

School Year: **2020-21**



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		November 17, 2020

Purpose and Plan Summary

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

Schoolwide Program

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

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

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

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on -----
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate:

Synchronous learning weekly percentage rate:

Asynchronous engagement - weekly assignment completion rate:

Learning loss - to be determined.

Target groups:

Analysis prior to Distance Learning:

Analysis of the data completed at parent working groups with Site Leadership and with whole staff strongly supports the benefit of having instructional assistant support within the classrooms. Student growth continues at a slow, but steady rate, and the overall school climate is viewed favorably by students, staff and parents. English Learner numbers continue to grow although the overall number of students at the lowest levels of ELPAC assessment dropped. Attendance numbers remained consistent and met district goals.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Blue	None	None	Yellow	Yellow
English Learners	Orange	Blue	None	None	Orange	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Blue	None	None	Yellow	Yellow
Students with Disabilities	Yellow	Orange	None	None	None	None
African American	Yellow	Yellow	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Orange	Blue	None	None	Yellow	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Red	Blue	None	None	Yellow	Yellow
Two or More Races	None	None	None	None	None	None

LEARN MORE English Language Arts

All Students State



Yellow

50.2 points below standard

Increased 15.3 Points Ⓢ

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

LEARN MORE Mathematics

All Students State



Yellow

65.5 points below standard

Increased 16.6 Points Ⓢ

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

LEARN MORE English Learner Progress

All Students State

48.7% making progress towards English language proficiency

Number of EL Students: 113

Progress Levels

Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

[View More Details →](#)

Root Cause Analysis

What did your root causes analysis reveal?

Guidance

Root Cause Analysis

Root cause analysis follows directly from areas identified during data analysis.

	Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.
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Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by...

Attendance: Students are not attending due to

Lack of engagement in synchronous learning is attributed to

Lack of assignment completion stems from

Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

Root Cause Analysis prior to Distance Learning:

Resource Inequities

What resource inequities did you discover?

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

Staff is engaging in a year-long focus of lesson study and refinement of Montessori practices. Included in that focus is the integration of EL strategies and standards embedded within Montessori and core curricular areas. Lesson studies are scheduled on a monthly basis and the site continues its work with National Center for Montessori in the Public Sector to assist with lesson refinement. School resources have included a focus on professional development of staff in the areas of lesson study, standards calibration, and parent involvement activities.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

Staff is engaging in a year-long focus of lesson study and refinement of Montessori practices. Included in that focus is the integration of EL strategies and standards embedded within Montessori and core curricular areas. Lesson studies are scheduled on a monthly basis and the site continues its work with National Center for Montessori in the Public Sector to assist with lesson refinement. School resources have included a focus on professional development of staff in the areas of lesson study, standards calibration, and parent involvement activities. Cottage Elementary has been working hard to refine the Montessori practices and lessons and determining the individual needs of our ELs based on age and ability. Professional development opportunities for all staff members continues to address those areas of weakness as identified in assessment data and demographics.

Cottage Elementary - 2018-19 Trimester 3 Text Level Performance by Group

Group	Total Enrolled	Beginning of Year (BOY)				Trimester 1				Trimester 2****				Trimester 3			
		Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above
All	170	62	61	15	30	56	82	6	26	1	113	15	41	1	95	10	64
African American	10	3	5	1	1	3	6	0	1	0	6	2	2	0	8	0	2
Hispanic/Latino	30	11	10	1	7	12	12	1	5	0	20	1	9	1	18	1	10
White	73	30	21	7	14	27	29	4	13	1	47	7	18	0	38	4	31
EL	87	30	38	11	8	22	59	2	4	0	69	9	9	0	57	5	25
RFEP	2																
*Low SES	145	46	56	14	27	42	75	6	22	0	98	12	35	1	81	8	55
**Sp Ed	9	8	1	0	0	8	1	0	0	0	8	0	1	0	8	0	1
FY	1																
Homeless	2																

