



# 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	May 28, 2025	June 24,2025

## Purpose and Plan Summary

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

Schoolwide Program

The purpose of 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 to exit CSI after the 2024-25 school year.

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).

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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

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 2025.

Staff reviewed progress towards meeting academic goals in December 2024 and March 2025. SSC reviewed mid-year goal progression in May 2025.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
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 Enrollment By Grade Level

Student 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

# 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	13	1.1%	9.1%	4.08%

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
490	82.2%	54.5%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	267	54.5%
Foster Youth	0	0.0%
Homeless	16	3.3%
Socioeconomically Disadvantaged	403	82.2%
Students with Disabilities	66	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	21	4.3%
American Indian	2	0.4%
Asian	200	40.8%
Filipino	3	0.6%
Hispanic	62	12.7%
Two or More Races	32	6.5%
Pacific Islander	0	0.0%
White	170	34.7%

# School and Student Performance Data

## Overall Performance






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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Orange</p></div>
<div>Mathematics</div> <div><p>Red</p></div>		
<div>English Learner Progress</div> <div><p>Blue</p></div>		

# School and Student Performance Data

## Academic Performance English Language Arts

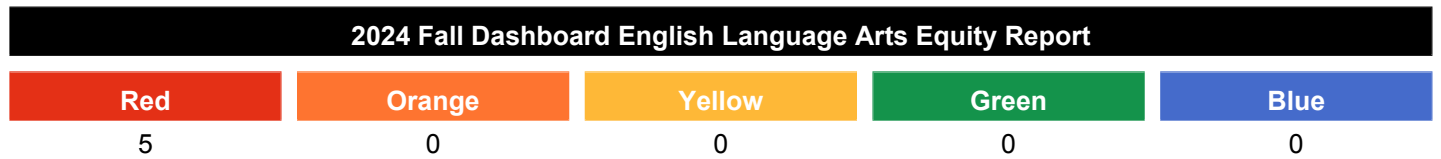
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>92.4 points below standard</div> <div>Maintained 2.1 points</div> <div>199 Students</div>	<div>English Learners</div> <div> Red</div> <div>115.6 points below standard</div> <div>Declined 6.6 points</div> <div>125 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>8 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>97.5 points below standard</div> <div>Maintained 1.6 points</div> <div>169 Students</div>

<b>Students with Disabilities</b>  Red 129.1 points below standard Declined 4.4 points 40 Students	<b>African American</b>  No Performance Color Less than 11 Students 10 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  Red 106.8 points below standard Declined 8.0 points 76 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  No Performance Color 82.1 points below standard Increased 19.2 points 27 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 9 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 0 Students	<b>White</b>  Red 86.2 points below standard Maintained 0.1 points 76 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.

Our lowest performing student groups are English learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian and White students.

English learners scored 115.6 points below standard which was a decrease of 6.6 points from the previous school year. Socioeconomically Disadvantaged students scored 97.5 points below standard which was similar of 1.6 points from the previous school year.

Students with Disabilities scored 129.1 points below standard which was a decrease of 4.4 points from the previous school year.

Asian students scored 106.8 points below standard which was a decrease of 8.0 points from the previous school year.

White students scored 86.2 points below standard which was similar of 0.1 points from the previous school year.

In comparison, all students scored 92.4 points below standard which was similar of 2.1 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

More than 60% of students are English Learners and last year we were able to bring back designated ELD teachers. Staff also worked on establishing a common curriculum map and writing expectations for all students. Initial results as evidenced by increases in EL redesignation percentages and text level scores in 2024 and 2025 are promising.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Additional support for staff to understand student data to inform instruction and support staff such as instructional assistants, intervention staff, and ELD teachers are critical to being able to support all students. Additional opportunities to support student academics such as before school programs and support staff commensurate with student numbers will support student growth. Continued professional development focused on use of student data to better diagnose student needs on site assessments are needed. Resources to support students are limited due to a lack of available space on campus. Current Intervention services are provided in a single room that is also used by 5 other staff members. The addition of a portable classroom for the 2025-26 school year may allow for additional services but at a minimum should result in students being able to focus more on instruction due to less adults in the classroom.

