School Year: **2026-27**

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 22, 2026	June 23, 2026

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)

X 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).

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

ELAC committee members were provided information about SSC and the SPSA in November, February, and May. One parent from ELAC volunteered to be a part of SSC and was subsequently elected to fill a vacant role.
SSC members were provided information on student progress from the CA Dashboard, iReady assessments and growth, and reviewed 2025-26 goals prior to approval of 2026-27 goals.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.41%	0.20%	0.57%	2	1	3
African American	4.29%	3.19%	3.42%	21	16	18
Asian	40.82%	41.24%	44.40%	200	207	234
Filipino	0.61%	0.40%	0.38%	3	2	2
Hispanic/Latino	12.65%	14.34%	13.09%	62	72	69
Pacific Islander	%	0.40%	0.76%		2	4
White	34.69%	33.27%	30.74%	170	167	162
Multiple/No Response	6.53%	6.97%	6.64%	32	35	35
			Total Enrollment	490	502	527

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		21	17
Kindergarten	82		78
Grade 1	76		83
Grade 2	100		99
Grade3	86		76
Grade 4	67		96
Grade 5	65		78
Total Enrollment	490		527

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	267	281	307	52.6%	54.5%	58.3%
Fluent English Proficient (FEP)	49	49	58	10.4%	10.0%	11.0%
Reclassified Fluent English Proficient (RFEP)	32	40	47	6.50%	8.00%	8.90%

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
502	**76.5%**	**56%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	281	56%
Foster Youth	0	0.0%
Homeless	18	3.6%
Socioeconomically Disadvantaged	384	76.5%
Students with Disabilities	52	10.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	3.2%
American Indian	1	0.2%
Asian	207	41.2%
Filipino	2	0.4%
Hispanic	72	14.3%
Two or More Races	35	7%
Pacific Islander	2	0.4%
White	167	33.3%

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	4	1	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
71.1 points below standard	79.6 points below standard	
Increased 21.3 points	Increased 36 points	
209 Students	138 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	66.7 points below standard	74.5 points below standard
	11 Students	Increased 23 points
		176 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
105.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 23.9 points	5 Students	1 Student
34 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	No Performance Color
85.3 points below standard	0 Students	63.1 points below standard
Increased 21.5 points		Increased 18.9 points
76 Students		32 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Yellow
56.1 points below standard	Fewer than 11 students - No Data for Privacy	66 points below standard
14 Students	1 Student	Increased 20.2 points
		80 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.

White students (to include middle eastern students) scored in the Yellow range. All other student groups scored in the orange range.

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

For English Learners, there was so much growth in the 2024 when we added two ELD teachers and onboarded a new curriculum (EL Achieve) that 2025 was more about a return to expectations. Overall average of scores for English learners increased 36 points; the most growth of any student grouping.   All other groups increased their overall scores by at least 21 points.

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

With more classes adopting EL Achieve for use with designated ELD, our increases for that student grouping should remain strong. Addition of 2nd intervention position to support lowest performing students

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	5	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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	
110.1 points below standard	114.7 points below standard	
Increased 10.1 points	Increased 11.6 points	
222 Students	151 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	131.7 points below standard	113.6 points below standard
	11 Students	Increased 8.2 points
		189 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
154.8 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.9 points	5 Students	1 Student
34 Students		

Asian	Filipino	Hispanic
Orange	No Performance Color	No Performance Color
113.7 points below standard	0 Students	113.1 points below standard
Increased 8 points		Increased 20 points
87 Students		32 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
110.6 points below standard	Fewer than 11 students - No Data for Privacy	107.7 points below standard
14 Students	1 Student	Increased 8.3 points
		82 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 student groupings were in the orange range due to a slight increase in performance across the board. Scores remain in orange and growth remains limited with only one student group growing more than 10 points

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?

Intervention math groups

School and Student Performance Data

Academic Performance
Science

The 2025 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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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange 40.1 science points Maintained -1.9 points 66 Students	Orange 35.7 science points Maintained -1.1 points 45 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Orange 39 science points Declined 2.3 points 59 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student

Asian	Filipino	Hispanic
No Performance Color 35.3 science points Declined 5.7 points 30 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students	No Performance Color 43.5 science points Increased 2.1 points 20 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 (only one subgroup:EL) basically held steady on Science assessments

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

Shifting 4-5 grade cultural rotations did not seem to make much of a difference in overall student performance.

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 Performance
English Learner Progress

The 2025 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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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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
47.8 making progress.	making progress.
Number Students: 203 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.

