



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	September 17, 2021	September 28, 2021

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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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.

On account of the COVID-19 Pandemic, which resulted in distance and hybrid learning for the entire 2020-2021 school year, the 2021-22 SPSA aims to target actions to accelerate academic learning, strengthen social-emotional supports and provide enrichment opportunities for students. This plan also prioritizes the re-establishment of the school culture and relationships between school, students, and families that is pervasive within the Montessori setting where students spend up to 3 years within the same classroom community. This year, many students who should have had two years within the same community of learners are returning having had less than 2/3 of a school year as a community and that community is 1.5 years removed from their current environment.

Many of our families lack the resources and/or US based educational experiences to have taken full advantage of some resources that may have been available to other families based on lack of technology, transportation, or financial constraints.

Staff is engaging in a year-long focus of lesson study and refinement of Montessori practices. Included in that focus is an internal examination of the Montessori scope and sequence of lessons, a community-wide agreement of essential lessons, and support through Public Montessori in Action to guide the work. School resources have included a focus on professional development of staff in the areas of lesson study, standards calibration, and parent involvement activities and ensuring students have the appropriate materials to fully engage in the Montessori learning process.

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: 2020-21

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.

Overall implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was not measurable due to this shift.

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

No major differences

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.

No changes

2020-21

Identified Need

Support to families in understanding the Montessori Philosophy and the examination of ways to re-connect with families within an environment that still poses challenges to having families on campus and interacting within school functions.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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.	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Parent Involvement	2506	School year 2021-22
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 Title I Part A Site Allocation	500 5000	School year 2021-22

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 Title I Part A Site Allocation	1531 10000	School year 2021-22
1.4	Continue student recognition events in support of student growth and achievement	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	1500	School year 2021-22
1.5	Distribute and collect parent survey regarding convenient meeting times. Provide Parent Education opportunities including Montessori philosophy & approach. Pilot Transparent	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	4500	School year 2021-22

	Classroom tool for enhancement of School/Home communication .					
1.6		All Students English Learners Low-Income Students Foster Youth Other				
1.7		All Students English Learners Low-Income Students Foster Youth Other				
1.8		All Students English Learners Low-Income Students Foster Youth Other				
1.9		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

Provide an educationally safe environment to support the social and emotional needs of students. Environment will be supported through established programs on campus as well as through targeted professional development focused on addressing social emotional needs and in support of the Montessori philosophy.

Annual Review

SPSA Year Reviewed: 2020-21

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 an anticipated influx of new families to the school, and acknowledging the fact that many students may have experienced trauma over the past 1.5 year, 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 provide additional 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.

No changes will be made

2020-21

Identified Need

School/home relationships need to be re-established to help families understand the benefits of Montessori education and to address the social and emotional challenges experienced by students over the past 1.5 years.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
District Survey - School Culture Staff. Percent strongly agree/agree overall.	83.3%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - School Culture Parent. Percent strongly agree/agree overall.	85.7%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - School Culture Student. Percent strongly agree/agree overall.	100%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - Safety Staff. Percent strongly agree/agree overall.	66.7%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - Safety Parent. Percent strongly agree/agree overall.	80%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with at least 50% of eligible respondents returning surveys
District Survey - Safety Student. Percent strongly agree/agree overall.	100%	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
		with at least 50% of eligible respondents returning surveys
School Chronic Absenteeism.	No true baseline for 20-21 available due to multiple factors impacting how student attendance was recorded. Cottage Elementary historically has had at 95% attendance record with 10% chronic absenteeism.	Expected outcome for 2021-22 is to return to previous levels in the mid-90% range with a 10% chronic absenteeism rate

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Strengthen the social-emotional learning climate based on the Montessori philosophy and through training and use of research based programs such as DERS.	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	3000	School year 2021-22
2.2	Continue PBIS meeting with the PBIS team and discuss school issues and implement strategies for	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation	750	School year 2021-22

	<p>both Tier 1 and Tier 2.</p> <p>Provide ongoing coaching and support for implementation of PBIS framework including Tier 1 and 2 strategies.</p>					
2.3	<p>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.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>		<p>LCFF Supplemental Site Allocation</p>	0	<p>School year 2021-22</p>

2.4	<p>Continue to schedule, school gatherings throughout the year that celebrate positive character traits, anti-bullying behaviors, positive attendance and community expectations.</p> <p>Maintain Student Senate to promote student leadership of community expectations.</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>		<p>LCFF Supplemental Site Allocation</p>	500	School year 2021-22
2.5	<p>Provide opportunities for staff to attend well researched professional development workshops in the area of PBIS and/or related trainings on behavior,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Staff Principal</p>	<p>LCFF Supplemental Site Allocation</p> <p>Title I Part A Site Allocation</p>	<p>3000 4640</p>	School year 2021-22

	restorative justice practices, and character education					
2.6	Provide for Rec Aids to support student behaviors on the playground and cafeteria. Rec Aids will have monthly meetings to train in strategies to supervise and monitor effective strategies to help students solve problems.	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation LCFF Supplemental Centralized Services (District Only)	500 3,000	School year 2021-22
2.7		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

Support the academic development of all students through research based practices within the Montessori philosophy. Students will be actively engaged at their appropriate developmental levels and growth will be supported through engagement of Montessori lessons and appropriate academic supports. We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement. Staff will be supported through the development and enhancement of their own professional skills and will be able to access the tools and supports needed to support the academic growth of their children.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was not measurable due to this shift.