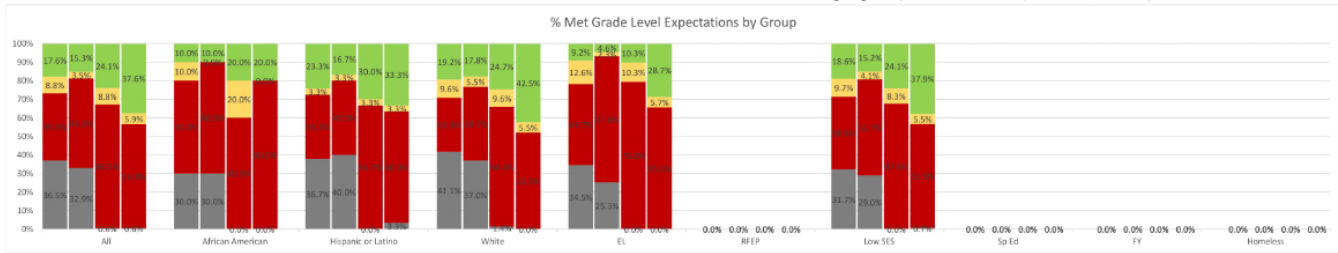
Group	Beginning of Year (BOY)				Trimester 1				Trimester 2****				Trimester 3			
	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above
All	36.5%	35.9%	8.8%	17.6%	32.9%	48.2%	3.5%	15.3%	0.6%	66.5%	8.8%	24.1%	0.6%	55.9%	5.9%	37.6%
African American	30.0%	50.0%	10.0%	10.0%	30.0%	60.0%	0.0%	10.0%	0.0%	60.0%	20.0%	20.0%	0.0%	80.0%	0.0%	20.0%
Hispanic/Latino	36.7%	33.3%	3.3%	23.3%	40.0%	40.0%	3.3%	16.7%	0.0%	66.7%	3.3%	30.0%	3.3%	60.0%	3.3%	33.3%
White	41.1%	28.8%	9.6%	19.2%	37.0%	39.7%	5.5%	17.8%	1.4%	64.4%	9.6%	24.7%	0.0%	52.1%	5.5%	42.5%
EL	34.5%	43.7%	12.6%	9.2%	25.3%	67.8%	2.3%	4.6%	0.0%	79.3%	10.3%	10.3%	0.0%	65.5%	5.7%	28.7%
RFEP																
*Low SES	31.7%	38.6%	9.7%	18.6%	29.0%	51.7%	4.1%	15.2%	0.0%	67.6%	8.3%	24.1%	0.7%	55.9%	5.5%	37.9%
**Sp Ed																
FY																
Homeless																

*Low SES: Low SES includes low income students and students whose parents have not completed High School.

**Sp Ed: Special Education includes any student with an active IEP, which includes SDC, RSP and DIS.

***Grade level expectations report includes students in grades K, 1 and 2. Trimester 1's report did not include K. Performance is inflated due to the addition of Kindergarten.

Bar 1: Beginning of Year; Bar 2: End of Trimester 1; Bar 3: End of Trimester 2; Bar 4: End of Trimester 3



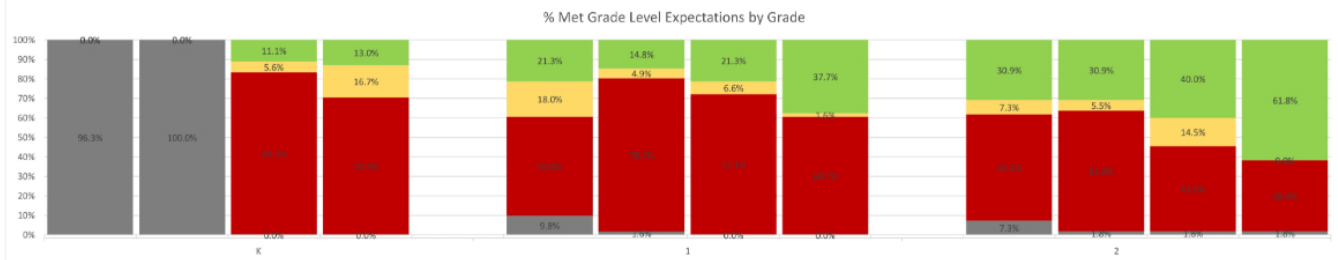
Cottage Elementary - 2018-19 Trimester 3 Text Level Performance by Grade

Grade	Total Enrolled	Beginning of Year (BOY)				Trimester 1				Trimester 2**				Trimester 3			
		Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above
K	54	52	0	0	0	54	0	0	0	0	45	3	6	0	38	9	7
1	61	6	31	11	13	1	48	3	9	0	44	4	13	0	37	1	23
2	55	4	30	4	17	1	34	3	17	1	24	8	22	1	20	0	34