# School and Student Performance Data

## Academic Performance Mathematics

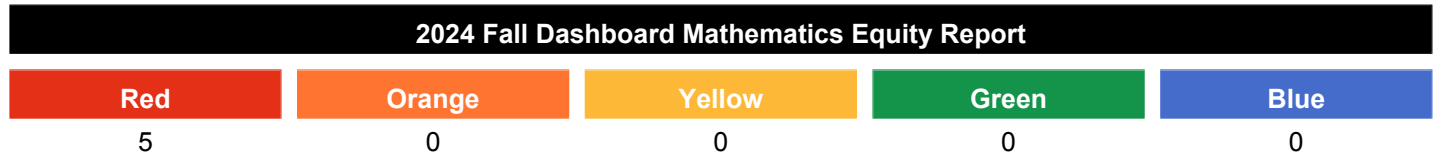
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>120.2 points below standard</div> <div>Declined 3.3 points</div> <div>200 Students</div>	<div>English Learners</div> <div> Red</div> <div>126.3 points below standard</div> <div>Maintained 0.7 points</div> <div>127 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>9 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>121.8 points below standard</div> <div>Maintained 0.2 points</div> <div>170 Students</div>

<b>Students with Disabilities</b>  Red 158.7 points below standard Declined 4.8 points 40 Students	<b>African American</b>  No Performance Color Less than 11 Students 10 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 1 Student
<b>Asian</b>  Red 121.7 points below standard Declined 5.9 points 78 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 1 Student	<b>Hispanic</b>  No Performance Color 133.1 points below standard Maintained 2.6 points 27 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 9 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 0 Students	<b>White</b>  Red 116.0 points below standard Declined 5.7 points 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.

Our lowest performing student groups are English learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian and White students.

English learners scored 126.3 points below standard which was similar by 0.7 points from the previous school year.

Socioeconomically Disadvantaged students scored 121.8 points below standard which was similar by 0.2 points from the previous school year.

Students with Disabilities scored 158.7 points below standard which was a decrease of 4.8 points from the previous school year.

Asian students scored 121.7 points below standard which was a decrease of 5.9 points from the previous school year.

White students scored 116 points below standard which was a decrease of 5.7 points from the previous school year.

In comparison, all students scored 120.2 points below standard which was a decrease of 3.3 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Academic efforts for the year were highly focused on ELA, writing, and advancement of English Learner proficiency. Intervention and instructional strategy shifts were focused almost exclusively on ELA.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Professional development on teaching for a greater understanding and application of mathematical standards is needed for all staff. Mathematical instruction is highly focused on computation and students are supported via use of materials. Incorporation of more reasoning and problem-solving exercises would benefit students, more closely aligning their knowledge and skills to translate to standardized test results. Use of instructional assistants to support students in classes which are all multi-grade classes will allow for increased support across the various grade levels.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
57.9% making progress.	making progress.
Number Students: 195 Students	Number Students: 0 Students

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.

2024 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
8.2%	33.8%	0%	57.9%

### Lowest Performing Group:

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

57.9% of all English learners progressed at least one ELPI Level from the previous school year.  
33.8% of all English learners maintained at ELPI Levels 1-3 from the previous school year.  
0% of all English learners maintained at ELPI Level 4 from the previous school year.  
8.2% of all English learners decreased one ELPI Level from the previous school year.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The addition of two designated ELD teachers, supporting nearly 160 students in a shared classroom is the biggest reason for the gains made by students. Both teachers were trained in and utilized a new academic program which has shown strong results in all aspects of language development.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Cottage has nearly 300 English Learners on campus. While four classroom teachers have attended training to implement the same instructional program for English Learners for those students who are not able to be seen by the designated ELD staff, the program remains limited by space. One additional ELD teacher will be placed at Cottage for the 2025-26 school year in a new portable being added to the campus. District provided Bilingual Instructional assistants provide crucial support to those students who come to the US with prior education but limited English.

