.1%	18.5%	0.0%	7.4%	66.7%	25.9%	0.0%				
FY	0												
Homeless	11	9.1%	63.6%	27.3%	0.0%	9.1%	63.6%	27.3%	0.0%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching – One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Cottage Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	80	5	58	19	0	5	44	27	4				
4	79	5	55	16	3	6	37	33	3				
5	54	2	39	13	0	0	30	21	3				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	80	6.3%	70.0%	23.8%	0.0%	6.3%	55.0%	33.8%	5.0%				
4	79	6.3%	69.6%	20.3%	3.8%	7.6%	46.8%	41.8%	3.8%				
5	54	3.7%	72.2%	24.1%	0.0%	0.0%	55.6%	38.9%	5.6%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on this Text Level data:
    Overall assessments were lower during 2021-22 as compared to previous years. Staff believe this is likely due to a combination of challenges from distance learning and the inability to provide the same types of supports as would have been available during previous school years. While scores are low, there was notable growth made between fall and winter assessments in both the areas of Math, 3% to 7%, and Reading, 12% to 18% at or above grade level.

    Within a Montessori program, academic growth is most evident after social and emotional norms are established. As students progress through Cottage School, the percentage of students reading at grade level climbs. Student growth from the beginning of the year to the end typically doubles for students within our program. Anticipation is that this was a new baseline for students and that more typical growth will be evident in future years.

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: 2022-23

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?

Staff engaged in internal discussions to review parental participation on campus events each grade period.

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

Changes in personnel and time constraints had a negative impact in parental activities being planned at the beginning of the year. After review, a more concerted effort was made to host activities that families could participate in.

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

Staff engaged outside communities to enhance parental participation and increase opportunities for parent engagement.

2022-23

Identified Need

Actions completed in the spring were very successful and staff have committed to continue the same/similar actions as we rebuild connections with our family/community groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Parent access on campus; home-school relationships.	Library events, Family Science Night, and an Art Exhibit were shared activities with families in spring 2023 and were, for the most part successful events.	Campus will continue practice of using community resources to support family events on campus. Increased percentages of families participating in on-campus activities will be reflective of the increase in opportunities to link home and school.
Home to school 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. Additionally, staff will be dedicated to supporting parent contact/communication.
Students of Black/AA, Asian, English Learner, Students with Disabilities, and Low Income subgroups were negatively impacted by overall attendance rates.	In response to the data, Cottage will be implementing the following evidenced-based actions which should especially benefit attendance for our students of two or more races: One area that is of particular concern for families is the assignment into AM or PM kindergarten. Cottage will work with enrollment services to try to better determine family needs. Concerning illness, it is expected that absences due to illness will decrease once county guidelines concerning COVID are updated.	To monitor the progress of our actions for students of two or more races to improve attendance, we will collect and monitor the following data: Attendance reports will be collected monthly with additional support provided to increase communication with families to support positive attendance.

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	Decrease overall absenteeism for subgroups that are at-risk through increased communication and and parental support/outreach	All Students X English Learners X Low-Income Students Foster Youth X Other AA, Asian, SWD	Site Admin	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	3000	School year 2023-24
1.2	Implement tools 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 Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	500 1999	School year 2023-24

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 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	4738 10000		School year 2023-24
1.4		All Students English Learners Low-Income Students Foster Youth Other					
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				

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: 2022-23

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?

Stakeholder assessments were conducted via district surveys, site based surveys, and listening circles. Listening circles were completed with students and additional staff were added to increase access to social-emotional supports to students. Students identified via staff input, universal screening, and parental concerns.

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

Supports were successful where they were able to be implemented. A more coordinated effort will be used for 2023-24 in order to ensure equal support is provided to all students.

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

Whole class supports were developed and offered to classes with some partaking but others not. For 2023-24 all classes will benefit from whole class supports while maintaining supports for individual/small group activities.