Grade	Total Enrolled	Beginning of Year (BOY)				Trimester 1				Trimester 2				Trimester 3			
		Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above	Not Participating	Below	Approaching	At or Above
K		96.3%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0.0%	83.3%	5.6%	11.1%	0.0%	70.4%	16.7%	13.0%
1		9.8%	50.8%	18.0%	21.3%	1.6%	78.7%	4.9%	14.8%	0.0%	72.1%	6.6%	21.3%	0.0%	60.7%	1.6%	37.7%
2		7.3%	54.5%	7.3%	30.9%	1.8%	61.8%	5.5%	30.9%	1.8%	43.6%	14.5%	40.0%	1.8%	36.4%	0.0%	61.8%

**Trimester 2 was the first time that Kindergarten was required to report.

Bar 1: Beginning of Year; Bar 2: End of Trimester 1; Bar 3: End of Trimester 2; Bar 4: End of Trimester 3



Conclusions based on this data:

1. Conclusions based on this Text Level data:

- We found that 38% of all students in grades K-2 were at or above grade level proficiency.
- We found that 38% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.
- We found that 29% of English Language Learners in grades K-2 were at or above grade level proficiency.

Within a Montessori program, academic growth is most evident after social and emotional norms are established. As students progress through Cottage School, the percentage of students reading at grade level climbs. Student growth from the beginning of the year to the end more than doubled for all subgroups but Hispanic (10% growth only for Hispanic students). This is likely also due to the fact that we have many English Learners who are new to the country and who need time to acquire English at a level to show fluency and proficiency.

Conclusions based on this data:

- 1.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

Campus climate surveys continually show high levels of satisfaction among community and stakeholders. As the campus grows, increased efforts will be needed to add new students and families into the overall community.

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

Budget items reflect 2019-20 student levels; Enrollment will be increased by three classrooms (78 students)

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2020-21

Identified Need

Maintaining a high level of stakeholder engagement and satisfaction with program while adding 3 new classes and four new staff members; a 20% increase in student enrollment and 20% turnover of certificated staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Continue ongoing training of parents to coordinate communication and support for parents and families.	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Parent Involvement	2506	School year 2020-21
1.2	Provide materials and supports for parent training and meetings	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Parent Involvement	500	School year 2020-21

1.3	Provide school wide activities/ events that include family participation.	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Parent Involvement	899	School year 2020-21
1.4	Continue weekly and trimester recognition of positive attendance and achievement. Provide opportunities for parents to interact with students on campus. (add reading medals and parent volunteer BBQ/ Coffee)	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	1500	School year 2020-21
1.5	Distribute and collect parent survey regarding convenient meeting times. Provide Parent Education opportunities including	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	4500	School year 2020-21

	<p>Montessori philosophy & approach.</p> <p>Pilot Transparent Classroom tool for enhancement of School/Home communication</p> <p>.</p>					
1.6		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				
1.7		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				
1.8		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				
1.9		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

Annual Review

SPSA Year Reviewed: 2019-20

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

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

With a continuing influx of new families to the school, more efforts need to be made with community and district resources to strengthen school/home ties.

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

Many additional resources within the community and district programs have been identified to continue support of building school/home relationships

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals and expenditures will be reviewed as they pertain to loss of current support provided at no financial costs to the site or as a result of input from the community regarding additional needs.

2020-21

Identified Need

School/home relationships need to be strengthened to help families understand the benefits of Montessori education.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Survey - School Culture Staff. Percent strongly agree/agree overall.		
District Survey - School Culture Parent. Percent strongly agree/agree overall.		
District Survey - School Culture Student. Percent strongly agree/agree overall.		
District Survey - Safety Staff. Percent strongly agree/agree overall.		
District Survey - Safety Parent. Percent strongly agree/agree overall.		
District Survey - Safety Student. Percent strongly agree/agree overall.		
School Chronic Absenteeism.		
School Chronic Absenteeism.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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2.1	Strengthen the social-emotional learning climate based on the Montessori philosophy and through training and use of research based programs such as DERS.	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	3000	
2.2	Continue PBIS meeting with the PBIS team and discuss school issues and implement strategies for both Tier 1 and Tier 2. Provide ongoing coaching and support for implementation of PBIS framework including Tier 1 and 2 strategies.	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	750	School year 2020-21