# School and Student Performance Data

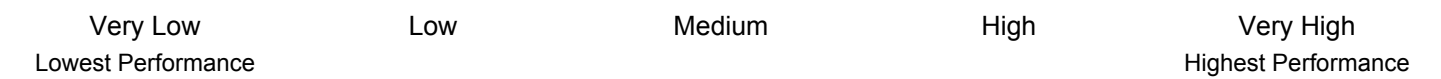
## Academic Performance College/Career Report

The 2024 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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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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? This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>28.2% Chronically Absent</div> <div>Declined 4.6</div> <div>521 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>25.7% Chronically Absent</div> <div>Declined 3.3</div> <div>300 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>72.7% Chronically Absent</div> <div>Increased 4</div> <div>33 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>29% Chronically Absent</div> <div>Declined 2.6</div> <div>455 Students</div>

<b>Students with Disabilities</b>  Red 37.3% Chronically Absent Maintained 0.3 83 Students	<b>African American</b>  No Performance Color 41.7% Chronically Absent Increased 5 24 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
<b>Asian</b>  Yellow 24% Chronically Absent Declined 4.6 208 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Orange 35.4% Chronically Absent Declined 9.2 65 Students
<b>Two or More Races</b>  No Performance Color 36.4% Chronically Absent Increased 10.4 33 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Yellow 27.5% Chronically Absent Declined 4.3 182 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.

Our lowest performing student groups are English learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian and White students.

25.7% of English learners were chronically absent which was a decrease of 3.3 percent from the previous school year. 29% of Socioeconomically Disadvantaged students were chronically absent which was a decrease of 2.6 percent from the previous school year.

37.3% of Students with Disabilities were chronically absent which maintained by 0.3 percent from the previous year.

35.4% of Hispanic students were chronically absent which was a decrease of 9.2 percent from the previous year.

24% of Asian students were chronically absent which was a decrease of 4.6 percent from the previous school year.

27.5% of White students were chronically absent which was a decrease of 4.3 percent from the previous school year.

In comparison, 28.2 % of all students were chronically absent which was a decrease of 4.6 percent from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Last year Cottage was still recovering from the COVID pandemic in the sense that many of our families were younger, first generation in the US students, whose initial experiences in school were characterized by students being told to stay at home for even minor symptoms.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

During the 2024-25 school year, Cottage was able to utilize a district counselor to support an Attendance Academy to support student attendance. It is unknown if that resource will be available to staff and students for the 2025-26 school year. Utilizing our Social worker and incorporating more family educational activities and opportunities to participate on campus will support positive student attendance.

## 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.

## 2024 Fall Dashboard Graduation Rate 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.

## 2024 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## 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?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Conditions & Climate Suspension Rate

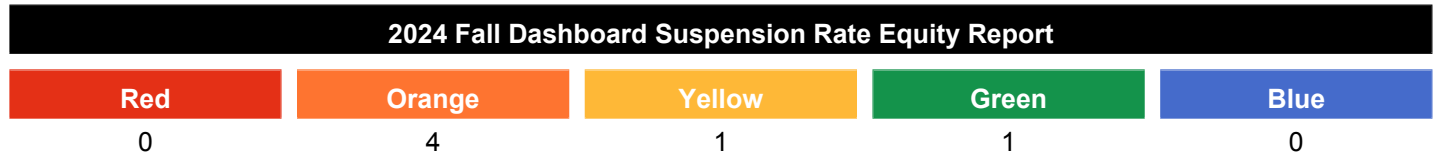
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”












This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>2% suspended at least one day</div> <div>Increased 1.8%</div> <div>553 Students</div>	<div>English Learners</div> <div></div> <div>Yellow</div> <div>1% suspended at least one day</div> <div>Increased 1%</div> <div>310 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>5.1% suspended at least one day</div> <div>Increased 5.1%</div> <div>39 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>1.9% suspended at least one day</div> <div>Increased 1.7%</div> <div>477 Students</div>