2022-23
Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey - School Culture Staff. Percent strongly agree/agree overall.	83.3%	91%
District Survey - School Culture Parent. Percent strongly agree/agree overall.	85.7%	93%
District Survey - School Culture Student. Percent strongly agree/agree overall.	100%	100%
District Survey - Safety Staff. Percent strongly agree/agree overall.	66.7%	73%
District Survey - Safety Parent. Percent strongly agree/agree overall.	80%	88%
District Survey - Safety Student. Percent strongly agree/agree overall.	100%	100%

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	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemen	1500	School year 2023-24

		on the Montessori philosophy and through training and use of research based social-emotional support systems.			tal Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
2.2		Continue social-emotional support systems and discuss school issues and implement strategies for both Tier 1 and Tier 2. Provide ongoing coaching and support for implementation of social-emotional support systems including Tier 1 and 2 strategies.	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 2023-24

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 2023-24
2.4	Continue to schedule, school gatherings throughout the year that celebrate positive character traits, anti-bullying behaviors, positive attendance and community expectations.	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	9760	School year 2023-24
2.5	Provide opportunities for staff to attend well researched professional development	X All Students English Learners Low-Income Students Foster Youth Other	Staff Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting	3000	School year 2023-24

		workshops in the area of PBIS and/or related trainings on behavior, restorative justice practices, and character education to maximize student time on task			Services And Operating Expenditures		
2.6		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.	X All Students English Learners Low-Income Students Foster Youth Other	Site admin	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	4500 3,412	School year 2023-24
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: 2022-23

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.

2022-23
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 2022-23	Expected Outcome 2023-24
To monitor the progress of our actions for students of two or more races to improve English performance, we will collect and monitor the following data: Academic progress will be reviewed monthly to determine whether or not students are meeting annual progress and to better align academic supports.	Based on the analysis of Cottage's English and Math performance data, we have found that the root causes contributing to the results are the following: Many students enter school with deficient skill sets. Additionally, Cottage only supports part time kindergarten classes which does not provide our students with the amount of support needed.	Cottage will be implementing the following evidenced-based actions which should especially benefit our students of two or more races: One area that is of particular concern for families is the assignment into AM or PM kindergarten. Cottage will work with district staff to determine whether or not moving from partial day to full day kindergarten may be an option. With respect to other grade levels, all classes have developed grade level academic goals. To monitor the progress of our actions for students of two or more races to improve English and Math performance, we will collect and monitor the following data: Academic progress will be reviewed monthly to determine whether or not students are meeting annual progress and to better align academic supports.

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	24938	School year 2023-24
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	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Site Allocation	16039 10250 4000	School year 2023-24

				2000-2999: Classified Personnel Salaries		
3.10	Purchase and provide supplemental materials that support our English Learners progress in acquisition of English and CCSS.	All Students X English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-24
3.11	Use printing services and supplies to duplicate supplemental instructional materials used by students throughout Early Childhood, Lower Elementary, and Upper Elementary classes.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10670	School year 2023-24
3.12	Purchase teacher resources in the all areas of the curriculum to	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	7750 25000	School year 2023-24

				4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.13	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. 3 (0.375 FTE)	All Students X English Learners X Low-Income Students Foster Youth X Other SWD, AA, Asian	Principal, staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	32,737 13,178	School year 2023-24
3.14	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	10000	School year 2023-24

3.15	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
				LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures
					3500
					
					6000
						School year 2023-24

3.16	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	20000	School year 2023-24

	Montessori organizations.					
3.17	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 25000	School year 2023-24
3.18	Provide academic support for students and staff 1.0 FTE Coach 1.0 FTE Intervention	X All Students X English Learners X Low-Income Students Foster Youth X Other AA, Asian, SWD	Site admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	164,329 86,974	School year 2023-24

				1000-1999: Certificated Personnel Salaries		
3.19	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 2023-24
3.20	Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal Staff Guest Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	5000	School year 2023-24
3.21	Provide primary language	All Students X English Learners Low-Income Students	Principal	LCFF Supplemental English	50,817	School year 2023-24

	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	Foster Youth Other			Learner Central 2000-2999: Classified Personnel Salaries		
3.22		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

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: 2022-23

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.

2022-23

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 2022-23	Expected Outcome 2023-24
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	N/A	N/A
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	N/A	N/A
Number of enrichment opportunities offered before, during or after school.	All students participated in at least one activity that was academically based during school hours to include science activities and performing arts programs	Students will continue to experience activities and events that would be supportive of expanding student experiences and horizons. Experiences, where able, will include after-school options to support parental participation.

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	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	40290 2000	School year 2023-24

opportunities for all students, to include opportunities not readily available to our families.				Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL 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.

