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	6/10/24	July 30, 2024

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

Comprehensive Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Cottage Elementary School met the criteria for CSI for the following indicators and/or student groups:
- English Language Arts: Asian, Hispanic, Socio-Economic Disadvantaged, White, English Learners
- Math: Asian, Hispanic, Socio-Economic Disadvantaged, English Learners
- English Learner Progress: English Learners

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

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

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Cottage Elementary School has been working with a national Montessori organization towards calibration of teaching standards and monitoring student growth. Staff shared initial goal progress in December and again in May with the consultant. Staff have been looking at data on a monthly basis as grade level teams to track student growth.

Student growth data was also shared with parent groups and SSC during various meetings in spring 2024.

Staff is examining progress on 2023-24 goals to better determine goals for 2024-25.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.63%	0.61%	0.41%	3	3	2
African American	4.80%	4.67%	4.29%	23	23	21
Asian	40.08%	40.45%	40.82%	192	199	200
Filipino	0%	0.41%	0.61%	0	2	3
Hispanic/Latino	16.70%	16.26%	12.65%	80	80	62
Pacific Islander	0.42%	0.41%	%	2	2	
White	33.19%	31.91%	34.69%	159	157	170
Multiple/No Response	4.18%	5.28%	6.53%	20	26	32
			Total Enrollment	479	492	490

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	132	96	82
Grade 1	84	98	76
Grade 2	71	86	100
Grade3	72	79	86
Grade 4	61	77	67
Grade 5	59	56	65
Total Enrollment	479	492	490

Student Enrollment by Grade Level

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	241	259	267	40.80%	50.3%	54.5%
Fluent English Proficient (FEP)	54	51	49	6.80%	11.3%	10.0%
Reclassified Fluent English Proficient (RFEP)	22	29		1.1%	9.1%	

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
492	**82.9**	**52.6**	**0.2**
Total Number of Students enrolled in Cottage Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	259	52.6
Foster Youth	1	0.2
Homeless	15	3
Socioeconomically Disadvantaged	408	82.9
Students with Disabilities	51	10.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	23	4.7
American Indian	3	0.6
Asian	199	40.4
Filipino	2	0.4
Hispanic	80	16.3
Two or More Races	26	5.3
Pacific Islander	2	0.4
White	157	31.9

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Red	Yellow	Blue
Mathematics		
Red		
English Learner Progress		
Red		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
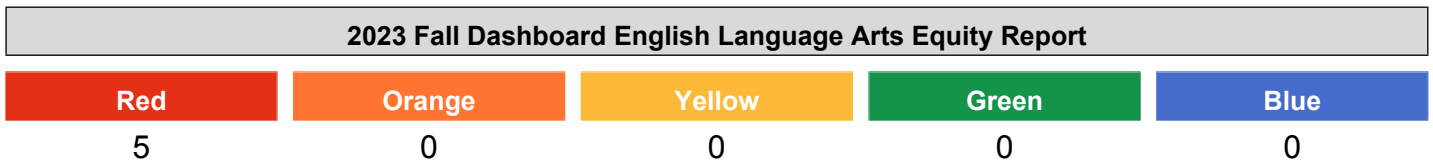## English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
5	0	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
94.4 points below standard	109 points below standard	
Decreased Significantly -19.2 points	Decreased Significantly -18 points	0 Students
189 Students	105 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	124.7 points below standard
	99.1 points below standard	Maintained -2.8 points
10 Students	Decreased Significantly -17.7 points	30 Students
	166 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
82.3 points below standard	Less than 11 Students	Red	No Performance Color
12 Students	1 Student	98.8 points below standard	0 Students
		Decreased -12.1 points	
		73 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	Red
101.3 points below standard	6 Students	0 Students	86.1 points below standard
Decreased Significantly - 34.3 points			Decreased Significantly - 18.5 points
39 Students			58 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
138.8 points below standard	8.8 points below standard	78.5 points below standard
Decreased Significantly -26.8 points	Increased +12.6 points	Decreased Significantly -23.7 points
81 Students	24 Students	75 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 94.4 points below standard which was a significant decrease from the previous school year. Hispanic, Asian, White, English Learners, and Socio-economically disadvantaged students performed lowest in English Language Arts.
English learners scored 109 points below standard which was a significant decrease from the previous school year. Socioeconomically disadvantaged students scored 99.1 points below standard which was a significant decrease from the previous school year. Asian students scored 98.8 points below standard which was a decrease from the previous school year. Hispanic students scored 101.3 points below standard which was a significant decrease from the previous school year. White students scored 86.1 points below standard which was a significant decrease from the previous school year.

Of 189 students who participated in testing, 88% are socio-economically disadvantaged and 56% are English Learners. Of the 112 Asian and Hispanic students, 105 (94%) are classified as English Learners. A significant impact to the growth and development of our English Learners is attributed to the fact that Cottage did not have any designated, ELD teachers on campus for the 2022-23 school year. For the 2023-24 school year, two full-time designated ELD teachers were added to the campus but had to restrict their focus to the lowest levels of language speakers (levels 1 and 2) in grades 1-5 only due to space and time limitations to serve over 275 English Learners on campus (all grades). Refugee

families make up the vast majority of our Asian students and many students come from homes where the educational setting is different from parental experiences and English may or may not be regularly spoken.

Space is a huge restricting factor for Cottage. We have one Intervention teacher who shares an instructional space with five other adults. Our two designated ELD teachers share one classroom, limiting the number of students that can be seen at any given time. Our four kindergarten classes are half-day programs as they have to share the classroom with the AM/PM partner and their students are not currently seen by ELD or interventionist supports. Funding for additional support staff is available, but space is not. Staff have begun training on PL Unified Insights and calibration of key lessons to better target and track student growth and achievement. Continue funding an intervention teacher, coach, and Instructional Assistants to provide targeted intervention based on specific learning needs.