<b>Students with Disabilities</b>  Orange 4.7% suspended at least one day Increased 4.7% 86 Students	<b>African American</b>  No Performance Color 7.1% suspended at least one day Increased 7.1% 28 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
<b>Asian</b>  Green 0.5% suspended at least one day Increased 0.5% 215 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Orange 2.6% suspended at least one day Increased 1.5% 76 Students
<b>Two or More Races</b>  No Performance Color 2.9% suspended at least one day Increased 2.9% 34 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>White</b>  Orange 2.6% suspended at least one day Increased 2.6% 191 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.

Our lowest performing student groups are English learners, Socioeconomically Disadvantaged, Students with Disabilities, Asian and White students.

1% of English learners were suspended at least one day which was a increase of 1.0 percent from the previous school year.

1.9% of Socioeconomically Disadvantaged students were suspended at least one day which was an increase of 1.7 percent from the previous school year.

4.7% of Students with Disabilities were suspended at least one day which was an increase of 4.7 percent from the previous school year.

2.6% of Hispanic students were suspended at least one day which was an increase of 1.5 percent from the previous school year.

0.5% of Asian students were suspended at least one day which was an increase of 0.5 percent from the previous school year.

2.6% of White students were suspended at least one day which was an increase of 2.6 percent from the previous school year.

In comparison, 2% of all students were suspended at least one day which was an increase of 1.8 percent from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Cottage maintains a very low suspension rate due in part to our positive discipline practices, student classroom communities, and restorative practices among students

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Social-Emotional support from our Social Worker, MTSS Counselor, and establishment of classroom communities supports strong relationships between students and adults on campus. Certificated and classified staff are all invited to participate in SEL trainings and monthly thematic character trait presentations support student development. Academic programs which allow students to progress at their individual levels allow students a safe learning environment.

# 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: 2024-25

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 mixed among classrooms and grade levels for reading, math, and writing goals. Science CAASPP scores for 2024 increased significantly. The 2023-24 school year was the first year that 4-5 grade classes focused on science as a rotational subject area, incorporating hands-on activities, note-taking, and projects. English Learner achievement as measured by ELPAC also showed significant increases throughout 2024-25. During the 2023-24 school year, Cottage implemented the EL Achieve curriculum for those students being supported by ELD teachers.

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

The data is positive for some classes but not others. Providing opportunities for classroom teachers to share what they are doing towards certain skill areas, resulting in success should allow for others to learn from those positive, high-impact strategies to achieve similar results. Cottage will continue the science rotation for 2025-26, hoping for similar growth. Four classroom teachers attended EL Achieve training and additional staff are interested in taking the training during fall 2025 to use EL Achieve to support those students who are not supported by the ELD teachers.