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
ELD supports to be staffed on campus	August 8, 2023	startcollapse Support to English Learners Support to English Learners endcollapse	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only) LCFF Supplemental Centralized Services (District Only)	189865 50817
		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	$794,596.00

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 ($)

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	$69,280.00
Title I Part A Parent Involvement	$5,238.00
Title I Part A Site Allocation	$475,984.00

Subtotal of state or local funds included for this school: $794,596.00

Total of federal, state, and/or local funds for this school: $794,596.00

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	69,280	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	475,984	0.00
Title I Part A Parent Involvement	5,238	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	69,280.00
Title I Part A Parent Involvement	5,238.00
Title I Part A Site Allocation	475,984.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	483,707.00
2000-2999: Classified Personnel Salaries	98,466.00
3000-3999: Employee Benefits	13,178.00
4000-4999: Books And Supplies	69,438.00
5000-5999: Services And Other Operating Expenditures	85,957.00
5800: Professional/Consulting Services And Operating Expenditures	43,850.00

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	19,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	28,430.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	15,350.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	5,238.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	292,342.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	39,737.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	13,178.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	49,938.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	52,289.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	28,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,237.00
Goal 2	24,422.00
Goal 3	707,647.00
Goal 4	42,290.00

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
Mohammad Eissa Eissa	Parent or Community Member
Abdul Mateen Adil	Parent or Community Member
Saima Babak	Parent or Community Member
Donna Hale	Classroom Teacher
Arthur Estrada	Principal
Crystal Alexander	Classroom Teacher
Zachary Boyden	Classroom Teacher
Nafisa Sarwari	Other School Staff
Salahudin Asghari	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 7th, 2023.

Attested:

	Principal, Arthur Estrada on 06/07/2023
	SSC Chairperson, Crystal Alexander on 06/07/2023

Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

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

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

 1. Ensure that those students' difficulties are identified on a timely basis; and

 2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

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

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

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

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

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

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
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	
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	

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   **$69,280.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$2,000.00	Clear Pathways to Bright Futures	
	5800: Professional/Consulting Services And Operating Expenditures	$10,250.00	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	
	5000-5999: Services And Other Operating Expenditures	$6,000.00	Engaging Academic Programs	
Purchase library books that are culturally and academically appropriate for student body.	4000-4999: Books And Supplies	$10,000.00	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	
Use printing services and supplies to duplicate supplemental instructional materials used by students throughout Early Childhood, Lower Elementary, and Upper Elementary classes.	5000-5999: Services And Other Operating Expenditures	$10,670.00	Engaging Academic Programs	
Purchase teacher resources in the all areas of the curriculum to support learning	4000-4999: Books And Supplies	$7,750.00	Engaging Academic Programs	
Continue social-emotional support systems and discuss school issues and implement strategies for both Tier 1 and Tier 2. Provide ongoing coaching and support for implementation of social-emotional support systems including Tier 1 and 2 strategies.	1000-1999: Certificated Personnel Salaries	$1,500.00	Healthy Environments for Social-Emotional Growth	

Cottage Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
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.	5000-5999: Services And Other Operating Expenditures	$9,760.00	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: $69,280.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement $5,238.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement tools 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.	5000-5999: Services And Other Operating Expenditures	$4,738.00	Connected School Communities	

Cottage Elementary School

Title I Part A Parent Involvement Total Expenditures: $5,238.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation $475,984.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$1,999.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$10,000.00	Connected School Communities	
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. 3 (0.375 FTE)	2000-2999: Classified Personnel Salaries	$32,737.00	Engaging Academic Programs	
Decrease overall absenteeism for subgroups that are at-risk through increased communication and and parental support/outreach	2000-2999: Classified Personnel Salaries	$3,000.00	Connected School Communities	
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	$24,938.00	Engaging Academic Programs	
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.	1000-1999: Certificated Personnel Salaries	$16,039.00	Engaging Academic Programs	
	5800: Professional/Consulting Services And Operating Expenditures	$25,000.00	Engaging Academic Programs	

	1000-1999: Certificated Personnel Salaries	$86,974.00	Engaging Academic Programs
Provide academic support for students and staff 1.0 FTE Coach 1.0 FTE Intervention	1000-1999: Certificated Personnel Salaries	$164,329.00	Engaging Academic Programs
	4000-4999: Books And Supplies	$25,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$13,178.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	$4,000.00	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	$40,290.00	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	$3,500.00	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	$20,000.00	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	$5,000.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures:	$475,984.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Cottage Elementary School Total Expenditures:	$794,596.00