School and Student Performance Data
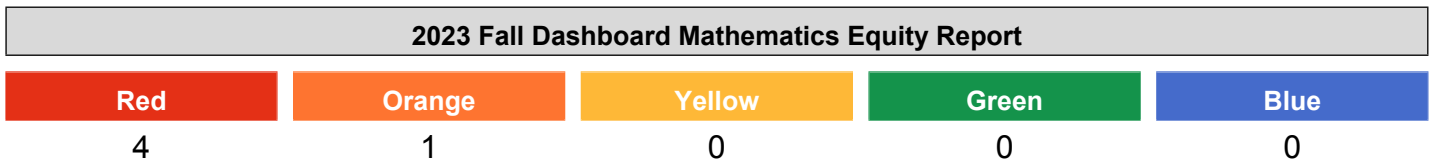
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
116.9 points below standard	127 points below standard	0 Students
Maintained -1.5 points	Decreased -3.2 points	
188 Students	104 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	153.9 points below standard
10 Students	122 points below standard	Decreased Significantly -28.6 points
	Maintained -0.7 points	30 Students
	165 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
83.5 points below standard	Less than 11 Students	Red	No Performance Color
12 Students	1 Student	115.8 points below standard	0 Students
		Decreased -6.2 points	
		73 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Less than 11 Students	No Performance Color	Orange
135.8 points below standard	6 Students	0 Students	110.3 points below standard
Decreased Significantly - 23.5 points			Increased +3.1 points
38 Students			58 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
146 points below standard	60.2 points below standard	108.4 points below standard
Decreased -6.4 points	Increased +11.9 points	Decreased -3.7 points
81 Students	23 Students	75 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 116.9 points below standard which was similar to the previous school year.
Hispanic, Asian, English Learners, and Socio-economically disadvantaged students performed lowest in Math. English learners scored 127 points below standard which was a decrease from the previous school year. Socioeconomically disadvantaged students scored 122 points below standard which was similar to the previous school year. Asian students scored 115.8 points below standard which was a decrease from the previous school year. Hispanic students scored 135.8 points below standard which was a significant decrease from the previous school year.

Of 188 students who participated in testing, 88% are socio-economically disadvantaged and 56% are English Learners. Of the 111 Asian and Hispanic students, 104 (94%) are classified as English Learners. A significant impact to the growth and development of our English Learners is attributed to the fact that Cottage did not have any designated, ELD teachers on campus for the 2022-23 school year. For the 2023-24 school year, two full-time designated ELD teachers were added to the campus but had to restrict their focus to the lowest levels of language speakers (levels 1 and 2) in grades 1-5 only due to space and time limitations to serve over 275 English Learners on campus (all grades). Refugee families make up the vast majority of our Asian students and many students come from homes where the educational setting is different from parental experiences and English may or may not be regularly spoken. Those students who reclassified as English fluent increased their math scores but still scored below the standard.

Space is a huge restricting factor for Cottage. We have one Intervention teacher who shares an instructional space with five other adults. Our two designated ELD teachers share one classroom, limiting the number of students that can be seen at any given time. Our four kindergarten classes are half-day programs as they have to share the classroom with the AM/PM partner and their students are not currently seen by ELD or interventionist supports. Funding for additional support staff is available, but space is not. Staff have begun training on PL Unified Insights and calibration of key lessons to better target and track student growth and achievement. Continue funding an intervention teacher, coach, and Instructional Assistants to provide targeted intervention based on specific learning needs.

School and Student Performance Data

Academic Performance
## English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
0.156% making progress towards English language proficiency
Number of EL Students: 186 Students
Performance Level: 1
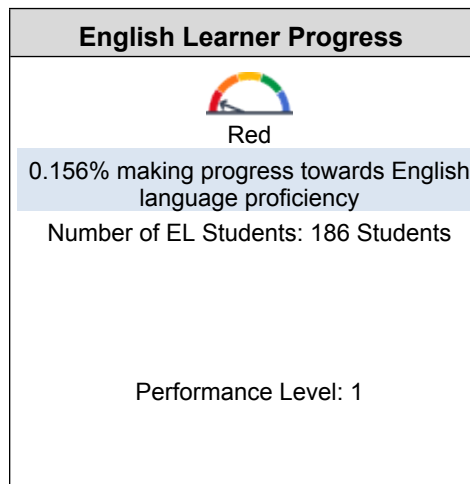
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
80	77	0	29

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

ELPI data shows that limited growth was made during the 22-23 school year. Cottage Elementary did not have any designated ELD support staff on campus for the 22-23 school year. In previous years, Cottage students averaged nearly 20% reclassification rates. 20 students did progress at least one ELPI level yet 77 maintained and 80 decreased.

The lack of trained, designated ELD staff had a significant impact on a student body where over 55% of all students are English Learners. Most of our English Learners are refugee families and English is not the primary language spoken at home.

Cottage is scheduled to add a third designated ELD teacher to campus for the 2024-25 school year but space restrictions may limit the overall impact that can be made for over 280 current English Learners. Because of staffing and space limitations as well as our partial day calendar, Cottage kindergarteners are not seen for designated ELD by our specialists.

School and Student Performance Data

Academic Performance
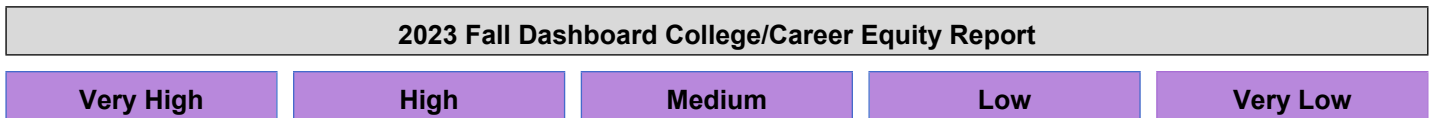## College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Cottage Elementary School is not reflected in the data sets due to the fact that we do not have high school students.