2025-26

Identified Need

Staff need dedicated time during collaboration and staff events to share data, dig into what is working and what isn't, and to calibrate implementation of curricular maps.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	92.4 points below standard	+3 scale score points
	English Learners	115.6 points below standard	By November 2025, 75% of all Kindergarten students in identified subgroups will be able to make 10/26 letter sounds By March 2026, 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). By May 2026, 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)
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	97.5 points below standard	
	Students with Disabilities	129.1 points below standard	
	African American		
	American Indian		
	Asian	106.8 points below standard	
	Filipino		
	Hispanic	82.1 points below standard	
	Two or More Races		
	Pacific Islander		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	White	86.2 points below standard	<p>By November 2025, 80% of 1-3 grade students in identified subgroups will grow 1 text levels and/or be at grade level.</p> <p>By March 2026, 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.</p> <p>By June 2026 80% of 1-3 grade students in identified subgroups will master all letter names and sounds or grow 3 text levels and/or be at grade level."</p> <p>By November 2025, 85% of 4-5 grade students in identified subgroups will progress 2 text levels and/or be at grade level.</p> <p>By March 2026, 85% of 4-5 grade students in identified subgroups will progress 2 text levels and/or be at grade level.</p>
Math State Assessment: Change in scale score	All Students	120.2 points below standard	<p>+3 scale score points</p> <p>By November 2025, 75% of all kindergarten students in identified subgroups will be able to count to 20.</p> <p>By March 2026, 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.</p> <p>By June 2026 75% of all kindergarten students in identified subgroups will be able to count to 100.</p> <p>By November 2025, 25% of all kindergarten students in identified</p>
	English Learners	126.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	121.8 points below standard	
	Students with Disabilities	158.7 points below standard	
	African American		
	American Indian		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Asian	121.7 points below standard	<p>subgroups will be able to add single numbers to 5.</p> <p>By June 2026 75% of kindergarten students in identified subgroups will be able to add single numbers to 10.</p> <p>By November 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.</p> <p>By March 2026, 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.</p> <p>By June 2026, 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.</p> <p>By January 2026, 70% of 4-5 grade students in identified subgroups will be able to solve dynamic addition, subtraction, multiplication and division problems using whole numbers.</p> <p>By June 2026, 85% of 4-5 grade students in identified subgroups will be able to solve dynamic addition, subtraction, multiplication and division problems using whole numbers.</p> <p>By January 2026, 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.</p>
	Filipino		
	Hispanic	133.1 points below standard	
	Two or More Races		
	Pacific Islander		
	White	116.0 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
		By June 2026, 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	57.9%	<p>+2%</p> <p>By November 2025, 75% of all Kindergarten ELs will be able to make 10/26 letter sounds</p> <p>By March 2026, 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).</p> <p>By May 2026, 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)</p> <p>By May 2026, 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.</p> <p>By November 2025, 80% of 1-3 grade ELs will grow 1 text levels and/or be at grade level.</p> <p>By March 2026, 80% of 1-3 grade ELs will master all letter names and sounds or grow 2 text levels and/or be at grade level.</p>

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
		<p>By June 2026 80% of 1-3 grade ELs will master all letter names and sounds or grow 3 text levels and/or be at grade level.</p> <p>By November 2025, 30% of first grade ELs will be able to respond to a prompt with one sentence using correct conventions.</p> <p>By January 2026, 50% of first grade ELs will be able to respond to a prompt with one sentence using correct conventions.</p> <p>By June 2026, 70% of first grade ELs will be able to respond to a prompt with one sentence using correct conventions."</p> <p>By November 2025, 30% of second grade ELs will be able to respond to a prompt using 3 sentences using correct conventions.</p> <p>By January 2026, 50% of second grade ELs will be able to respond to a prompt using 3 sentences using correct conventions.</p> <p>By June 2026, 70% of second grade ELs will be able to respond to a prompt using 3 sentences using correct conventions.</p> <p>By November 2025, 30% of third grade ELS will be able respond to a prompt with a descriptive paragraph using correct conventions.</p> <p>By January 2026, 50% of third grade ELs will be able respond to a prompt with a descriptive paragraph using correct conventions.</p> <p>By June 2026, 70% of third grade ELs will be able respond to a prompt with a descriptive paragraph using correct conventions.</p>

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
		<p>By November, 85% of 4-5 grade ELs will progress 2 text levels and/or be at grade level.</p> <p>By March, 85% of 4-5 grade ELs will progress 2 text levels and/or be at grade level.</p> <p>By November, 70% of By November, 70% of students will be able to write a multi-sentence paragraph with an introductory sentence.</p> <p>By March, 70% of ELs will be able to write a multi-sentence paragraph with an introductory and concluding sentence.</p> <p>By June, 70% of ELs will be able to write a multi-paragraph essay with an introductory and concluding paragraph.</p> <p>By November, 80% of ELs will be able to write a multi-paragraph essay with an introductory and concluding paragraph.</p> <p>By March, 80% of ELs will be able to write a multi-paragraph essay, using narrative techniques, with an introductory and concluding paragraph.</p> <p>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.</p>
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.08%	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	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, Students with Disabilities, White	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	37,436 12,142	2025-26
1.2	Supplementary curricular materials and resources including but not limited to ELD.	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	4666 37880	2025-26