2.3	Use Student Support Center Teams to provide counseling supports and social skills groups to our students to help with their social and emotional well being, as well as help families who may need extra assistance and support.	All Students English Learners Low-Income Students Foster Youth Other			0	
2.4	Continue to schedule, school gatherings throughout the year that celebrate positive character traits, anti-bullying behaviors, positive attendance and community expectations.	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	500	

	Maintain Student Senate to promote student leadership of community expectations.					
2.5	Provide opportunities for staff to attend well researched professional development workshops in the area of PBIS and/or related trainings on behavior, restorative justice practices, and character education	All Students English Learners Low-Income Students Foster Youth Other	Staff Principal	Title I Part A Site Allocation	3600	School year 2020-21
2.6	Provide for Rec Aids to support student behaviors on the playground and cafeteria. Rec Aids will have monthly meetings to train in strategies to	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation LCFF Supplemental Centralized Services	500 5944	School year 2020-21

	supervise and monitor effective strategies to help students solve problems.			(District Only)		
2.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2019-20

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

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

1.

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

2.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

3.

**2020-21
Identified Need**

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
SBAC ELA Scores Overall 2019 CA School Dashboard	50.2 points below standard, 15.3 point increase, status yellow	
SBAC Math Scores Overall 2019 CA School Dashboard	65.5 points below standard, 16.6 point increase, status yellow	
Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall.		

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Implement curriculum and assessments, in a phase in model, that connects common core state standards (CCSS) and Montessori methods to develop a	All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Principal Academic Coach ELD Teacher Classroom Teachers	LCFF Supplemental Site Allocation	1670	School year 2020-21

	school-wide framework. (Writing curricular materials)					
3.2	Continue to align Montessori materials and lessons for CCSS units of study in Early Childhood, Lower Elementary, and Upper Elementary. (is this enough with all the new classes?)	All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Principal Academic Coach ELD Teacher Classroom Teachers	Title I Part A Site Allocation	7500	School year 2020-21
3.3	Enable staff to participate in Professional Development, Conferences, data driven conversations, and vertical alignment meetings via extra assignment hours and/or funding coverage for duties.	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation LCFF Supplemental Site Allocation	3385 8250	School year 2020-21

3.4	Purchase and provide supplemental materials that support our English Learners progress in acquisition of English and CCSS.	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation	1000	School year 2020-21
3.5	Rent, lease, repair, and purchase site licenses and technology to assist with instruction as needed to support implementation of Common Core State Standards.	All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	1100	School year 2020-21
3.6	Use district printing service to duplicate supplemental instructional materials used by students throughout Early Childhood, Lower Elementary, and Upper	All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	3000	School year 2020-21

	Elementary classes.					
3.7	Purchase teacher resources in the all areas of the curriculum to support learning (\$750 per class plus additional \$1000 for new classrooms)	All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	14750	School year 2020-21
3.8	Staff 3-hour Instructional aides during "job time" to support observation and individualize support for students in Early Childhood, Lower Elementary and Upper Elementary, and in other classes where they are needed to support learning.	All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	Title I Part A Site Allocation	156,140	School year 2020-21

3.9	Purchase library books that are culturally and academically appropriate for student body.	All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	1000	School year 2020-21
3.10	Purchase Technology for student access to curricular supports (need another card to maintain shared cart status. Also add Fire tablets for EC)	All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	12000	
3.11	Identify and establish methods to support Montessori practices. Site observations, consulting teachers, relationships with other Montessori organizations. (Coach's Network/ Coaching supplies)	All Students English Learners Low-Income Students Foster Youth Other	Principal teachers	Title I Part A Site Allocation Title I Part A Site Allocation	2000 1500	School year 2020-21

	Join and/or renew memberships in national and/or international organizations to build connections in the Montessori community (AMI, AMS).					
3.12	Staff will attend Montessori Training to further our Montessori learning. (Classified IA Training)	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation Title I Part A Site Allocation	600 2000	School year 2020-21
3.13	Provide Teachers with extra assignment pay to engage in a cycle of inquiry 1.0 FTE Coach	All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Centralized Services (District Only)	119303	School year 2020-21