2025 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
21.2%	31%	0.5%	47.3%

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

NA

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

We were able to maintain a high % of students who grew at least one ELPI level. No students are designated as LTEL which is a win as we are successfully redesignating students. Individual classes are also receiving training in EL Achieve and utilizing it for designated ELD in the classroom for level 3s and 4s.

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

Additional training across staff with EL Achieve. Increased focus on writing. specified training for TK/K students within a shortened school day.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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.

Not Applicable

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

Not Applicable

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

Not Applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	
24.7% Chronically Absent	20.4% Chronically Absent	
Declined 3.5	Declined 5.3	
539 Students	324 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	44% Chronically Absent	25.8% Chronically Absent
	Declined 28.7	Declined 3.2
	25 Students	465 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
35.6% Chronically Absent	33.3% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 1.8	Declined 8.3	1 Student
59 Students	18 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
20% Chronically Absent	Fewer than 11 students - No Data for Privacy	33.3% Chronically Absent
Declined 4	2 Students	Declined 2.1
235 Students		72 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Orange
26.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	26.9% Chronically Absent
Declined 10	2 Students	Declined 0.6
38 Students		171 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.

Students with disabilities, Hispanic, White, and students of two or more races are still in the orange range for chronic absenteeism.

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

Some growth was made in 2025 due to dedicated support received from a district counselor who ran focused attendance academies for some of our students.

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

Site only receives 4 hours of support from attendance clerk and no additional hours from district supports to help monitor student attendance and meet with students on a regular basis. Support with finding grants may be helpful in incentivizing student attendance. One middle school is testing the concept.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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.

Not Applicable

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

Not Applicable

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

Not Applicable

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	5

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	Blue	
0.5% suspended at least one day	0.3% suspended at least one day	
Declined 1.4%	Declined 0.7%	
553 Students	335 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	0% suspended at least one day	0.4% suspended at least one day
	Declined 5.1%	Declined 1.5%
	25 Students	473 Students

Students with Disabilities

Green

1.7% suspended at least one day

Declined 3%

60 Students

African American

No Performance Color

0% suspended at least one day

Declined 7.1%

18 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Asian

Blue

0.4% suspended at least one day

Maintained -0.1%

243 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Hispanic

Green

1.3% suspended at least one day

Declined 1.3%

75 Students

Two or More Races

Blue

0% suspended at least one day

Declined 2.9%

38 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

Blue

0.6% suspended at least one day

Declined 2%

174 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.

Student culture is safe. Students are coached regularly in restorative practices in class.

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

Number of suspensions remain historically low.

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

classroom procedures with Peace Rose and restorative conversations support behaviors before they escalate.

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: 2025-26

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 positive among classrooms and grade levels for reading, math, and writing goals. Overall CAASSP results for Language and Math show growth from 2024, proof that changes being made on campus are making a difference. Classroom IA support is a key piece of what is supporting our academic growth; Cottage will need to be very strategic in how to manage classroom support with a 35% reduction in classified support available. 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; 2025 results held steady for the second year of the cycle, maintaining the high growth results from 2024. 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 resulting in a very high redesignation rate; current efforts are sustaining those results. Campus iReady growth targets were also met.

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

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 upper grades in 2026-27, hoping to maintain growth. Nine classroom teachers have attended EL Achieve training, double the number from the previous year. Cottage will also be adding a third ELD teacher for the 2026-27 school year, increasing the support and differentiation that we will be able to provide to student groupings. Whole School Collaboration meetings are being scheduled to support ongoing data reflection during the 2026-27 school year.

2025-26

Identified Need

Staff are refining our use and implementation of lesson scope and sequence as well as refining our goals to reflect the SMART goal process. Losing IA support for classes and students will force the campus to rethink some opportunities and target highest need/payoff areas for continued student success.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students: 71.1 points below standard English Learners: 79.6 points below standard Foster Youth: Homeless: 66.7 points below standard Socioeconomically Disadvantaged: 74.5 points below standard Students with Disabilities: 105.1 points below standard African American: American Indian: Asian: 85.3 points below standard	Student outcomes continue to grow over the past several years for all student groups. For 2026-27 staff are focusing on the development of basic reading skills across all grade levels and measured through a 1:1 assessment tool each trimester. General goals are for 75-85% of all students to be reading on grade level OR to have made year for year growth during the 2026-27 school year. For 2026-27 writing is a new goal. Staff have created a scaled progression for writing goals that culminates with 5th grade students being able to produce multi-paragraph essays.