1.3	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	10000	2025-26
1.4	Site Resource Teacher to provide targeted intervention for lowest performing student groups. PC TBD	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian, Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	84,500 39,131	2025-26
1.5	Academic Intervention Specialist to provide targeted intervention support. PC TBD	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	99,750 35,051	2025-26

			3000-3999: Employee Benefits		
1.6	Classified tutoring support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	12000	2025-26
1.7	Professional Development for staff targeted at increasing overall student performance and engagement	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	10161	2025-26
1.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

# 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: 2024-25

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 with support from our MTSS Counselor and district attendance liaison. Attendance is also monitored on an individual basis for any student referred for academic or social/emotional supports.

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. Our Attendance Academy coordinated by the district Counselor also provided some positive results. Site will look for opportunities to continue this practice.

**2025-26**

## Identified Need

Providing events and activities for students and families encourages continued attendance. Continuing in person outreach to support families that are struggling with attendance issues.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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 28.2% Chronically Absent English Learners 25.7% Chronically Absent Foster Youth Homeless 72.7% Chronically Absent Socioeconomically Disadvantaged 29% Chronically Absent Students with Disabilities 37.3% Chronically Absent African American 41.7% Chronically Absent American Indian Asian 24% Chronically Absent Filipino Hispanic 35.4% Chronically Absent Two or More Races 36.4% Chronically Absent Pacific Islander White 27.5% Chronically Absent	-0.5%
Attendance: Percentage of the school year attended for students in TK-12	92.1%	93%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	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	NA

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 English Learners Low-Income Students	Title I Part A Site Allocation	12000	2025-26

	all students through on and off site learning experiences.	Foster Youth X Lowest Performing Students with Disabilities	5000-5999: Services And Other Operating Expenditures		
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			2025-26

# 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: 2024-25

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 creating organized activities during recess.

## 2025-26

### Identified Need

Staff have completed our training in Positive Discipline in 2025. The next component will involve families in understanding our work and efforts and providing students with opportunities to use their voice and positive decision making.

### Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	2% suspended at least one day	-0.3%
	English Learners	1% suspended at least one day	
	Foster Youth		
	Homeless	5.1% suspended at least one day	
	Socioeconomically Disadvantaged	1.9% suspended at least one day	
	Students with Disabilities	4.7% suspended at least one day	
	African American	7.1% suspended at least one day	
	American Indian		
	Asian	0.5% suspended at least one day	
	Filipino		
	Hispanic	2.6% suspended at least one day	
	Two or More Races	2.9% suspended at least one day	
	Pacific Islander		
	White	2.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly	71.1%		76%

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
agree" in Sense of Belonging on the district climate survey		
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	68.9%	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).	8%	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	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	18000	2025-26
3.2	Parent Education Programs on campus	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement	2528	2025-26

			4000-4999: Books And Supplies		
3.3	Parent Training Materials and Supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 4000-4999: Books And Supplies	1162  500	2025-26
3.4	Family and Community Events on campus	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	2025-26
3.5	Recreational support to foster safe play and sportsmanship	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified	4130	2025-26

			Personnel Salaries		
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# 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
Provide explicit language development to emerging bilingual students.	Ongoing	ELD teacher	1000-1999: Certificated Personnel Salaries		
Provide primary language support to emerging bilingual students outside of ELD.	Ongoing	BIAs	2000-2999: Classified Personnel Salaries		

### **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)	
		Support to English Learners	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide additional support for increased safety on campus	Supplemental safety position				

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$424,037.00

## 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 Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$70,880.00
Title I Part A Parent Involvement	\$4,190.00
Title I Part A Site Allocation	\$344,837.00