School and Student Performance Data

Academic Engagement
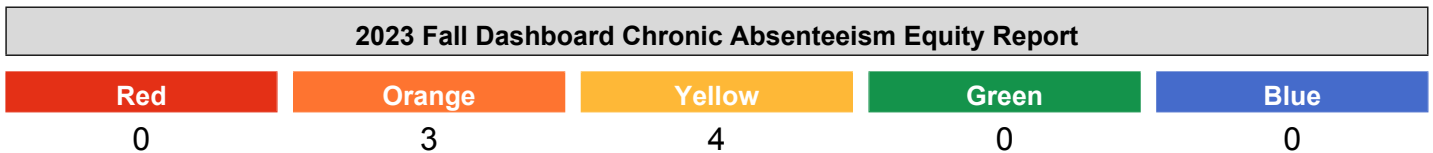## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	3	4	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
32.8% Chronically Absent	29% Chronically Absent	
Declined Significantly -15.2	Declined Significantly -16.2	1 Student
527 Students	297 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
68.8% Chronically Absent	Yellow	Orange
Declined -7.4	31.6% Chronically Absent	37.7% Chronically Absent
16 Students	Declined Significantly -18.3	Declined -11.3
	449 Students	69 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Yellow	Less than 11 Students
36.7% Chronically Absent		28.6% Chronically Absent	
Declined -23.3	3 Students	Declined Significantly -14.5	2 Students
30 Students		213 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	25.9% Chronically Absent	Less than 11 Students	Yellow
44.6% Chronically Absent	Declined -7.4		31.7% Chronically Absent
Declined -17.3	27 Students	2 Students	Declined Significantly -15.3
83 Students			167 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

32.8% of all students were chronically absent which was a significant decrease from the previous school year. Hispanic, African American, and Students with Disabilities had the highest percentages of chronically absent students. 37.7% of our Students with Disabilities were chronically absent which was a decrease from the previous school year. 36.7% of our African American students were chronically absent which was a decrease from the previous school year. 44.6% of our Hispanic students were chronically absent which was a decrease from the previous school year.

Many of our students with disabilities have other, outside health and treatment needs that results in more frequent absence rates. Ever since the return to school from the pandemic, our students have had higher absence rates.

Site staff need to increase parental awareness of the importance of attendance as many of them spent significant time being told to keep students home if they showed any signs of illness. Additionally, with the pandemic the campus stopped recognizing perfect attendance for students to discourage students from coming to school even when sick.
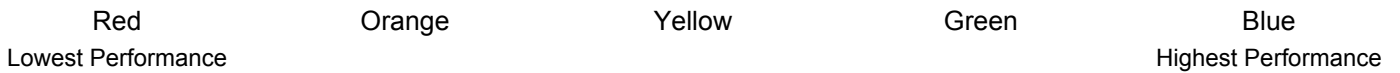
School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
NA		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
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Cottage Elementary School has no data to reflect for graduation.

School and Student Performance Data

Conditions & Climate
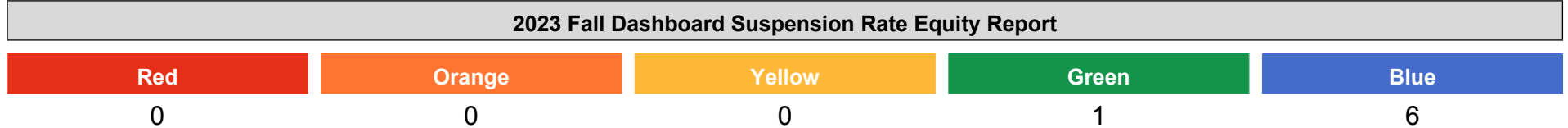## Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	6

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

Blue

0.2% suspended at least one day

Declined Significantly -1.8

547 Students

English Learners

Blue

0% suspended at least one day

Declined Significantly -1.9

304 Students

Foster Youth

Less than 11 Students

2 Students

Homeless

0% suspended at least one day

Maintained 0

17 Students

Socioeconomically Disadvantaged

Blue

0.2% suspended at least one day

Declined Significantly -2.1

461 Students

Students with Disabilities

Blue

0% suspended at least one day

Declined -1.9

69 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Blue	Less than 11 Students	Blue	Less than 11 Students
0% suspended at least one day	3 Students	0% suspended at least one day	2 Students
Maintained 0		Declined -0.5	
33 Students		221 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	0% suspended at least one day	Less than 11 Students	Blue
1.1% suspended at least one day	Declined -9.5	2 Students	0% suspended at least one day
Declined -2.3	29 Students		Declined Significantly -2.8
87 Students			170 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

0.2% of all students were suspended at least one day which was significant decrease from the previous school year. Our lowest performing student group were our Hispanic students. 1.1% of our Hispanic students were suspended at least one day which was a decrease from the previous school year.
All student groups reflect green or blue.

Part of the Montessori philosophy is based on showing grace and courtesy, which plays into student behaviors. Additionally, classes have Peace Tables in classes which students use as a form of restorative justice.

Continued student training on use of the Peace Table and working to help students problem solve rather than react will maintain low suspension rates.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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 utilized district and classroom assessment data to monitor student progress in academic areas.

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

Assessment data was inconclusive due to variables between classrooms and grade levels.