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Filipino		
	Hispanic	63.1 points below standard	
	Two or More Races	56.1 points below standard	
	Pacific Islander		
	White	66 points below standard	
Math State Assessment: Change in scale score	All Students	110.1 points below standard	Student outcomes continue to grow over the past several years for all student groups. For 2026-27 staff are focusing on the development of number fluency skills across all grade levels and measured through a staff developed assessment tool each trimester. Selection of number fluency was guided by dialogue with middle school teachers regarding greatest need for students entering middle school. General goals are for 80% of all students to score at least 75% proficiency using the assessment tool.
	English Learners	114.7 points below standard	
	Foster Youth		
	Homeless	131.7 points below standard	
	Socioeconomically Disadvantaged	113.6 points below standard	
	Students with Disabilities	154.8 points below standard	
	African American		
	American Indian		
	Asian	113.7 points below standard	
	Filipino		
	Hispanic	113.1 points below standard	
	Two or More Races	110.6 points below standard	
	Pacific Islander		
	White	107.7 points below standard	
English Language Learner State Assessment:	47.8		With a school-wide implementation of writing goals and continued use of EL Achieve in a growing number of general

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Change in percentage of English language learners making progress on ELPAC		classrooms to support MLL growth, 60% of all students will make progress on the ELPAC.
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.08%	Campus will achieve a 10% reclassification rate for all students.

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	4x 6 hour Instructional Assistants to provide additional support for student learning in the classroom, particularly in Math and ELA.. 84% Title funded and 16% LCFF funded.	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 LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	167976 55991	School Year 2026-2027
1.2		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

1.3	Supplementary curricular materials and resources including but not limited to ELD.	X All Students X English Learners X 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	7573 3564	School Year 2026-2027
1.4	Supplementary Montessori materials and resources	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	0	School Year 2026-2027
1.5	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	132780 52147	School Year 2026-2027

			3000-3999: Employee Benefits		
1.6	Substitute release support to allow staff to participate in assessment and data review and professional development.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	4999 0	School Year 2026-2027
1.7		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: 2025-26

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 attendance clerk and district attendance liaison. Attendance is also monitored on an individual basis for any student referred for academic or social/emotional supports through our COST team.

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

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 previously provided some positive results. Site will look for opportunities to continue this practice through supplemental funding from Student Services Dept.

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. Increased opportunities for parent/family engagement successful with implementation of choir concerts and art shows, movie nights, coordination with Family and Community Engagement department in establishing Neighborhood Learning Projects, and PTA supported events. Current efforts resulted in an increase in overall events and an increase in overall family engagement during school activities during the school year. PTA and ELAC groups are the primary groups used to solicit input/ideas and for feedback. Admin will look to incorporate feedback loops for families via family newsletters.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	24.7% Chronically Absent	-0.5%
	English Learners	20.4% Chronically Absent	
	Foster Youth		
	Homeless	44% Chronically Absent	
	Socioeconomically Disadvantaged	25.8% Chronically Absent	
	Students with Disabilities	35.6% Chronically Absent	
	African American	33.3% Chronically Absent	
	American Indian		
	Asian	20% Chronically Absent	
	Filipino		
	Hispanic	33.3% Chronically Absent	
	Two or More Races	26.3% Chronically Absent	
	Pacific Islander		
	White	26.9% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
Attendance: Percentage of the school year attended for students in TK-12	92.1%	93%
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 through on and off site learning experiences.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		0		School Year 2026-2027
2.2		Targeted phone calls for students who are absent more than 3 days a month. .125 FTE	X All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits		0		School Year 2026-2027
2.3		Targeted assistance from MTSS staff for attendance academy and to support families struggling with	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Chronic Absentees	Other		0		School Year 2026-27

		attendance issues.							

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.