Subtotal of state or local funds included for this school: \$424,037.00

Total of federal, state, and/or local funds for this school: \$424,037.00

# 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	70,880	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	344,837	0.00
Title I Part A Parent Involvement	4,190	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	70,880.00
Title I Part A Parent Involvement	4,190.00
Title I Part A Site Allocation	344,837.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	184,250.00
2000-2999: Classified Personnel Salaries	53,566.00
3000-3999: Employee Benefits	86,324.00
4000-4999: Books And Supplies	59,736.00
5000-5999: Services And Other Operating Expenditures	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	10,161.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	12,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	40,880.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	18,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	4,190.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	184,250.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	37,436.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	86,324.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	14,666.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	10,161.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	382,717.00
Goal 2	12,000.00
Goal 3	29,320.00

# 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
Hares Yusufi	Parent or Community Member
Nigel Miller	Parent or Community Member
Eric Sterling	Parent or Community Member
Donna Hale	Classroom Teacher
Arthur Estrada	Principal
Marykate Kelly	Classroom Teacher
Mihaela Badila	Classroom Teacher
Marilena Badila	Other School Staff
Victoria Palma	Parent or Community Member
Shahjahan Jahane	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
on file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:

On file	Principal, Arthur Estrada on May 28, 2025
On file	SSC Chairperson, Mihaela Badila on May 28, 2025

# Budget By Expenditures

## Cottage Elementary School

### Funding Source: LCFF Rec Aide Allocation

**\$4,130.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Recreational support to foster safe play and sportsmanship	2000-2999: Classified Personnel Salaries	\$4,130.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$4,130.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

### Funding Source: LCFF Supplemental Site Allocation

**\$70,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Clear Pathways to Bright Futures	
Classified tutoring support	2000-2999: Classified Personnel Salaries	\$12,000.00	Connected School Communities	
School Climate and culture activities and experiences	5000-5999: Services And Other Operating Expenditures	\$18,000.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$37,880.00	Connected School Communities	
Family and Community Events on campus	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs	
LCFF Supplemental Site Allocation Total Expenditures:		\$72,880.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

## Cottage Elementary School

### Funding Source: Title I Part A Parent Involvement \$4,190.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education Programs on campus	4000-4999: Books And Supplies	\$2,528.00	Engaging Academic Programs	
Parent Training Materials and Supplies	4000-4999: Books And Supplies	\$1,162.00	Engaging Academic Programs	
	4000-4999: Books And Supplies	\$500.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$4,190.00

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

### Funding Source: Title I Part A Site Allocation \$344,837.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	
Professional Development for staff targeted at increasing overall student performance and engagement	5800: Professional/Consulting Services And Operating Expenditures	\$10,161.00	Connected School Communities	
	3000-3999: Employee Benefits	\$12,142.00	Connected School Communities	
	3000-3999: Employee Benefits	\$39,131.00	Connected School Communities	
	3000-3999: Employee Benefits	\$35,051.00	Connected School Communities	

## Cottage Elementary School

Expanded learning opportunities for all students through on and off site learning experiences.	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Healthy Environments for Social-Emotional Growth
Instructional Assistants to support student learning in the classroom. PC 31260 PC 30374 PC 36148	2000-2999: Classified Personnel Salaries	\$37,436.00	Connected School Communities
Supplementary curricular materials and resources including but not limited to ELD.	4000-4999: Books And Supplies	\$4,666.00	Connected School Communities
Supplementary Montessori materials and resources	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
Site Resource Teacher to provide targeted intervention for lowest performing student groups. PC TBD	1000-1999: Certificated Personnel Salaries	\$84,500.00	Connected School Communities
Academic Intervention Specialist to provide targeted intervention support. PC TBD	1000-1999: Certificated Personnel Salaries	\$99,750.00	Connected School Communities

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Title I Part A Site Allocation Total Expenditures: \$385,127.00

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

Cottage Elementary School Total Expenditures: \$466,327.00