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

Staff working to come up with a more comprehensive assessment plan that aligns skills

2023-24

Identified Need

Continue funding an intervention teacher, coach, and Instructional Assistants to provide targeted intervention based on specific learning needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	94.4 points below standard	+3 scale score points
	English Learners	109 points below standard	By November 2024, 75% of all Kindergarten students in identified subgroups will be able to make 10/26 letter sounds
	Foster Youth		By March 2025, 75% of all Kindergarten students in identified subgroups will be able to make 17/26 letter sounds and 50% of Kindergarten ELs will be practicing word building (Waseca/Binder Series/Word Families) with the moveable alphabet(12/24).
	Homeless		
	Socioeconomically Disadvantaged	99.1 points below standard	
	Students with Disabilities	124.7 points below standard	By May 2025, 87% of all Kindergarten students in identified subgroups will be able to make 23/26 letter sounds, 70% of students will be practicing word building and 75% of Kindergarten ELs will be able to decode 10 universal cvc words. (no reminders, tapping, pointing, all independent)
	African American	82.3 points below standard	
	American Indian		
	Asian	98.8 points below standard	
	Filipino		
	Hispanic	101.3 points below standard	
	Two or More Races		"By November 2024, 80% of 1-3 grade students in identified subgroups will grow 1 text levels and/or be at grade level.
	Pacific Islander		By March 2025, 80% of 1-3 grade students in identified subgroups will master all letter names and sounds or grow 2 text levels and/or be at grade level.
	White	86.1 points below standard	By June 2025 80% of 1-3 grade students in identified subgroups will master all letter