2025-26

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	0.5% suspended at least one day	-0.3% but acknowledging that reductions in support personnel (IA Is, SPED IAs, SEL) may negatively impact our goal.
	English Learners	0.3% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	
	Socioeconomically Disadvantaged	0.4% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities: 1.7% suspended at least one day African American: 0% suspended at least one day American Indian Asian: 0.4% suspended at least one day Filipino Hispanic: 1.3% suspended at least one day Two or More Races: 0% suspended at least one day Pacific Islander White: 0.6% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	71.1%	76%
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	0	School Year 2026-2027
3.2	Provide staff support for Parent Education Programs on campus	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries	1231 700	School Year 2026-2027
3.3	Parent Training Materials and Supplies to educate families on grade level standards and Montessori philosophy	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	2500	School Year 2026-2027

3.4	Family and Community Events on campus to include opportunities for student performances and outside organizations	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	0	School Year 2026-2027
3.5	Recreational support to foster safe play and sportsmanship	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4130 15805	School Year 2026-2027

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				

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	75,360	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	365,475	0.00
Title I Part A Parent Involvement	4,431	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	75,360.00
Other	0.00
Title I Part A Parent Involvement	4,431.00
Title I Part A Site Allocation	365,475.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	139,010.00
2000-2999: Classified Personnel Salaries	244,602.00
3000-3999: Employee Benefits	52,147.00
4000-4999: Books And Supplies	13,637.00
5000-5999: Services And Other Operating Expenditures	0.00

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	71,796.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,564.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	0.00
	Other	0.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	1,231.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	700.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	137,779.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	167,976.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	52,147.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	7,573.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	425,030.00
Goal 2	0.00
Goal 3	24,366.00

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
Crystal Alexander	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.

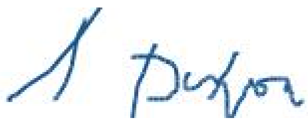
Recommendations and Assurances

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
	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 .

Attested:

	Principal, Dr. Arthur Estrada on 5/22/2
	SSC Chairperson, Crystal Alexander on 5/22/26

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
      b. use methods and instructional strategies that:
         i. strengthen the academic program in the school,
         ii. increase the amount and quality of learning time, and
         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State’s academic standards through activities which may include:
         i. strategies to improve students’ skills outside the academic subject areas;
         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Cottage Elementary School

Funding Source: LCFF 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 **$75,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$15,805.00	Engaging Academic Programs	
Targeted phone calls for students who are absent more than 3 days a month. .125 FTE	2000-2999: Classified Personnel Salaries	$0.00	Healthy Environments for Social-Emotional Growth	
School Climate and culture activities and experiences.	5000-5999: Services And Other Operating Expenditures	$0.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$55,991.00	Connected School Communities	
	4000-4999: Books And Supplies	$3,564.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$0.00	Connected School Communities	

Cottage Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Family and Community Events on campus to include opportunities for student performances and outside organizations	4000-4999: Books And Supplies	$0.00	Engaging Academic Programs	
	5000-5999: Services And Other Operating Expenditures	$2,000.00	Clear Pathways to Bright Futures	

LCFF Supplemental Site Allocation Total Expenditures: $77,360.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Targeted assistance from MTSS staff for attendance academy and to support families struggling with attendance issues.		$0.00	Healthy Environments for Social-Emotional Growth	

Other Total Expenditures: $0.00

Other Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement **$4,431.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide staff support for Parent Education Programs on campus	1000-1999: Certificated Personnel Salaries	$1,231.00	Engaging Academic Programs	
Parent Training Materials and Supplies to educate families on grade level standards and Montessori philosophy	4000-4999: Books And Supplies	$2,500.00	Engaging Academic Programs	
	2000-2999: Classified Personnel Salaries	$700.00	Engaging Academic Programs	

Cottage Elementary School

Title I Part A Parent Involvement Total Expenditures: $4,431.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Funding Source: Title I Part A Site Allocation **$365,475.00 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	
Expanded learning opportunities for all students through on and off site learning experiences.	5000-5999: Services And Other Operating Expenditures	$0.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	$52,147.00	Connected School Communities	
4x 6 hour Instructional Assistants to provide additional support for student learning in the classroom, particularly in Math and ELA.. 84% Title funded and 16% LCFF funded.	2000-2999: Classified Personnel Salaries	$167,976.00	Connected School Communities	
Supplementary curricular materials and resources including but not limited to ELD.	4000-4999: Books And Supplies	$7,573.00	Connected School Communities	
Supplementary Montessori materials and resources	4000-4999: Books And Supplies	$0.00	Connected School Communities	
Site Resource Teacher to provide targeted intervention for lowest performing student groups. PC TBD	1000-1999: Certificated Personnel Salaries	$132,780.00	Connected School Communities	
Substitute release support to allow staff to participate in assessment and data review and professional development.	1000-1999: Certificated Personnel Salaries	$4,999.00	Connected School Communities	

Cottage Elementary School

Title I Part A Site Allocation Total Expenditures:	$405,765.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Cottage Elementary School Total Expenditures:	$491,686.00