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

No major differences

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.

No changes will be made

2020-21

Identified Need

There are several educational components that are either missing or needing support to meet the needs of all student levels within the Montessori classroom. Staff will also access Montessori organizations to continue professional development and refine curricular lessons.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
CAASPP 2019	50.2 points below standard, 15.3 point increase, status yellow	It is expected that student growth stopped or was delayed during 2020-21 school year. New benchmarks will be established with administration of iReady and Montessori assessments in fall.
CAASPP 2019	65.5 points below standard, 16.6 point increase, status yellow	It is expected that student growth stopped or was delayed during 2020-21 school year. New benchmarks will be established with administration of iReady and Montessori assessments in fall.

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	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Principal Academic Coach ELD Teacher	LCFF Supplemental Site Allocation	1670 20000	School year 2021-22

	common core state standards (CCSS) and Montessori methods to develop a school-wide framework.		Classroom Teachers	Title I Part A Site Allocation		
3.2	Continue to align Montessori materials and lessons for CCSS units of study in Early Childhood, Lower Elementary, and Upper Elementary.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Principal Academic Coach ELD Teacher Classroom Teachers	Title I Part A Site Allocation	25000	School year 2021-22
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.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation LCFF Supplemental Site Allocation	15385 8250	School year 2021-22

3.4	Purchase and provide supplemental materials that support our English Learners progress in acquisition of English and CCSS.	All Students X English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation	1000	School year 2021-22
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.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation Title I Part A Site Allocation	1100 20647	School year 2021-22
3.6	Use printing services and supplies to duplicate supplemental instructional materials used by students throughout Early Childhood, Lower Elementary,	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	3000	School year 2021-22

	and Upper 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)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation Title I Part A Site Allocation	11750 10000	School year 2021-22
3.8	Staff 3-hour Instructional aides during "job time" to support observation and individualize support for students in classes where they are needed to support learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	Title I Part A Site Allocation	75000	School year 2021-22
3.9	Purchase library books that are culturally and academically	X All Students English Learners Low-Income Students Foster Youth Other	Principal, staff	LCFF Supplemental Site Allocation	1000	School year 2021-22

	appropriate for student body.					
3.10	Purchase Technology for student access to curricular supports	X All Students English Learners Low-Income Students Foster Youth Other		LCFF Supplemental Site Allocation Title I Part A Site Allocation	12000 30000	
3.11	Identify and establish methods to support Montessori practices. Site observations, consulting teachers, relationships with other Montessori organizations. Join and/or renew memberships in national and/or international organizations to build	X 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 9500	School year 2021-22

	connections in the Montessori community .					
3.12	Staff will attend Montessori Training to further our Montessori learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation Title I Part A Site Allocation	600 29000	School year 2021-22
3.13	Provide Teachers with extra assignment pay to engage in a cycle of inquiry 1.0 FTE Coach	X All Students English Learners Low-Income Students Foster Youth Other		Title I Part A Site Allocation	119303	School year 2021-22
3.14	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 2.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	Principal, ELD Teacher(s)	LCFF Supplemental English Learner Central	213,764	School year 2021-22

3.15	Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff Guest Teachers	Title I Part A Site Allocation	10000	School year 2021-22
3.16	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	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental English Learner Central	50,817	School year 2021-22

3.17		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

Cottage Elementary will implement clear pathways to bright futures

Annual Review

SPSA Year Reviewed: 2020-21

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.

Overall implementation of the strategies/activities were impacted by the shift from 100% distance learning to hybrid learning two-thirds of the way through the school year. The overall effectiveness was not measurable due to this shift.

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

No major differences

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.

No changes will be made.

2020-21

Identified Need

Many students do not have the financial or transportation resources to access environments and activities that their peers may have access to. Staff will look for opportunities to provide students with experiences that support learning plans and open new experiences to students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	N/A	baseline
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	N/A	baseline
Number of enrichment opportunities offered before, during or after school.	N/A	baseline

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	X All Students English Learners Low-Income Students Foster Youth Other	Site Staff	Title I Part A Site Allocation	16900	

on and off
campus.