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
			names and sounds or grow 3 text levels and/or be at grade level." By November, 85% of 4-5 grade students in identified subgroups will progress 2 text levels and/or be at grade level. By March, 85% of 4-5 grade students in identified subgroups will progress 2 text levels and/or be at grade level.
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	116.9 points below standard 127 points below standard 122 points below standard 153.9 points below standard 83.5 points below standard 115.8 points below standard 135.8 points below standard 110.3 points below standard	+3 scale score points By November 2024, 75% of all kindergarten students in identified subgroups will be able to count to 20. By March 2025, 70% of all kindergarten students in identified subgroups will be able to count to 20 and 50% of all kindergarten students will be able to count to 50. By June 2025 75% of all kindergarten students in identified subgroups will be able to count to 100. By November 2024, 25% of all kindergarten students in identified subgroups will be able to add single numbers to 5. By June 2025 75% of kindergarten students in identified subgroups will be able to add single numbers to 10. By November 2024, 80% of 1-3 grade students in identified subgroups will demonstrate mastery of 3 previously unmastered math concepts as measured by using the Lower Elementary Universal GAT.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		By March 2025, 80% of 1-3 grade students in identified subgroups will demonstrate mastery of 3 previously unmastered math concepts as measured by using the Lower Elementary Universal GAT. By June 2025, 80% of 1-3 grade students in identified subgroups will demonstrate mastery of 3 previously unmastered math concepts as measured by using the Lower Elementary Universal GAT. By January, 70% of 4-5 grade students in identified subgroups will be able to solve dynamic addition, subtraction, multiplication and division problems using whole numbers. By June 2024, 85% of 4-5 grade students in identified subgroups will be able to solve dynamic addition, subtraction, multiplication and division problems using whole numbers. By January, 70% of 4-5 grade students in identified subgroups will be able to perform operations with multi-digit whole numbers and with decimals to hundredths. By June, 85% of 4-5 grade students in identified subgroups will be able to perform operations with multi-digit whole numbers and with decimals to hundredths.
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.156%	+2% By November 2024, 75% of all Kindergarten ELs will be able to make 10/26 letter sounds
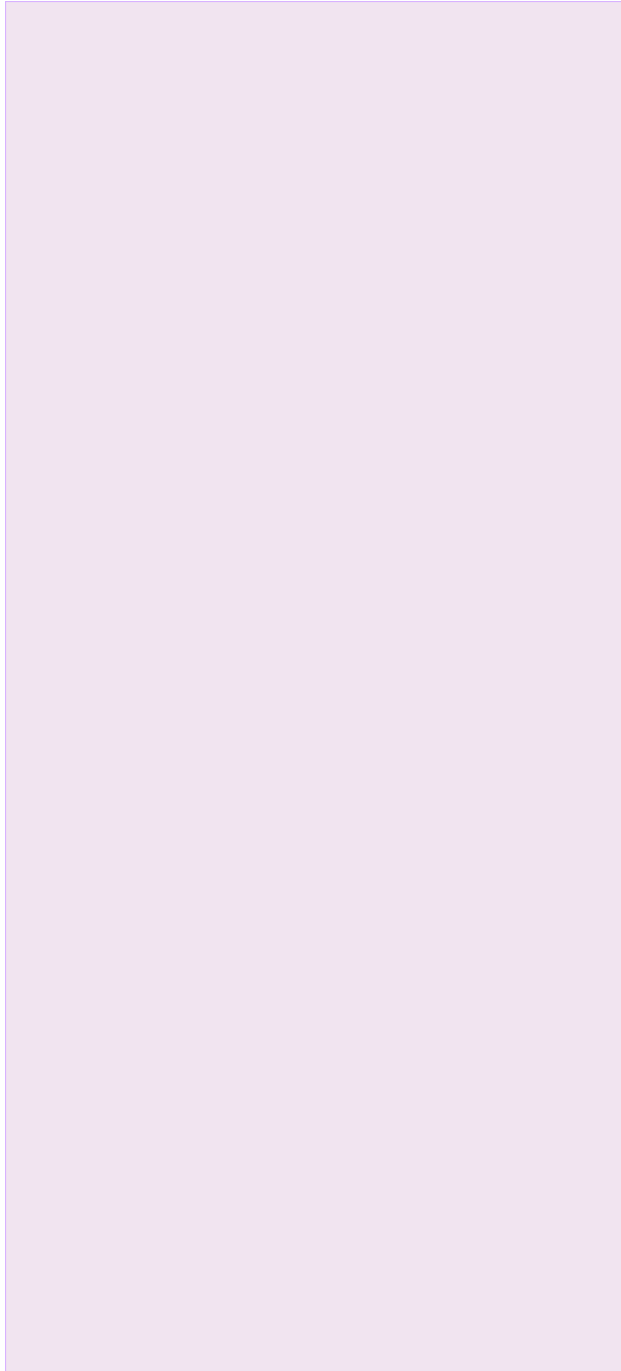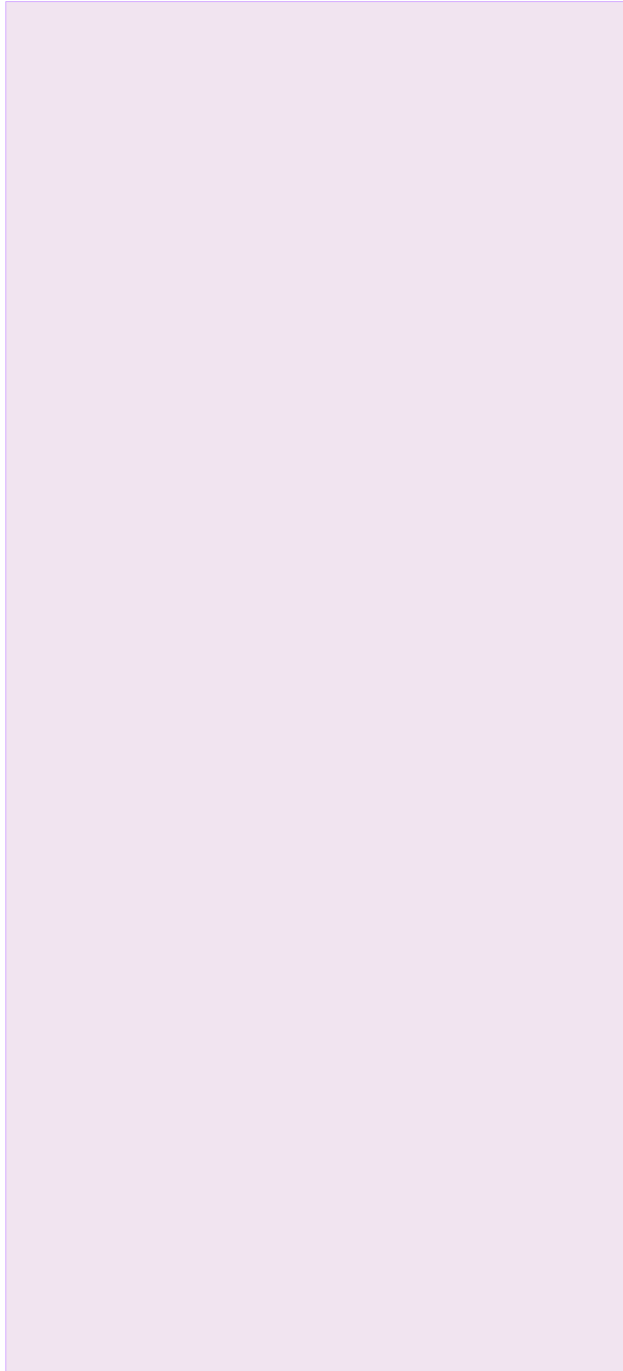
Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		By March 2025, 75% of all Kindergarten ELs will be able to make 17/26 letter sounds and 50% of Kindergarten ELs will be practicing word building (Waseca/Binder Series/Word Families) with the moveable alphabet(12/24). By May 2025, 87% of all Kindergarten ELs will be able to make 23/26 letter sounds, 70% of students will be practicing word building and 75% of Kindergarten ELs will be able to decode 10 universal cvc words. (no reminders, tapping, pointing, all independent) By May 2025, 75% of Kindergarten ELs will be able to write their name with no reversals or capital letters and 50% of students will be able to complete a 4-5 word sentence independently, no frame, only universal prompt, with capital and ending punctuation. By November 2024, 80% of 1-3 grade ELs will grow 1 text levels and/or be at grade level. By March 2025, 80% of 1-3 grade ELs will master all letter names and sounds or grow 2 text levels and/or be at grade level. By June 2025 80% of 1-3 grade ELs will master all letter names and sounds or grow 3 text levels and/or be at grade level. By November 2024, 30% of first grade ELs will be able to respond to a prompt with one sentence using correct conventions. By January 2025, 50% of first grade ELs will be able to respond to a prompt with one sentence using correct conventions.
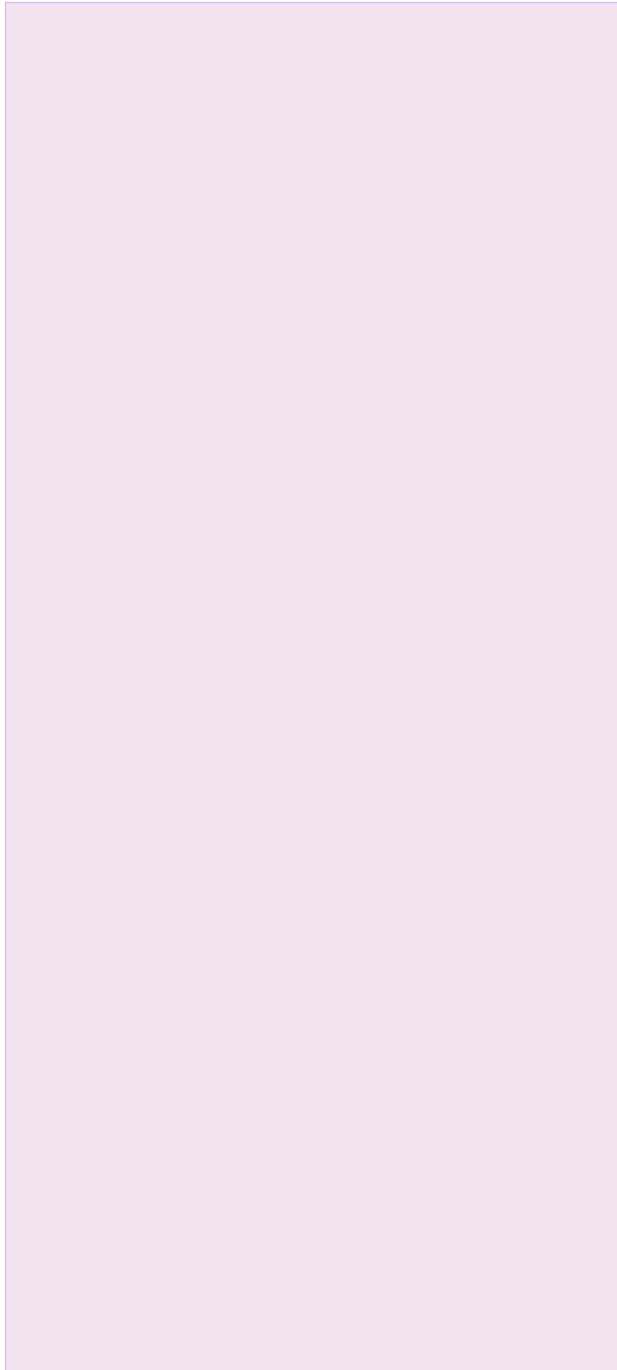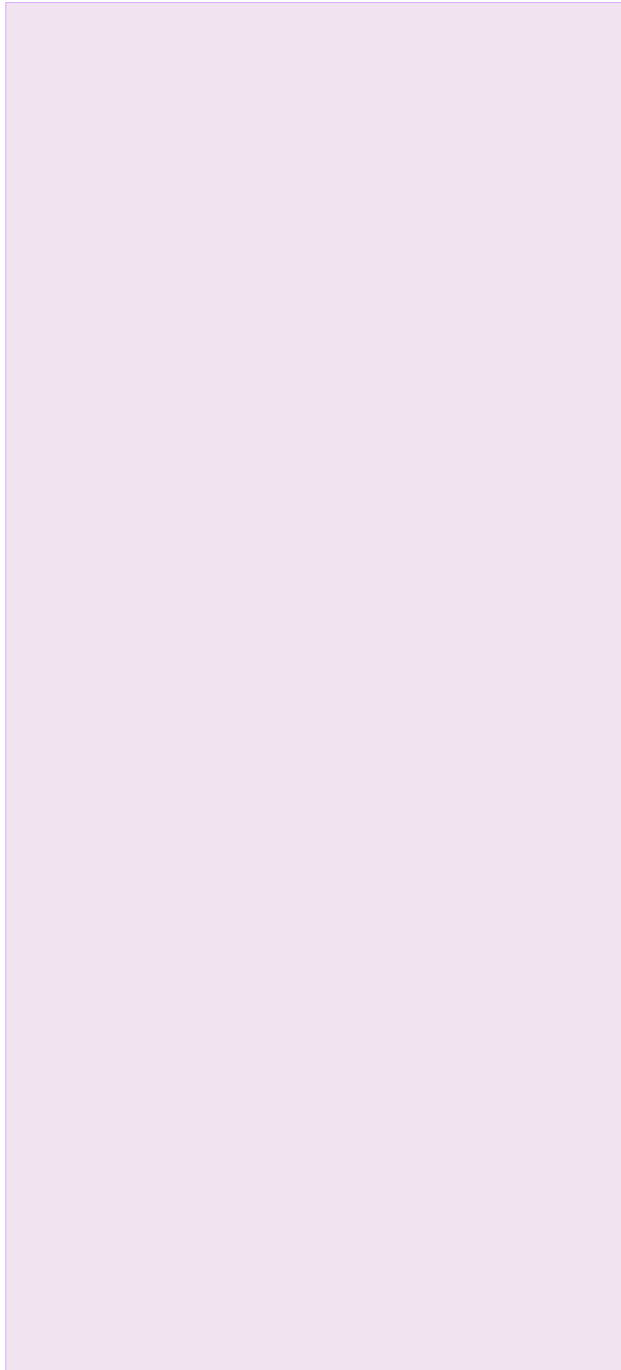
Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		By June 2025, 70% of first grade ELs will be able to respond to a prompt with one sentence using correct conventions." By November 2024, 30% of second grade ELs will be able to respond to a prompt using 3 sentences using correct conventions. By January 2025, 50% of second grade ELs will be able to respond to a prompt using 3 sentences using correct conventions. By June 2025, 70% of second grade ELs will be able to respond to a prompt using 3 sentences using correct conventions. By November 2024, 30% of third grade ELS will be able respond to a prompt with a descriptive paragraph using correct conventions. By January 2025, 50% of third grade ELs will be able respond to a prompt with a descriptive paragraph using correct conventions. By June 2025, 70% of third grade ELs will be able respond to a prompt with a descriptive paragraph using correct conventions. By November, 85% of 4-5 grade ELs will progress 2 text levels and/or be at grade level. By March, 85% of 4-5 grade ELs will progress 2 text levels and/or be at grade level. By November, 70% of By November, 70% of students will be able to write a multi-sentence paragraph with an introductory sentence.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
		By March, 70% of ELs will be able to write a multi-sentence paragraph with an introductory and concluding sentence. By June, 70% of ELs will be able to write a multi-paragraph essay with an introductory and concluding paragraph. By November, 80% of ELs will be able to write a multi-paragraph essay with an introductory and concluding paragraph. By March, 80% of ELs will be able to write a multi-paragraph essay, using narrative techniques, with an introductory and concluding paragraph. By June, 80% of ELs will be able to write a multi-paragraph essay with an introductory and concluding paragraph that summarizes a central topic.
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.48%	As a result of the efforts in supporting our English Learners, Cottage will achieve an average of 70% reclassification rate for students who have been in US schools greater than 5 years.