3.14	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 2.0 FTE ELD Teacher	All Students English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher(s)	LCFF Supplemental English Learner Central	211563	School year 2020-21
3.15	Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff Guest Teachers	Title I Part A Site Allocation	2000	School year 2020-21
3.16	Provide primary language support to EL students, and/or the targeted student population, at	All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central	48800	School year 2020-21

	<p>beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 1.5 FTE BIAs</p>					
3.17		<p>All Students English Learners Low-Income Students Foster Youth Other</p>				

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

2020-21

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline 2019-20

Expected Outcome 2020-21

Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school

Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools

Number of enrichment opportunities offered before, during or after school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide transportation and admission costs for students to experience educational opportunities on and off campus.	All Students English Learners Low-Income Students Foster Youth Other	Site Staff	Title I Part A Site Allocation	6900	

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	\$628,660.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$5,944.00
LCFF Supplemental English Learner Central	\$260,363.00
LCFF Supplemental Site Allocation	\$51,120.00
Title I Part A Centralized Services (District Only)	\$119,303.00
Title I Part A Parent Involvement	\$3,905.00
Title I Part A Site Allocation	\$188,025.00

Subtotal of state or local funds included for this school: \$628,660.00

Total of federal, state, and/or local funds for this school: \$628,660.00

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	51120	0.00
LCFF Supplemental English Learner Central	260,363	0.00
LCFF Supplemental Centralized Services (District Only)	5,944	0.00
Title I Part A Site Allocation	188025	0.00
Title I Part A Parent Involvement	3905	0.00
Title I Part A Centralized Services (District Only)	119,303	0.00
Title I Part A Carryover		

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	5,944.00
LCFF Supplemental English Learner Central	260,363.00
LCFF Supplemental Site Allocation	51,120.00
Title I Part A Centralized Services (District Only)	119,303.00
Title I Part A Parent Involvement	3,905.00
Title I Part A Site Allocation	188,025.00

Expenditures by Budget Reference

Budget Reference	Amount
	486,957.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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		0.00
	LCFF Supplemental Centralized Services (District Only)	5,944.00
	LCFF Supplemental English Learner Central	260,363.00
	LCFF Supplemental Site Allocation	12,000.00
	LCFF Supplemental Site Allocation	39,120.00
	Title I Part A Centralized Services (District Only)	119,303.00
	Title I Part A Parent Involvement	3,905.00
	Title I Part A Site Allocation	10,400.00
	Title I Part A Site Allocation	177,625.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,905.00
Goal 2	14,294.00
Goal 3	597,561.00
Goal 4	6,900.00

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
Peter Neal	Parent or Community Member
Jonetta Boutte	Parent or Community Member
Hillary Ladd	Parent or Community Member
Donna Hale	Classroom Teacher
Arthur Estrada	Principal
Jennifer Center	Classroom Teacher
Alyssa Horrell Se	Classroom Teacher
Susan Nemer	Other School Staff
Abdul Hakim	Parent or Community Member
Tamasa Rebello	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 5, 2019.

Attested:

ON FILE

Principal, Arthur Estrada on

Budget By Expenditures

Cottage Elementary School

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Use Student Support Center Teams to provide counseling supports and social skills groups to our students to help with their social and emotional well being, as well as help families who may need extra assistance and support.		\$0.00	Healthy Environments for Social-Emotional Growth	

Total Expenditures: \$0.00

Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$5,944.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$5,944.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$5,944.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central **\$260,363.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Cottage Elementary School

Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 2.0 FTE ELD Teacher	\$211,563.00	Engaging Academic Programs
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 1.5 FTE BIAs	\$48,800.00	Engaging Academic Programs

LCFF Supplemental English Learner Central Total Expenditures: \$260,363.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$51,120.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$8,250.00	Engaging Academic Programs	
Staff will attend Montessori Training to further our Montessori learning. (Classified IA Training)		\$600.00	Engaging Academic Programs	
Purchase Technology for student access to curricular supports (need another card to maintain shared cart status. Also add Fire tablets for EC)		\$12,000.00	Engaging Academic Programs	
Purchase library books that are culturally and academically appropriate for student body.		\$1,000.00	Engaging Academic Programs	
Implement curriculum and assessments, in a phase in model, that connects common core state standards (CCSS) and Montessori methods to develop a school-wide framework. (Writing curricular materials)		\$1,670.00	Engaging Academic Programs	