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	\$728,613.00

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$3,000.00
LCFF Supplemental English Learner Central	\$264,581.00
LCFF Supplemental Site Allocation	\$51,120.00
Title I Part A Parent Involvement	\$4,537.00
Title I Part A Site Allocation	\$405,375.00

Subtotal of state or local funds included for this school: \$728,613.00

Total of federal, state, and/or local funds for this school: \$728,613.00

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	51,120	0.00
LCFF Supplemental English Learner Central	264,581	0.00
LCFF Supplemental Centralized Services (District Only)	3,000	0.00
Title I Part A Site Allocation	405,375	0.00
Title I Part A Parent Involvement	4,537	0.00
Title I Part A Centralized Services (District Only)	0	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	3,000.00
LCFF Supplemental English Learner Central	264,581.00
LCFF Supplemental Site Allocation	51,120.00
Title I Part A Parent Involvement	4,537.00
Title I Part A Site Allocation	405,375.00

Expenditures by Budget Reference

Budget Reference	Amount
	481,910.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Supplemental Centralized Services (District Only)	3,000.00
	LCFF Supplemental English Learner Central	264,581.00
	LCFF Supplemental Site Allocation	12,000.00

	LCFF Supplemental Site Allocation	39,120.00
	Title I Part A Parent Involvement	4,537.00
	Title I Part A Site Allocation	234,703.00
	Title I Part A Site Allocation	170,672.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	25,537.00
Goal 2	15,390.00
Goal 3	670,786.00
Goal 4	16,900.00

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
OPEN - Child left school	Parent or Community Member
Hilary Ladd	Parent or Community Member
Donna Hale	Classroom Teacher
Arthur Estrada	Principal
Kristin Strong	Classroom Teacher
Alyssa Horrell Se	Classroom Teacher
Susan Nemer	Other School Staff
Abdul Hakim	Parent or Community Member
Tamara Rebello	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on Sept 17, 2021.

Attested:

ON FILE
on file

Principal, Arthur Estrada on 09/17/2021

SSC Chairperson, on 09/17/2021

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 Stakeholder 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 (Stakeholder 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/guidanceuseseseinvestment.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 (Stakeholder 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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Cottage Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$3,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$3,000.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$3,000.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central **\$264,581.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 2.0 FTE ELD Teacher		\$213,764.00	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		\$50,817.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$264,581.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Cottage Elementary School

Funding Source: LCFF Supplemental Site Allocation

\$51,120.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Technology for student access to curricular supports		\$12,000.00	Engaging Academic Programs	
Staff will attend Montessori Training to further our Montessori learning.		\$600.00	Engaging Academic Programs	
		\$8,250.00	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.		\$1,670.00	Engaging Academic Programs	
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 printing services and supplies 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)		\$11,750.00	Engaging Academic Programs	
Continue student recognition events in support of student growth and achievement		\$1,500.00	Connected School Communities	

Cottage Elementary School

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.		
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.		
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
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.		
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	\$3,000.00	Healthy Environments for Social-Emotional Growth

Cottage Elementary School

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

Purchase library books that are culturally and academically appropriate for student body.

\$1,000.00 Engaging Academic Programs

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$4,537.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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.		\$1,531.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$4,537.00

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

Funding Source: Title I Part A Site Allocation **\$405,375.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
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Cottage Elementary School

Provide professional development, extra assignment pay, and coaching for staff to increase understanding and strengthen implementation of designated and integrated ELD.	\$10,000.00	Engaging Academic Programs
	\$20,647.00	Engaging Academic Programs
	\$10,000.00	Engaging Academic Programs
Provide transportation and admission costs for students to experience educational opportunities on and off campus.	\$16,900.00	Clear Pathways to Bright Futures
Provide Teachers with extra assignment pay to engage in a cycle of inquiry 1.0 FTE Coach	\$119,303.00	Engaging Academic Programs
	\$30,000.00	Engaging Academic Programs
	\$9,500.00	Engaging Academic Programs
	\$29,000.00	Engaging Academic Programs
Identify and establish methods to support Montessori practices. Site observations, consulting teachers, relationships with other Montessori organizations.	\$2,000.00	Engaging Academic Programs
Join and/or renew memberships in national and/or international organizations to build connections in the Montessori community .	\$20,000.00	Engaging Academic Programs
	\$4,640.00	Healthy Environments for Social-Emotional Growth

Cottage Elementary School

	\$5,000.00	Connected School Communities
	\$10,000.00	Connected School Communities
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
Staff 3-hour Instructional aides during "job time" to support observation and individualize support for students in classes where they are needed to support learning.	\$75,000.00	Engaging Academic Programs
Continue to align Montessori materials and lessons for CCSS units of study in Early Childhood, Lower Elementary, and Upper Elementary.	\$25,000.00	Engaging Academic Programs
Enable staff to participate in Professional Development, Conferences, data driven conversations, and vertical alignment meetings via extra assignment hours and/or funding coverage for duties.	\$15,385.00	Engaging Academic Programs

Title I Part A Site Allocation Total Expenditures:	\$405,375.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Cottage Elementary School Total Expenditures:	\$728,613.00