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Site Resource Teacher	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, White	Comprehensive Support and Improvement (CSI)	128240	2024-25

			1000-1999: Certificated Personnel Salaries		
1.2	EL Achieve Supplementary Materials	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	15588	2024-25
1.3	School-wide Programmatic Assessment and review	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, White	Comprehensive Support and Improvement (CSI) 5800: Professional/ Consulting Services And Operating Expenditures	36760	2024-25
1.4	Data Review and Conversations	All Students X English Learners	Comprehensive Support	12000	2024-25

		Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, White	and Improvement (CSI) 1000-1999: Certificated Personnel Salaries		
1.5	Supplementary Montessori materials and resources	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10000 1670	2024-25
1.6	On and Off Site and virtual Professional development opportunities	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	8250 11500	2024-25

			Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
1.7	Technology resources, services and aides to assist with student learning.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15590 13100	2024-25
1.8	Supplementary curricular materials and resources	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	5000 11750	2024-25

			4000-4999: Books And Supplies		
1.9	Instructional Assistants to support student learning in the classroom. PC 31260 PC 30374 PC 36148	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian and Hispanic	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	34,584 14,608	2024-25
1.10	Expansion of library materials and services to enrich diverse student community	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000 8490	2024-25

1.11	Site Resource Teacher to provide targeted intervention for lowest performing student groups. PC 36549	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, White	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	70,000 42,608	2024-25
1.12	Academic Intervention Specialist to provide targeted intervention support. PC 34385 PC 34385	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian, Hispanic, White	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	121,000 55,437	2024-25
1.13	Professional Development for English Learner Progression	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And	500	2024-25

			Operating Expenditures		
1.14	Professional Development in Montessori Philosophy and program development	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	15000 600	2024-25
1.15	Affiliation with National Montessori programs in support of staff development and program effectiveness.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	11500	2024-25

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Attendance rates are monitored monthly.

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

Many families are still holding children out for minor illnesses (stomach ache, headache, etc). Other families have irregular attendance due to residency in other neighborhoods and lack of transportation.

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

A morning program has shown some improvement in chronic absenteeism and tardies.

2023-24

Identified Need

Providing events and activities for students and families encourages continued attendance.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	32.8% Chronically Absent	-0.5%
	English Learners	29% Chronically Absent	
	Foster Youth		
	Homeless	68.8% Chronically Absent	
	Socioeconomically Disadvantaged	31.6% Chronically Absent	
	Students with Disabilities	37.7% Chronically Absent	
	African American	36.7% Chronically Absent	
	American Indian		
	Asian	28.6% Chronically Absent	
	Filipino		
	Hispanic	44.6% Chronically Absent	
	Two or More Races	25.9% Chronically Absent	
	Pacific Islander		
	White	31.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.22%		93%
High School Dropout Rate:	.NA		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of high school students who dropout (based on the 4-year cohort outcomes)		
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.NA	
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students NA English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Expanded learning opportunities for all students	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	17148 10900	2024-25 School Year

	through on and off site learning experiences.	Lowest Performing	5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
2.2	Targeted phone calls for students who are absent more than 3 days a month.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2024-25 School Year

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Cottage staff maintain records for disciplinary actions via behavioral referrals. Referrals are reviewed and entered into the SIS on a monthly basis.

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

Student behaviors remain impacted by COVID as most behavioral issues tend to due with socially stunted growth among students who, generally would exhibit similar behaviors at a younger age.

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

Staff have re-invigorated efforts in socializing behavioral expectations, adding staff to help supervise less structured times on campus, and will be focusing on a campus-wide effort to enhance class meetings to encourage appropriate behaviors and decision making among students.

2023-24
Identified Need

Staff will be completing our training in Positive Discipline in the Fall. The final component of the training is keyed in on classroom meetings and helping students with understanding how to use their voice and the impact that plays on decision making.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	0.2% suspended at least one day	-0.3%
	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	0.2% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	1.1% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	0% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00%
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	65.5%		67%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.1%		72%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%		10%

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Professional Development in Positive Discipline	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	3000	2024-25

3.2	School Climate and culture activities and experiences	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1000	2024-25
3.3	Providing students with cultural and character based experiences through presentations and learning experiences	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	5000	2024-25
3.4	Student Achievement Activities for personal growth achievements	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500	2024-25

3.5	Parent Education Programs on campus	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			LCFF Supplemental Site Allocation 4000-4999: Books And Supplies
			Title I Part A Parent Involvement 4000-4999: Books And Supplies
				4500
				
				2506
					2024-25

3.6	Parent Training Materials and Supplies	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Lowest Performing
			Title I Part A Site Allocation 4000-4999: Books And Supplies
			Title I Part A Parent Involvement 4000-4999: Books And Supplies
				2000
				
				500
					2024-25

3.7	Family and Community Events on campus	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
			Title I Part A Parent Involvement	2032
				
				1000
					2024-25

		Lowest Performing	4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies		
3.8	Recreation support services for recess and student non-academic time	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3933	2024-25

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:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
ELD supports to be staffed on campus	August 8, 2023	Support to English Learners	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	189865

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**
		Support to English Learners	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	50817

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	$434,503.00
Total Federal Funds Provided to the School from the LEA for CSI	$192,588.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$700,794.00

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 ($)
Comprehensive Support and Improvement (CSI)	$192,588.00

Subtotal of additional federal funds included for this school: $192,588.00

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

State or Local Programs	Allocation ($)
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$69,760.00
Title I Part A Parent Involvement	$5,038.00
Title I Part A Site Allocation	$429,475.00

Subtotal of state or local funds included for this school: $508,206.00

Total of federal, state, and/or local funds for this school: $700,794.00

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	69,760	0.00
LCFF Rec Aide Allocation	3,933	0.00
Comprehensive Support and Improvement (CSI)	192,588	0.00
Title I Part A Site Allocation	429,475	0.00
Title I Part A Parent Involvement	5,028	-10.00

Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	192,588.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	69,760.00
Title I Part A Parent Involvement	5,038.00
Title I Part A Site Allocation	429,475.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	331,240.00
2000-2999: Classified Personnel Salaries	38,517.00
3000-3999: Employee Benefits	112,653.00
4000-4999: Books And Supplies	108,126.00
5000-5999: Services And Other Operating Expenditures	18,148.00
5800: Professional/Consulting Services And Operating Expenditures	92,110.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	140,240.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	15,588.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	36,760.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	51,910.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	16,850.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	5,038.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	191,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	34,584.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	112,653.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	35,590.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	17,148.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	38,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	645,775.00
Goal 2	28,048.00
Goal 3	26,971.00

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
Victoria Palma	Parent or Community Member
Josh Slade	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
[signature]	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 10th, 2024.