Cottage Elementary School

Purchase and provide supplemental materials that support our English Learners progress in acquisition of English and CCSS.	\$1,000.00	Engaging Academic Programs
Rent, lease, repair, and purchase site licenses and technology to assist with instruction as needed to support implementation of Common Core State Standards.	\$1,100.00	Engaging Academic Programs
Use district printing service to duplicate supplemental instructional materials used by students throughout Early Childhood, Lower Elementary, and Upper Elementary classes.	\$3,000.00	Engaging Academic Programs
Purchase teacher resources in the all areas of the curriculum to support learning (\$750 per class plus additional \$1000 for new classrooms)	\$14,750.00	Engaging Academic Programs
Continue to schedule, school gatherings throughout the year that celebrate positive character traits, anti-bullying behaviors, positive attendance and community expectations.	\$500.00	Healthy Environments for Social-Emotional Growth
Maintain Student Senate to promote student leadership of community expectations.		
Continue PBIS meeting with the PBIS team and discuss school issues and implement strategies for both Tier 1 and Tier 2.	\$750.00	Healthy Environments for Social-Emotional Growth
Provide ongoing coaching and support for implementation of PBIS framework including Tier 1 and 2 strategies.		
Provide for Rec Aids to support student behaviors on the playground and cafeteria. Rec Aids will have monthly meetings to train in strategies to supervise and monitor effective strategies to help students solve problems.	\$500.00	Healthy Environments for Social-Emotional Growth

Cottage Elementary School

Continue weekly and trimester recognition of positive attendance and achievement. Provide opportunities for parents to interact with students on campus. (add reading medals and parent volunteer BBQ/ Coffee)

\$1,500.00 Connected School Communities

Distribute and collect parent survey regarding convenient meeting times.

\$4,500.00 Connected School Communities

Provide Parent Education opportunities including Montessori philosophy & approach.

Pilot Transparent Classroom tool for enhancement of School/Home communication.

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Centralized Services (District Only)

\$119,303.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Teachers with extra assignment pay to engage in a cycle of inquiry 1.0 FTE Coach		\$119,303.00	Engaging Academic Programs	

Title I Part A Centralized Services (District Only) Total Expenditures: \$119,303.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$3,905.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Cottage Elementary School

Continue ongoing training of parents to coordinate communication and support for parents and families.	\$2,506.00	Connected School Communities
Provide materials and supports for parent training and meetings	\$500.00	Connected School Communities
Provide school wide activities/ events that include family participation.	\$899.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$3,905.00

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

Funding Source: Title I Part A Site Allocation

\$188,025.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Strengthen the social-emotional learning climate based on the Montessori philosophy and through training and use of research based programs such as DERS.		\$3,000.00	Healthy Environments for Social-Emotional Growth	
Provide opportunities for staff to attend well researched professional development workshops in the area of PBIS and/or related trainings on behavior, restorative justice practices, and character education		\$3,600.00	Healthy Environments for Social-Emotional Growth	
Staff 3-hour Instructional aides during "job time" to support observation and individualize support for students in Early Childhood, Lower Elementary and Upper Elementary, and in other classes where they are needed to support learning.		\$156,140.00	Engaging Academic Programs	
Continue to align Montessori materials and lessons for CCSS units of study in Early Childhood, Lower Elementary, and Upper Elementary. (is this enough with all the new classes?)		\$7,500.00	Engaging Academic Programs	

Cottage Elementary School

Enable staff to participate in Professional Development, Conferences, data driven conversations, and vertical alignment meetings via extra assignment hours and/or funding coverage for duties.	\$3,385.00	Engaging Academic Programs
	\$1,500.00	Engaging Academic Programs
	\$2,000.00	Engaging Academic Programs
Provide transportation and admission costs for students to experience educational opportunities on and off campus.	\$6,900.00	Clear Pathways to Bright Futures
Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	\$2,000.00	Engaging Academic Programs
Identify and establish methods to support Montessori practices. Site observations, consulting teachers, relationships with other Montessori organizations. (Coach's Network/ Coaching supplies)	\$2,000.00	Engaging Academic Programs
Join and/or renew memberships in national and/or international organizations to build connections in the Montessori community (AMI, AMS).		

Title I Part A Site Allocation Total Expenditures:	\$188,025.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Cottage Elementary School Total Expenditures:	\$628,660.00