Attested:

ON FILE	Principal, Arthur Estrada on 06/10/2024
on file	SSC Chairperson, Crystal Alexander on 06/10/2024

Budget By Expenditures

Cottage Elementary School

Funding Source: Comprehensive Support and Improvement (CSI)   **$192,588.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Site Resource Teacher	1000-1999: Certificated Personnel Salaries	$128,240.00	Connected School Communities	
EL Achieve Supplementary Materials	4000-4999: Books And Supplies	$15,588.00	Connected School Communities	
School-wide Programmatic Assessment and review	5800: Professional/Consulting Services And Operating Expenditures	$36,760.00	Connected School Communities	
Data Review and Conversations	1000-1999: Certificated Personnel Salaries	$12,000.00	Connected School Communities	

Comprehensive Support and Improvement (CSI) Total Expenditures: $192,588.00

Comprehensive Support and Improvement (CSI) Allocation Balance: $0.00

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Recreation support services for recess and student non-academic time	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: $3,933.00

LCFF Rec Aide Allocation Allocation Balance: $0.00

Cottage Elementary School

Funding Source: LCFF Supplemental Site Allocation $69,760.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$8,490.00	Connected School Communities	
	5800: Professional/Consulting Services And Operating Expenditures	$600.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$2,000.00	Clear Pathways to Bright Futures	
On and Off Site and virtual Professional development opportunities	5800: Professional/Consulting Services And Operating Expenditures	$8,250.00	Connected School Communities	
	4000-4999: Books And Supplies	$1,670.00	Connected School Communities	
	4000-4999: Books And Supplies	$13,100.00	Connected School Communities	
	4000-4999: Books And Supplies	$11,750.00	Connected School Communities	
	4000-4999: Books And Supplies	$10,900.00	Healthy Environments for Social-Emotional Growth	
Professional Development in Positive Discipline	5800: Professional/Consulting Services And Operating Expenditures	$3,000.00	Engaging Academic Programs	
School Climate and culture activities and experiences	5000-5999: Services And Other Operating Expenditures	$1,000.00	Engaging Academic Programs	
Providing students with cultural and character based experiences through presentations and learning experiences	5800: Professional/Consulting Services And Operating Expenditures	$5,000.00	Engaging Academic Programs	

Cottage Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Achievement Activities for personal growth achievements	4000-4999: Books And Supplies	$1,500.00	Engaging Academic Programs	
Parent Education Programs on campus	4000-4999: Books And Supplies	$4,500.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures:	$71,760.00	
LCFF Supplemental Site Allocation Allocation Balance:	$0.00	

Funding Source: Title I Part A Parent Involvement   **$5,028.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family and Community Events on campus	4000-4999: Books And Supplies	$2,032.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$2,506.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	$500.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$5,038.00	
Title I Part A Parent Involvement Allocation Balance:	($10.00)	

Funding Source: Title I Part A Site Allocation   **$429,475.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$1,000.00	Engaging Academic Programs	

Cottage Elementary School

Description	Object Code	Amount	Goal
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
Expanded learning opportunities for all students through on and off site learning experiences.	5000-5999: Services And Other Operating Expenditures	$17,148.00	Healthy Environments for Social-Emotional Growth
Site Resource Teacher to provide targeted intervention for lowest performing student groups. PC 36549	1000-1999: Certificated Personnel Salaries	$70,000.00	Connected School Communities
Academic Intervention Specialist to provide targeted intervention support. PC 34385 PC 34385	1000-1999: Certificated Personnel Salaries	$121,000.00	Connected School Communities
Professional Development for English Learner Progression	5800: Professional/Consulting Services And Operating Expenditures	$500.00	Connected School Communities
Professional Development in Montessori Philosophy and program development	5800: Professional/Consulting Services And Operating Expenditures	$15,000.00	Connected School Communities
Affiliation with National Montessori programs in support of staff development and program effectiveness.	5800: Professional/Consulting Services And Operating Expenditures	$11,500.00	Connected School Communities
	3000-3999: Employee Benefits	$42,608.00	Connected School Communities
	3000-3999: Employee Benefits	$55,437.00	Connected School Communities
Parent Training Materials and Supplies	4000-4999: Books And Supplies	$2,000.00	Engaging Academic Programs
	3000-3999: Employee Benefits	$14,608.00	Connected School Communities

	5800: Professional/Consulting Services And Operating Expenditures	$11,500.00	Connected School Communities
Technology resources, services and aides to assist with student learning.	4000-4999: Books And Supplies	$15,590.00	Connected School Communities
Supplementary curricular materials and resources	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Instructional Assistants to support student learning in the classroom. PC 31260 PC 30374 PC 36148	2000-2999: Classified Personnel Salaries	$34,584.00	Connected School Communities
Expansion of library materials and services to enrich diverse student community	4000-4999: Books And Supplies	$2,000.00	Connected School Communities
Supplementary Montessori materials and resources	4000-4999: Books And Supplies	$10,000.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: $469,765.00

Title I Part A Site Allocation Allocation Balance: $0.00

Cottage Elementary School Total Expenditures: $743,084.00